LIST OF FILES

2011-2012
HOUSE EDUCATION COMMITTEE
LIST OF FILES (PAGE 1)

1/24/11 OVERVIEW: DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

1/26/11 PRESENTATION: GOVERNOR'S COUNCIL ON DISABILITIES & SPECIAL EDUCATION

1/28/11 UPDATE: GRADUATION WORKING GROUP, DEED

1/31/11 OVERVIEW: ALASKA CAREER & TECHNICAL EDUCATION PLAN

2/02/11 PRESENTATION: HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE

1/25/12 PRESENTATIONS: ALASKA EARLY CHILDHOOD COORDINATING COUNCIL AND STATE INTERVENTION IN SCHOOLS

2/08/12 PRESENTATIONS: UNIVERSITY OF ALASKA BOARD OF REGENTS, ALASKA GATEWAY SCHOOL DISTRICT AND STATE BOARD OF EDUCATION

2/10/12 PRESENTATION: EDUCATION FUNDING FROM SCHOOL DISTRICTS PERSPECTIVE

2/13/12 ALASKA COMMISSION ON POSTSECONDARY EDUCATION, REPORT ON PERFORMANCE SCHOLARSHIP OUTCOMES

3/12/12 PRESENTATION: PROPOSED ALASKA MATHEMATICS STANDARDS

CONFIRMATIONS 2011

CONFIRMATIONS 2012

SUPERINTENDENT PRESENTATIONS 2011

SUPERINTENDENT PRESENTATIONS 2012

HB 5

HB 6

HB 15

HB 38

HB 49

2011-2012
HOUSE EDUCATION COMMITTEE
LIST OF FILES (PAGE 2)

HB 93

HB 104

HB 132

HB 143

HB 145

HB 154

HB 198

HB 199

HB 242

HB 256

HB 272

HB 282

HB 313

HB 330

HB 352

HB 369

HJR 16

HJR 39

SB 1

SB 8

SB 83

SB 137

2011-2012
HOUSE EDUCATION COMMITTEE
LIST OF FILES (PAGE 3)

SB 170

SB 199

1/24/11 OVERVIEW: DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

<TARGET><BILL></BILL><SUBJECT>1-24-11 OVERVIEW DEPARTMENT OF EDUCATION and EARLY DEVELOPMENT</SUBJECT><COMM>HEDC27</COMM></TARGET>

The following questions have been posed to the Department of Education for the overview scheduled for Monday, January 24. Do you have any questions you would like to have answered?

1. What is DEED, and how is it structured?
2. What is the overarching educational philosophy of DEED?
3. Give a brief history of education in Alaska. BIA (Bureau of Indian Affairs), SOS (State Operated Schools), AUBSD (Alaska Unorganized Borough School District), REAA's (Regional Educational Attendance Areas) and contemporary.
4. What are the differences and similarities between and among the rural, bush and urban schools?
5. Give an overview of the DEED budget and how it works.
6. What does DEED perceive to be the problems in Education, and what would DEED like this session of the legislature to address?

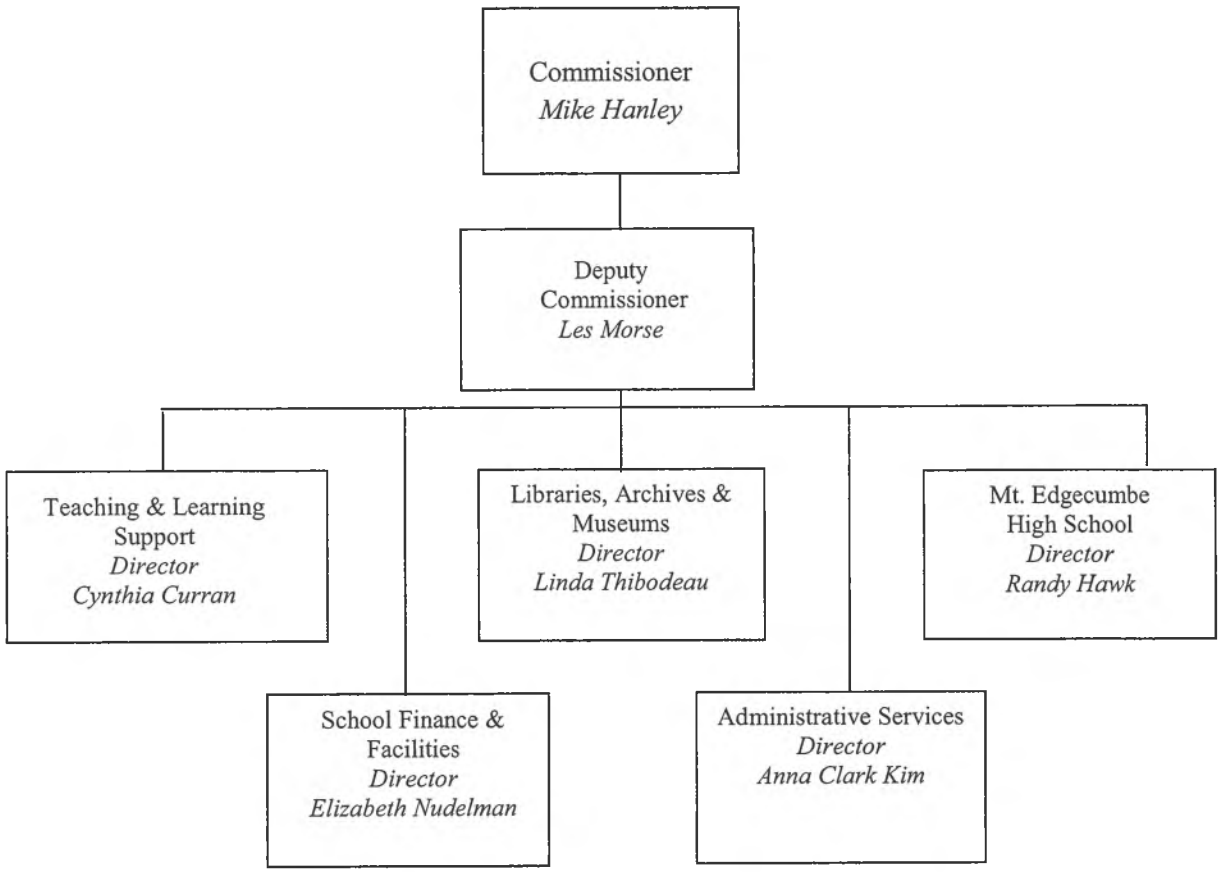
House Education Committee
Department of Education and Early Development (EED) Overview
January 24, 2011

What is the overarching educational philosophy at EED?

Mission Statement
Alaska's education system fosters creativity and curiosity, and embraces diversity. Alaska's students have the skills and knowledge to contribute to local, state, national and global communities by understanding the past and present, and they are prepared to create the future.

AS 14.03.105 State Education Policy
It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

Department of Education and Early Development
Organization Chart



Professional Teaching Practices Commission
Executive Director
Patricia Truman

Alaska State Council on the Arts
Executive Director
Charlotte Fox

Alaska Commission on Postsecondary Education
Executive Director
Diane Barrans

Historical Overview of Education History in Alaska

Organization of Schools and Local Control

1884 – Organic Act – Responsibility for providing schooling given to the Office of the United States Secretary of Interior; four years later the task was specifically delegated to the Bureau of Education, a unit of Interior.

1800s – Federal government established day schools in Alaska villages and a limited number of vocational boarding schools.

Early 1900s – United States Congress granted authority to individual communities in Alaska to incorporate and establish schools, and maintain them through taxation.

1905 – Nelson Act – Provided for establishment of schools outside incorporated towns. Governor of Territory of Alaska made ex-officio superintendent. Thus a dual system of education in Alaska (federal and territorial, later state, begins).

1931 – Federal Bureau of Education extends educational services to more remote sections of Alaska and by this year assumes responsibility for formal education of most rural Native people.

In Alaska the passage of the Johnson O'Malley Act led to the beginning of negotiations between Alaska Territorial Department of Education and the Bureau of Indian Affairs for the transfer of federally-operated rural BIA elementary schools to the territory.

Only option open for high schools in small rural communities was to attend distant BIA boarding high schools, with the exception of a small number of church-affiliated boarding high schools, such as St. Mary's Mission.

1965 – Alaska State Department of Education, 1965-66 biennium report, declared need for special provisions to accommodate conditions in rural Alaska. Established the Division of State Operated Schools, responsibility for rural and on-base military schools, created governor's committee to explore merger of BIA and state schools.

1974 – Lawsuit was filed for not providing local high school facilities for predominantly Native communities, known at that time as the Molly Hootch case.

1975 – Pressure on legislature for more local control from Alaska Native people, State Operated Schools abolished, separate rural school districts called Regional Education Attendance Areas (REAAs) established.

1976 – Governor of Alaska signed a consent decree related to Molly Hootch as an out-of-court settlement, and the state agreed that it would establish a high school program in every community in Alaska where there was an elementary school (with a minimum enrollment of 8 students) and one or more secondary students, unless the community specifically declined.

School Accountability

1991 – Reform movement known as Alaska 2000 moved forward by Governor's Blue Ribbon Commission, which includes developing student academic standards.

1992 – State Board of Education passes regulations that require local schools to provide students a working knowledge of English, mathematics, science, geography, history, skills for a healthy life, government and citizenship, fine arts, technology and world languages. Regulation takes effect June 1993.

1995 & 1996 – State Board adopts content standards in ten areas.

1997 – Law requiring secondary competency testing passes legislature and is signed; AS 14.03.075.

2000 – State Board adopts more detailed content standards in reading, writing, and mathematics.

2000 – Benchmark assessments given to students in grades 3, 6 and 8.

2004 – Students first held accountable for passing the High School Graduation Qualifying Examination to earn a diploma.

2005 – State Board adopts Grade Level Expectations, which define standards by grade level; new assessments called Standards Based Assessments given to students in grades 3-10 begin.

2006 – U.S. Department of Education approves Alaska's assessment system under No Child Left Behind, determining the system is aligned to standards, and uses valid, reliable and fair tests to assess Alaska's content standards.

BIA School Turnover to Alaska

Douglas	1938	Tatitlek	1953	Mountain Village	1977
Fotuna Ledge	1939	Angoon	1954	Kotlik	1979
		Rampart	1954	Sheldon Point	1979
Sand Point	1942	Fort Yukon	1957		
Haycock	1943	Tanana	1958	Eek	1980
Unalaska	1945	Circle	1959	Pilot Station	1980
Valdez	1946			Unalakleet	1981
Bayview	1947	Chignik Lake	1960	Brevig Mission	1981
Bethel	1947	Point Lions	1966	Klukwan	1982
Cordova	1947	Atka	1967	Alakanuk	1982
Haines	1947	Eagle	1967	Scammon Bay	1982
Hoonah	1947	English Bay	1967	Gambell	1982
Juneau	1947	Koliganek	1967	Golovin	1982
Kake	1947	Manokotak	1967	St. Michael	1982
Kanakanak	1947	Minto	1967	Stebbins	1982
Kasaan	1947	New Stuyahok	1967	Goodnews Bay	1982
Ketchikan	1947	Northway	1967	Kyethluk	1982
Nome	1947	Tanacross	1967	Kwigillingok	1982
Sitka	1947	Togiak	1967	Mekoryuk	1982
Squaw Harbor	1947	Chalkyitsik	1969	Napakiak	1982
Yakutat	1947	Galena	1969	Napaskiak	1982
Klawock	1948	Kaltag	1969	Nightmute	1982
Saxman	1949	Stevens Village	1969	Oscarville	1982
				Quinhagak	1982
Afognak	1951	Arctic Village	1970	Tununak	1982
Alitak	1951	Buckland	1970	Tuntutuliak	1983
Copper Center	1951	Deering	1970	Mt. Edgecumbe	1983
Old Harbor	1951	Kivalina	1970	Beaver	1984
Ouzinkie	1951	Koyuk	1970	Grayling	1984
Akutan	1952	Noatak	1970	Shageluk	1984
Anchorage Bay	1952	Noorvik	1970	Tetlin	1984
Belkofski	1952	Point Hope	1970	Venetie	1984
Karluk	1952	Selawik	1970	Diomede	1984
King Cove	1952	Shishmaref	1970	Elim	1984
Metlakatla	1952	Shungnak	1970	Savoonga	1984
Nikolski	1952	Sleetmute	1970	Shaktoolik	1984
Perryville	1952	Wales	1970	Akiachak	1985
Port Graham	1952	White Mountain	1970	Akiak	1985
Tyonek	1952	Barrow	1974	Chefornak	1985
Chenega	1953	Wainwright	1975	Chevak	1985
Chitina	1953	Barter Island	1975	Kasigluk	1985
Egegik	1953	Wrangell	1975	Kipnuk	1985
Ekwok	1953	Hooper Bay	1976	Newtok	1985
Hydaburg	1953	Emmonak	1976	Nunapitchuk	1985
Levelock	1953	Lower Kalskag	1976	Toksook Bay	1985
Newhalen	1953	Kalskag	1976	Tuluksak	1985
Nondalton	1953	Kotzebue	1976		
Pilot Point	1953	Kiana	1976		

Acting Commissioner Les Morse Testimony
House Education Committee

1. 508 Schools

2. 27 Correspondence- 14 Operate Statewide Programs

3. 100 Schools have 50 or fewer students
   Enrolled
   A) 10-20 = 53 Schools
   B) 21-50 = 47 Schools

4. 53 Districts + MEHS = 54
   A) 19 REAAs (Rural Education Attendance Areas)
      a) 3 on road system
      b) 3 on marine highway routes
   B) 16 City School Districts
   C) 18 Borough School Districts
      a) 5 Rural Non-road

5. Enrollment =
   A) Statewide 129,471
   B)

# of Districts	Enrollment Range
7	12-100
25	101-500
6	501-1,000
10	1,001-5,000
5	Over 5,000 to over 49,000
1	400 = MEHS

   C) -Big 5 (5)
   -Rural Road and Marine Hwy (25)
   -Rural Remote (23)
   53 + MEHS

Revised

FY2012 Operating & Capital Budget

December 15, 2010 – Agency Budget

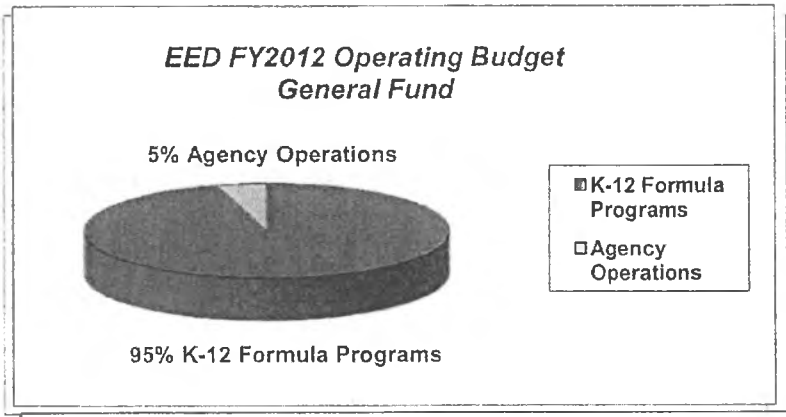
Department of Education & Early Development
*FY2012 Operating Budget - Governor's December 15**

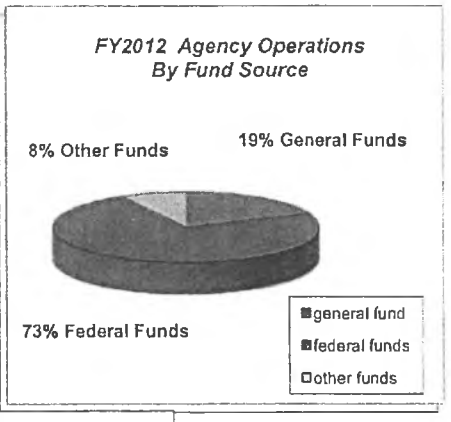
**includes school debt reimbursement, foundation program, pupil transportation & ARRA*

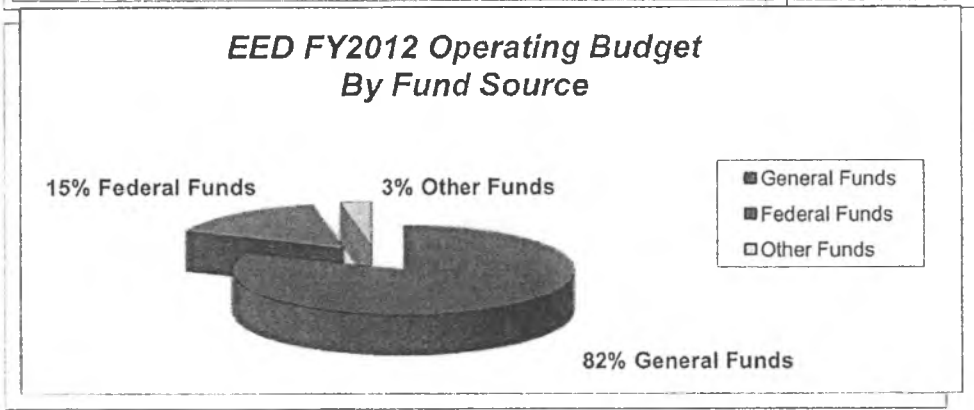
	UGF Funds	DGF Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	1,226,300.3	12,350.0	20,791.0	21,300.0	**1,280,741.3**
Agency Operations	57,003.0	1,555.8	222,559.5	24,196.7	**305,315.0**
Total	**1,283,303.3**	**13,905.8**	**243,350.5**	**45,496.7**	**1,586,056.3**

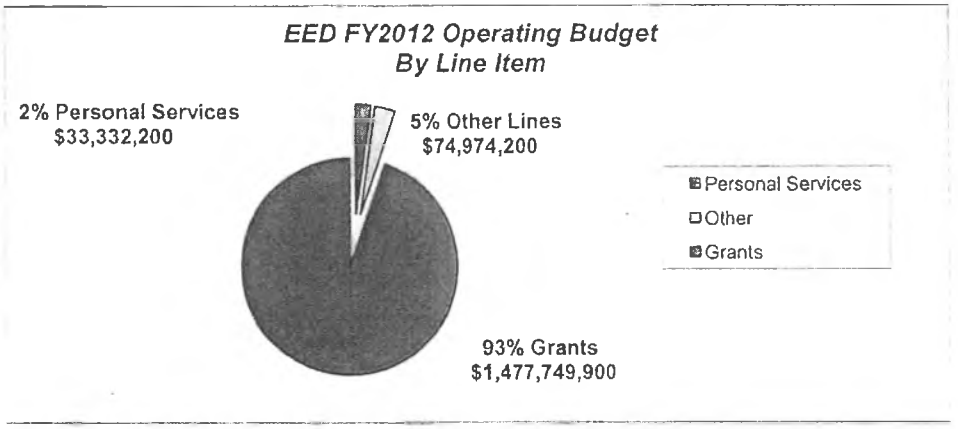
Position Count: 357

Full-time	337
Part-time	12
Non-perm	8









Department of Education & Early Development
FY2012 Governor's December 15 Budget

	UGF Funds	DGF Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:					
Foundation Program	1,063,108,600	12,350,000	20,791,000	0	1,096,249,600
Boarding Home Grants	1,690,800	0	0	0	1,690,800
Youth in Detention	1,100,000	0	0	0	1,100,000
Special Schools	3,318,400	0	0	0	3,318,400
Pupil Transportation	64,228,400	0	0	0	64,228,400
Alaska Challenge Youth Academy	6,008,600	0	0	0	6,008,600
School Performance Incentive Program	0	0	0	0	0
School Debt Reimbursement	86,845,500	0	0	21,300,000	108,145,500
Subtotal K- 12 Formula Programs	**1,226,300,300**	**12,350,000**	**20,791,000**	**21,300,000**	**1,280,741,300**

	Positions PFT	PPT	NP	UGF Funds	DGF Funds	Federal Funds	Other Funds	Total
Agency Operations:								
Executive Administration	5			851,000		0	22,400	873,400
Administrative Services	10			689,500		145,000	703,000	1,537,500
Information Services	6			287,200		0	428,100	715,300
School Finance & Facilities	13			1,647,400		0	770,300	2,417,700
Student and School Achievement	70			10,417,100	350,800	165,750,300	660,300	177,178,500
State System of Support	7			2,061,600		0	0	2,061,600
Statewide Mentoring Program	0			3,900,000		0	600,000	4,500,000
Teacher Certification	5			9,500	714,500	0	16,400	740,400
Child Nutrition	9			94,600		50,553,600	0	50,648,200
Early Learning Coordination	3			10,214,600		267,100	0	10,481,700
Professional Teaching Practices Commission	2			289,900		0	0	289,900
Alaska State Council on the Arts	6			702,600	10,900	786,700	210,000	1,710,200
Mt. Edgecumbe Boarding School	37	8		4,112,700	57,400	0	5,300,700	9,470,800
State Facilities Maintenance	8			0		0	1,149,700	1,149,700
State Facilities Rent	0			2,115,800		0	26,000	2,141,800
Library Operations	35		4	4,666,200	63,000	3,039,800	1,068,300	8,837,300
Archives	10			1,059,200		40,000	103,700	1,202,900
Museum Operations	14	4		1,597,400	359,200	60,000	0	2,016,600
ACPE - Program Admin & Operations	97		4	1,100,000		1,917,000	13,137,800	16,154,800
Alaska Performance Scholarship Awards				8,221,900		0	0	8,221,900
WWAMI Medical Education	0			2,964,800		0	0	2,964,800
Subtotal Agency Operations	**337**	**12**	**8**	**57,003,000**	**1,555,800**	**222,559,500**	**24,196,700**	**305,315,000**
Total	**337**	**12**	**8**	**1,283,303,300**	**13,905,800**	**243,350,500**	**45,496,700**	**1,586,056,300**

Department of Education & Early Development
Operating Budget Comparison - General Funds
FY2011 Management Plan to FY2012 Governor's December 15 Budget

	FY2011 Mgmt. Plan	FY2012 Governor's	Mgmt. Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	1,063,200.0	1,075,458.6	12,258.6	1.2%
Boarding Home Grants	1,690.8	1,690.8	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,303.0	3,318.4	15.4	0.5%
Pupil Transportation	63,839.2	64,228.4	389.2	0.6%
Alaska Challenge Youth Academy	5,826.8	6,008.6	181.8	3.1%
School Debt Reimbursement	0.0	86,545.5	86,545.5	0.0%
Subtotal Formula Programs	**1,138,959.8**	**1,238,350.3**	**99,390.5**	8.7%

	FY2011 Mgmt. Plan	FY2012 Governor's	Mgmt. Plan to Governor's	% Change
Agency Operations:				
Executive Administration	813.4	851.0	37.6	4.6%
Administrative Services	643.0	689.5	46.5	7.2%
Information Services	256.9	287.2	30.3	11.8%
School Finance & Facilities	1,608.6	1,647.4	38.8	2.4%
Student and School Achievement	10,156.2	10,767.9	611.7	6.0%
State System of Support	1,624.3	2,061.6	437.3	26.9%
Statewide Mentoring Program	3,900.0	3,900.0	0.0	0.0%
Teacher Certification	702.2	724.0	21.8	3.1%
Child Nutrition	90.5	94.6	4.1	4.5%
Early Learning Coordination	8,584.7	10,214.6	1,629.9	19.0%
Professional Teaching Practices Commission	282.3	289.9	7.6	2.7%
Alaska State Council on the Arts	692.8	713.5	20.7	3.0%
Mt. Edgecumbe Boarding School	4,112.3	4,170.1	57.8	1.4%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,115.8	2,115.8	0.0	0.0%
Library Operations	4,563.4	4,729.2	165.8	3.6%
Archives	1,017.0	1,059.2	42.2	4.1%
Museum Operations	1,878.1	1,956.6	78.5	4.2%
ACPE - Program Admin & Operations	650.0	1,100.0	450.0	0.0%
Alaska Performance Scholarship Awards	0.0	8,221.9	8,221.9	100.0%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Subtotal Agency Operations	**46,656.3**	**58,558.8**	**11,902.5**	25.5%
Total Education	**1,185,616.1**	**1,296,909.1**	**111,293.0**	9.4%

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2011 Management Plan to FY2012 Governor's December 15 Budget

	FY2011 Mgmt. Plan	FY2012 Governor's	Mgmt. Plan to Governor's	% Change
K-12 Formula Programs:				
Foundation Program	1,086,638.4	1,096,249.6	9,611.2	0.9%
Boarding Home Grants	1,690.8	1,690.8	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,303.0	3,318.4	15.4	0.5%
Pupil Transportation	63,839.2	64,228.4	389.2	0.6%
Alaska Challenge Youth Academy	5,826.8	6,008.6	181.8	3.1%
School Debt Reimbursement	106,258.5	108,145.5	1,887.0	1.8%
Subtotal Formula Programs	**1,268,656.7**	**1,280,741.3**	**12,084.6**	**0.95%**

	FY2011 Mgmt. Plan	FY2012 Governor's	Mgmt. Plan to Governor's	% Change
Agency Operations:				
Executive Administration	835.8	873.4	37.6	4.5%
Administrative Services	1,413.0	1,537.5	124.5	8.8%
Information Services	685.0	715.3	30.3	4.4%
School Finance & Facilities	2,349.8	2,417.7	67.9	2.9%
Student & School Achievement	206,687.2	177,178.5	-29,508.7	-14.3%
State System of Support	1,624.3	2,061.6	437.3	26.9%
Statewide Mentoring Program	4,500.0	4,500.0	0.0	0.0%
Teacher Certification	718.6	740.4	21.8	3.0%
Child Nutrition	35,623.2	50,648.2	15,025.0	42.2%
Early Learning Coordination	8,845.3	10,481.7	1,636.4	18.5%
Professional Teaching Practices Commission	282.3	289.9	7.6	2.7%
Alaska State Council on the Arts	1,691.8	1,710.2	18.4	1.1%
Mt. Edgecumbe Boarding School	9,339.4	9,470.8	131.4	1.4%
State Facilities Maintenance	1,116.5	1,149.7	33.2	3.0%
State Facilities Rent	2,141.8	2,141.8	0.0	0.0%
Library Operations	5,967.2	8,837.3	2,870.1	48.1%
Archives	1,155.3	1,202.9	47.6	4.1%
Museum Operations	1,938.1	2,016.6	78.5	4.1%
ACPE - Program Admin & Operations	14,108.1	16,154.8	2,046.7	14.5%
Alaska Performance Scholarship Awards	0.0	8,221.9	8,221.9	100.0%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Subtotal Agency Operations	**303,987.5**	**305,315.0**	**1,327.5**	0.4%
Total Education	**1,572,644.2**	**1,586,056.3**	**13,412.1**	0.9%
Positions:				
Full-time	337.0	337.0	0.0	
Part-time	12.0	12.0	0.0	
Non-Perm	4.0	8.0	4.0	
Total	353.0	357.0	0.0	

Department of Education & Early Development								
Operating Budget - Changes from FY2011 Management Plan to					*FY2011 Management Plan*			
FY2012 Governor's December 15 Budget		*337*	*12*	*4*	*1,185,610.0*	*257,878.5*	*129,155.7*	*1,572,644.2*
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	Bargaining unit and health insurance adjustments				934.2	54.6	465.5	1,454.3
Foundation Program	Public School Trust Fund increase from Revenue (total - $12,350)				1,650.0		0.0	1,650.0
Foundation Program	Remove FY11 Foundation Program_PEF tracking and Federal allocation				-1,050,483.0	-2,664.4		-1,053,147.4
Foundation Program	FY12 Foundation Program need (BSA $5,680)				1,063,108.6			1,063,108.6
Foundation Program	Remove Age-4 Pre-K Pilot Program - OTI				-2,000.0			-2,000.0
Pupil Transportation	Remove FY11 Pupil Transportation_PEF tracking				-63,839.2			-63,839.2
Pupil Transportation	FY12 Pupil Transportation entitlement				64,228.4			64,228.4
School Debt Reimbursement	Remove FY11 School Fund amount						-21,200.0	-21,200.0
School Debt Reimbursement	FY12 School Fund projection						21,600.0	21,600.0
School Debt Reimbursement	FY12 Debt Reimbursement increment				86,545.5		-85,058.5	1,487.0
Special Schools	FY12 SESA increment				15.4			15.4
Alaska Challenge Youth Academy	FY12 increment based on BSA @ $5,680				181.8			181.8
Executive Administration	FY12 increment for Military Compact support				21.1			21.1
Administrative Services	FY12 increase in I/A receipts to support Accounting Tech III						78.0	78.0
Student & School Achievement	ARRA - remove carryforward					-40,000.0		-40,000.0
Student & School Achievement	ARRA - add FY12 carryforward					10,000.0		10,000.0
Student & School Achievement	FY12 remove Education Task Force on Higher Ed/Careers OTI funding				-12.7			-12.7
Student & School Achievement	FY12 base funding support for School Health & Safety Coordinator				200.0			200.0
Student & School Achievement	FY12 remove Autism Resource Center OTI (MHTAAR)						-212.0	-212.0
Student & School Achievement	FY12 MH Trust Recommendations - Autism Resource Center OTI (MHTAAR)						100.0	100.0
Student & School Achievement	FY12 MH Trust Recommendations Autism Resource Center (GF/MH)				150.0			150.0
Student & School Achievement	FY12 Alaska Technical & Vocational Education Program Funding decrease (TVEP)				-65.4		0.0	-65.4
State System of Support (new component in FY11)	FY12 increase for content coaches and school district trustee				400.0			400.0
Child Nutrition Programs	FY12 increase Federal Receipt authority for food and nutrition program reimbursements					15,000.0		15,000.0
Child Nutrition Programs	ARRA - Remover carryforward					-12.5		-12.5
Early Learning Programs	FY12 - remove Best Beginnings OTI grant				-380.0			-380.0
Early Learning Programs	FY12 - Transfer in Pre-K Program: base funding				2,000.0			2,000.0
Alaska State Council on the Arts	FY12 Tranfer in PCN from ACPE for Fine Arts Administrator	1						0.0
Mt. Edgecumbe Boarding School	FY12 - remove Fuel/Utility funding distribution				-51.5			-51.5
Library Operations	FY12 - Broadband Technologies Opportunities Program (BTOP) - Fed ARRA & SDPR			4	0.0	1,994.3	710.0	2,704.3
Library Operations	FY12 - Stratton Library building maintenance funding				24.0			24.0
ACPE - Program Admin & Ops	FY12 - Increase Federal Receipt authority for College Access Challenge Grant award					1,100.0		1,100.0
ACPE - Program Admin & Ops	FY12 - GF increment for AlaskAdvantage Education Grant to maintain existing per student maximum for needs-based funding				1,100.0			1,100.0
ACPE - Program Admin & Ops	FY12 - Transfer out PCN to ASCA	-1						0.0
ACPE - Program Admin & Ops	FY12 - Remove Educ Task Force on Higher Ed/Careers OTI				-650.0			-650.0
ACPE - Program Admin & Ops	FY12 - Increse in I/A Receipts for RSA with UA for BTOP grant						158.0	158.0
ACPE - Alaska Performance Scholarship Awards (new component in FY12)	FY12 - awards for the FY11 graduation class				8,221.9			8,221.9
	Total Proposed Operating Changes	0.0	0.0	4.0	111,299.1	-14,528.0	-83,359.0	13,412.1
	Total FY2012 Operating	*337*	*12*	*8*	*1,296,909.1*	*243,350.5*	*45,796.7*	*1,586,056.3*

Alaska Department of Education & Early Development
Public School Funding Program
FY2011 Authorized vs FY2012 Projected
Prepared 11/19/2010

	FY2011 Authorized	FY2012 *Projection*	Difference
Regular ADM	119,500.50	118,907.90	(592.60)
Correspondence ADM	10,364.00	10,564.00	200.00
Total ADM	129,864.50	129,471.90	(392.60)
Adjusted ADM	237,587.66	240,882.01	3,294.35
Basic Need *	$1,349,497.9	$1,368,209.8	$18,711.9
Required Local Effort	(233,272.0)	(235,380.7)	(2,108.7)
Deductible Impact Aid	(61,654.4)	(66,651.5)	(4,997.1)
Supplemental Funding Floor	238.2	190.6	(47.6)
Quality Schools Grant	3,801.4	3,854.1	52.7
Military Flow Through and Other	26,027.3	26,027.3	0.0
Foundation Total	$1,084,638.4	$1,096,249.6	$11,611.2
Pre-K Pilot Program 4-yrs old	$2,000.0		($2,000.0)
Total	$1,086,638.4	$1,096,249.6	$9,611.2
Funding Sources			
1004 General fund	1,052,483.0	1,063,108.6	10,625.6
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	*10,700.0*	*12,350.0*	1,650.0
(1) 1188 Fed Unrestricted	*2,664.4*		
Total	$1,086,638.4	$1,096,249.6	$12,275.6

FY11
* Hold Harmless Provision
* 75% ISER
* 13x Intensive
* Base Student Allocation at $5,680

FY12
* Hold Harmless Provision
* 87.5% ISER
* 13x Intensive
* Base Student Allocation at $5,680

Alaska Department of Education & Early Development

FY2012 Projected State Program Allocations based on Legislative Appropriations.

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

PREPARED 12/2/10	FY2012 Projected ADM	Total Foundation @ $5,680	Boarding Home	Residential Boarding Program	Youth in Detention	Special Schools	AK Challenge Youth Academy	Pupil Transportation	Debt Retirement	PROJECTED FY2012 TOTALS
ALASKA GATEWAY	398	7,006,626						604,844		7,611,470
ALEUTIAN REGION	33	1,366,274						0		1,366,274
ALEUTIANS EAST	262	5,272,685						75,194	617,331	5,965,210
ANCHORAGE	48,480	307,010,379			368,635	1,281,368		19,854,204	47,010,653	375,525,239
ANNETTE ISLANDS	278	2,247,075						18,626		2,265,701
BERING STRAIT	1,658	27,466,427						81,242		27,547,669
BRISTOL BAY	164	1,852,688						389,172		2,241,860
CHATHAM	158	2,812,111						12,403		2,824,514
CHUGACH	280	2,312,876						0		2,312,876
COPPER RIVER	471	6,871,999						631,724		7,503,723
CORDOVA	326	3,371,706						98,126	941,932	4,411,764
CRAIG	625	4,832,300						89,856		4,922,156
DELTA/GREELY	959	10,211,507						1,201,872		11,413,379
DENALI	700	5,237,098						463,250		5,700,348
DILLINGHAM	507	5,905,442	34,310					555,714	823,584	7,319,050
FAIRBANKS	14,320	111,683,595			111,008			10,186,698	9,848,312	131,829,613
GALENA	3,709	19,413,209		962,800				80,649		20,456,658
HAINES	289	3,089,485						179,118	910,269	4,178,872
HOONAH	115	1,809,531						35,075	69,895	1,914,501
HYDABURG	53	1,054,592						0		1,054,592
IDITAROD	331	5,440,002	21,300					40,723		5,502,025
JUNEAU	5,038	39,430,210			87,328			2,828,910	14,193,166	56,539,614
KAKE	85	1,326,673						17,817		1,344,490
KASHUNAMIUT	318	3,494,947						1,591		3,496,538
KENAI	9,088	72,282,474	26,960		224,690			5,686,856	1,874,534	80,095,514
KETCHIKAN	2,143	17,312,351			66,897			1,548,110	2,468,894	21,396,252
KLAWOCK	132	1,875,810						30,228		1,906,038
KODIAK	2,556	23,988,015						1,510,880	2,407,390	27,906,285
KUSPUK	329	6,292,706	7,540					220,430		6,520,676
LAKE AND PENINSULA	317	8,996,251						119,939	903,060	10,019,250
LOWER KUSKOKWIM	4,035	57,418,665		95,000	95,753			863,404		58,472,822
LOWER YUKON	1,979	28,874,243						1,979		28,876,222
MAT-SU	17,267	135,873,821	4,920		62,004			12,398,398	15,259,528	163,598,671
NENANA	1,104	7,019,280		447,100				117,300		7,583,680
NOME	701	8,188,733			83,685			276,400	229,810	8,778,628
NORTH SLOPE	1,572	13,627,513						1,527,984	1,208,424	16,363,921
NORTHWEST ARCTIC	1,760	29,223,116	17,120					40,480	4,345,443	33,626,159
PELICAN	10	432,056						740		432,796
PETERSBURG	452	5,577,973						127,916	497,691	6,203,580
PRIBILOF	86	1,320,080						0		1,320,080
SAINT MARYS	160	3,195,710						12,320		3,208,030
SITKA	1,300	11,461,673						554,896	2,621,793	14,638,362
SKAGWAY	60	398,019						2,220		400,239
SOUTHEAST	163	4,485,593						181,769		4,667,362
SOUTHWEST	630	9,373,257	68,630					386,466		9,828,353
TANANA	42	967,428						20,580		988,008
UNALASKA	415	3,793,096						275,560	833,318	4,901,974
VALDEZ	667	4,226,234						455,561	97,559	4,779,354
WRANGELL	412	3,854,512						190,632	212,650	4,257,794
YAKUTAT	108	1,433,547						80,028		1,513,575
YUKON FLATS	248	7,135,624						63,633		7,199,257
YUKON/KOYUKUK	1,322	11,276,286	5,120					85,986		11,367,392
YUPIIT	457	6,587,717						914		6,588,631
Mt. EDGECUMBE	400	3,211,093								3,211,093
OTHER \1		26,027,300				2,037,014	6,008,576		770,300	34,843,190
Sub Totals	129,472	1,096,249,613	185,900	1,504,900	1,100,000	3,318,382	6,008,576	64,228,418	108,145,536	1,280,741,325
TOTALS	129,472	$1,096,249,613	$185,900	$1,504,900	$1,100,000	$3,318,382 \2	$6,008,576 \3	$64,228,418	$108,145,536 \4	$1,280,741,325

\1 OTHER INCLUDES OTHER ADJUSTMENTS.

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

\3 OTHER INCLUDES ESTIMATED ALASKA CHALLENGE YOUTH ACADEMY.

\4 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2012 ESTIMATED STATE AID

Updated 11/19/10

SCHOOL DIST.	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% & 90% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2012
ALEUTIANS EAST				133,652	$483,679			ALEUTIANS EAST	617,331
ANCHORAGE			1,170,717	31,009,257	12,744,229		2,086,450	ANCHORAGE	47,010,653
CORDOVA				647,328	294,604			CORDOVA	941,932
DILLINGHAM				823,584				DILLINGHAM	823,584
FAIRBANKS		12,833		8,441,517			1,393,962	FAIRBANKS	9,848,312
HAINES				910,269				HAINES	910,269
HOONAH				69,895				HOONAH	69,895
JUNEAU				11,385,228	693,518		2,114,420	JUNEAU	14,193,166
KENAI				1,014,221			860,313	KENAI	1,874,534
KETCHIKAN				2,010,931	240,963		217,000	KETCHIKAN	2,468,894
KODIAK				950,841	931,549		525,000	KODIAK	2,407,390
LAKE & PEN						903,060		LAKE & PEN	903,060
MAT-SU				9,240,232	3,037,226		2,982,070	MAT-SU	15,259,528
NOME				140,660	89,150			NOME	229,810
NORTH SLOPE				503,532	704,892			NORTH SLOPE	1,208,424
NORTHWEST ARCTIC				3,634,593	275,445	435,405		NORTHWEST ARCTIC	4,345,443
PETERSBURG				183,453	314,238			PETERSBURG	497,691
SITKA				1,758,314	524,567		338,912	SITKA	2,621,793
UNALASKA	146,362			686,956				UNALASKA	833,318
VALDEZ				66,140	31,419			VALDEZ	97,559
WRANGELL				212,650				WRANGELL	212,650
TOTALS	146,362	12,833	1,170,717	73,823,253	$20,365,479	$1,338,465	10,518,127		107,375,236

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

BOND ENTITLEMENT	$96,844,276
CASH ENTITLEMENT	12,833
SUB TOTAL	96,857,109
ESTIMATED NEW DEBT	10,518,127
EST. STATE AID-FY2012	107,375,236
PRIOR YEAR EED OVERHEAD	770,300
TOTAL FY2012 STATE AID	108,145,536

FY2010 Division of Teaching & Learning Support Component / Program Funding

Component / Program	Federal	Federal NCLB	Federal ARRA	General Fund	GF / Mental Health	GF/ Match		Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program PFT	PPT
Student and School Achievement																
ESEA Title 1 Grants to LEAs		35,500.0												35,500.0	9	
ESEA Title 1B - Even Start		306.0												306.0	1	
Title I-Part C Migrant Education		7,250.0												7,250.0	5	
Title I-Part D Neglected & Delinquent		560.0												560.0		
Title I-Part 1003(g) School & District Improvement		1,415.0												1,415.0		
Special Education	36,200.0													36,200.0	9	
Special Education - Preschool	1,300.0													1,300.0	1	
Improving Teacher Quality		14,000.0												14,000.0	2	
Math and Science Partnerships		900.0												900.0	1	
Title II D Technology		484.0												484.0	2	
Title IV 21st Century Community Learning		5,714.0												5,714.0	2	
State Assessments		3,600.0		7,663.0										11,263.0	16	
Language Acquisition		1,162.0												1,162.0	1	
Education for Homeless Children & Youth		168.0												168.0	1	
Vocational Education Career & Tech	4,500.0					245.1								4,745.1	5	
Charter/Correspondence Schools				119.5										119.5	1	
Counseling (suicide prevention & at risk)					39.8									39.8	1	
School Health and Safety				200.0										200.0	1	
Alaska Longitudinal Data System (Unity Project)				610.7										610.7	2	
Spec. Ed. State Improvement Grant Support (secondary transitions)	700.0				150.0				100.0					950.0	2	
Autism Resource Center					300.0									300.0		
Senate Youth										1.0				1.0		
Director's Office				575.0										575.0	4	
Galena TVEP Grant											350.8			350.8		
School Leadership (RAPPS)										134.0				134.0		
Alaska Mineral & Energy Resources Education Fund-Operating				100.0										100.0		
WorkKeys				414.0										414.0	1	
Alaska Transition to Teaching (AKT2)		650.0												650.0	3	
ARRA Carryforward			10,000.0											10,000.0		
Unallocated/Carryforward	14,637.1	26,704.2						307.5		117.8				41,766.6		
Total	57,337.1	98,413.2	10,000.0	9,682.2	489.8	245.1		307.5	100.0	252.8	350.8	0.0	0.0	177,178.5	70.0	0.0

Division of Teaching & Learning Support (*continued*)

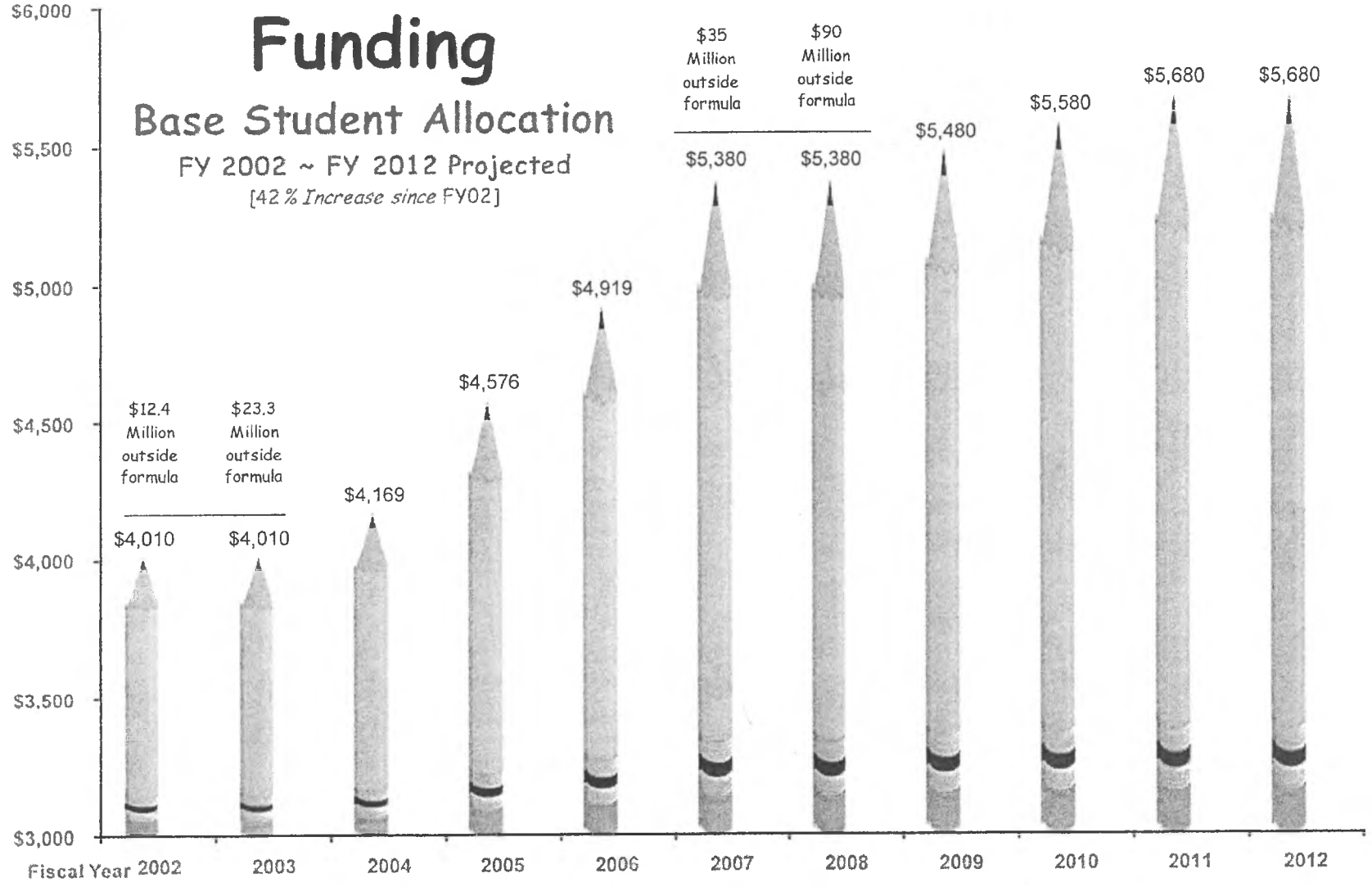
Component / Program	Federal	Federal NCLB	Federal ARRA	General Fund	GF / Mental Health	GF/ Match	GF/PR	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program PFT	PPT
State System of Support																
State System of Support				2,061.6										2,061.6		
Total	0.0	0.0		2,061.6	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	2,061.6	7	0
Statewide Mentoring Program																
Statewide Mentoring Program				3,900.0				600.0						4,500.0		
Total	0.0	0.0		3,900.0	0.0	0.0		600.0	0.0	0.0	0.0	0.0	0.0	4,500.0	0	0
Teacher Certification																
Teacher Certification				9.5			714.5	16.4						740.4	5	
Total	0.0	0.0		9.5	0.0	0.0	714.5	16.4	0.0	0.0	0.0	0.0	0.0	740.4	5	0
Child Nutrition																
Child Nutrition	50,187.5			29.9		64.7							366.1	50,648.2	9	
Total	50,187.5		0.0	29.9	0.0	64.7		0.0	0.0	0.0	0.0	0.0	366.1	50,648.2	9	0
Early Learning Coordination																
Early Learning Coordination	267.1			8,214.6										8,481.7	3	
Total	267.1	0.0		10,214.6	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0	8,481.7	3	0
RDU Totals																
Student & School Achievement	57,337.1	98,413.2	10,000.0	9,682.2	489.8	245.1	0.0	307.5	100.0	252.8	350.8		0.0	177,178.5	70	0
State System of Support	0.0	0.0	0.0	2,061.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,061.6	7	
Statewide Mentoring Program	0.0	0.0		3,900.0	0.0	0.0	0.0	600.0	0.0	0.0	0.0		0.0	4,500.0	0	0
Teacher Certification	0.0	0.0		9.5	0.0	0.0	714.5	16.4	0.0	0.0	0.0	0.0	0.0	740.4	5	0
Child Nutrition	50,187.5	0.0	0.0	29.9	0.0	64.7	0.0	0.0	0.0	0.0	0.0		366.1	50,648.2	9	0
Early Learning Coordination	267.1	0.0		10,214.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	10,481.7	3	0
Total	107,791.7	98,413.2	10,000.0	25,897.8	489.8	309.8	714.5	923.9	100.0	252.8	350.8	0.0	366.1	245,610.4	94	0

Alaska K-12 Funding

Base Student Allocation

FY 2002 ~ FY 2012 Projected

[42 % *Increase since* FY02]



Deferred Maintenance	General Funds	Other Funds	Total
Mt. Edgecumbe High School Deferred Maintenance	800,000.0	-	800,000.0

Capital Projects

Abandoned School Site Assessments	125,000.0	-	125,000.0
Stratton Library Roof & Siding Replacement	900,000.0	-	900,000.0

School Construction Grants

Kuinerramiut Elitnaurviat K-12 School Renovation/Addition, Quinhagak	28,489,312.0	-	28,489,312.0

Major Maintenance Grants*

St. Mary's Complex Renovation Completion	105,954.0	-	105,954.0
Valley Park Elementary School Roof Replacement	1,211,170.0	-	1,211,170.0
Nome Elementary Boiler Replacement	545,838.0	-	545,838.0
Pelican High School Mechanical Upgrades	150,628.0	-	150,628.0
Annette Island District Phone System Replacement	95,422.0	-	95,422.0
Arctic Village K-12 School Soil remediation	5,517,065.0	-	5,517,065.0
Alakanuk emergency Electrical Service Repairs	89,621.0	-	89,621.0
Kake City District-wide Lighting Upgrades	59,215.0	-	59,215.0
Tri-Valley K-12 School Gymnasium & Locker Room Roof	691,312.0	-	691,312.0
St. Mary's Back-up Generator Replacement, 3 Buildings	1,133,912.0	-	1,133,912.0
Scammon Bay K-12 School Generator & Fuel Tank	1,696,152.0	-	1,696,152.0
Sand Point K-12 School Gym Floor & Bleacher Replacement	151,540.0	-	151,540.0
Yakutat Elementary Kitchen Renovation Completion	52,172.0	-	52,172.0
Pitka's Point K-8 School Renovation	8,360,235.0	-	8,360,235.0
Total MM:	**19,860,236.0**	-	**19,860,236.0**
Total DM:	**800,000.0**	-	**800,000.0**
Total FY12 Capital	**1,025,000.0**	-	**1,025,000.0**
Total MM/SC:	**48,349,548.0**	-	**19,860,236.0**
Total All:	**50,174,548.0**	-	**50,174,548.0**

**Funded by the Alaska Housing Capital Corporation Receipts - a sub-fund of the General Fund*

**Funded by the Alaska Housing Capital Corporation Receipts - a sub-fund of the General Fund*

1/26/11 PRESENTATION GOVERNOR'S COUNCIL ON DISABILITIES & SPECIAL EDUCATION

<TARGET><BILL></BILL><SUBJECT>1-26-11 PRESENTATION GOVERNOR'S COUNCIL ON DISABILITIES and SPECIAL EDUCATION</SUBJECT><COMM>HEDC27</COMM></TARGET>

SPECIAL EDUCATION SERVICE AGENCY

Joint House and Senate Education Committees
January 26, 2011

Governor's Council on Disabilities & Special Education

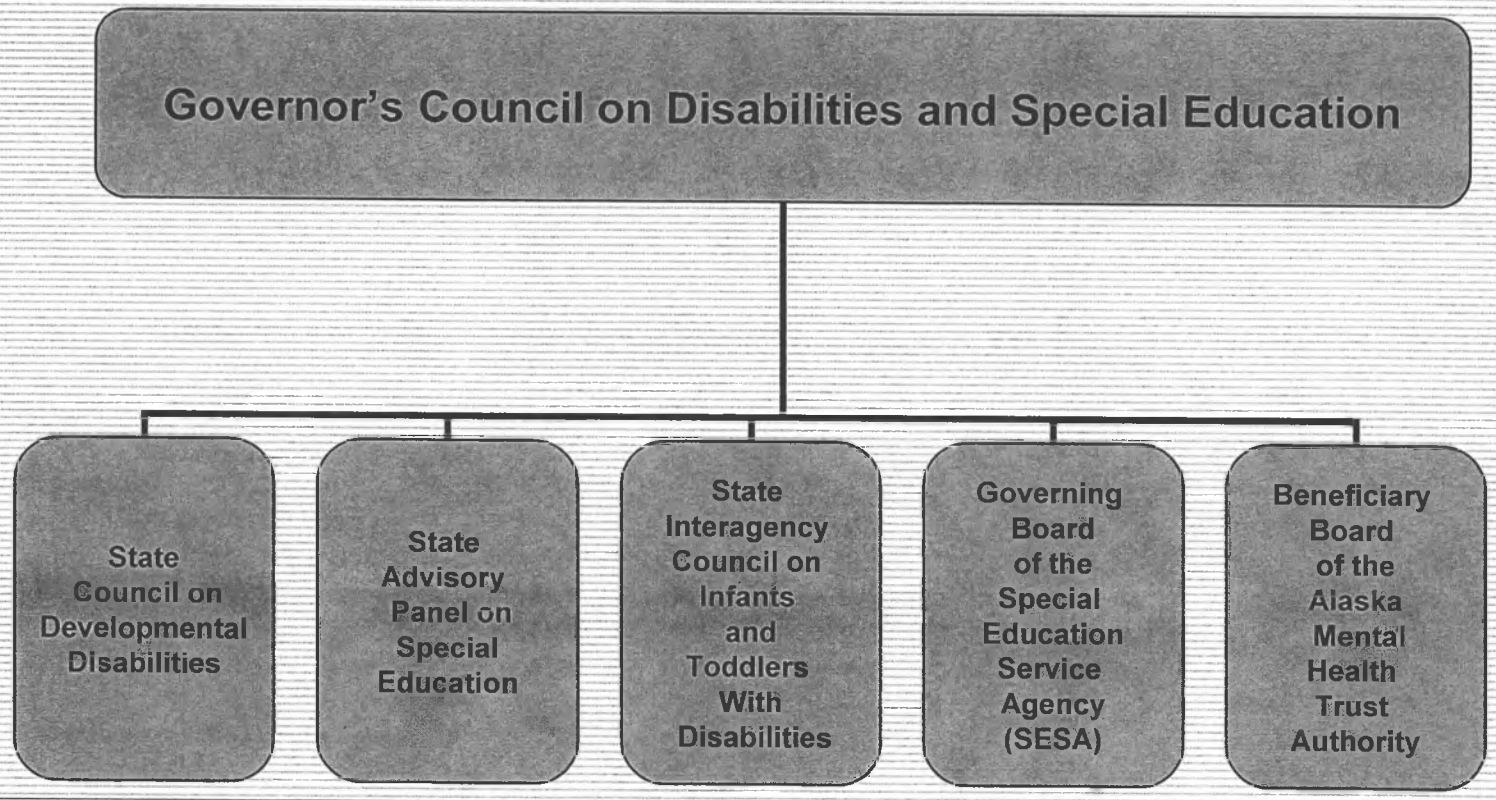
Council Mission

- Improve the lives of people with disabilities
  - Improve the quality of education provided to students with disabilities

Who are Council Members?

- Primary consumers or self-advocates
  - Individuals with disabilities
- Secondary consumers
  - Parents or family members of people with disabilities
- State agency representatives
- Other representatives designated in federal law
  - Center for Human Development
  - Disability Law Center
  - Non-profit agencies
  - Public education systems
  - Higher education

Council Responsibilities



Tools Used to Achieve Council's Mission

- Conducting research and data gathering
- Preparing policy papers and reports about issues that impact people with DD
- Educating and providing information to the media and general public
- Providing testimony about how legislation will impact people with disabilities

Tools Used to Achieve Council's Mission

- Providing advice to the Governor, legislature and agencies on policy that impacts people with disabilities
- Helping self-advocates and families learn about and connect with the political process
- Gathering community and stakeholder input

Planning Process

- ☐ Identify trends
- ☐ Determine key issues
- ☐ Develop state plan goals and objectives
- ☐ Determine state plan strategies
- ☐ Review state plan strategies annually
- ☐ Develop annual committee priorities
- ☐ Develop annual committee workplans
- ☐ Prepare recommendations for the Trust

Mechanisms for Change

- Outreach
- Training
- Technical assistance
- Supporting and educating communities
- Interagency collaboration and coordination
- Coordination with related councils, committees and programs

Mechanisms for Change

- Barrier elimination, systems design and redesign
- Coalition development and citizen participation
- Informing policymakers
- Demonstration of new approaches to services and supports
- Other activities

What is the Job of the Special Education Advisory Panel?

- Advise EED of unmet needs within the State regarding the education of children with disabilities
- Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities
- Advise the EED in developing evaluations and reporting on data to the Secretary under section 618 of the Act

What is the Job of the Special Education Advisory Panel?

- Advise EED in developing corrective action plans to address finding indentified in the Federal monitoring
- Advise EED in developing and implementing policies relating to the coordination of services for children with disabilities
- Advise on eligible students with disabilities in adult prisons and the education of those convicted as adults and incarcerated in adult prisons

What are Other Responsibilities of the SEAP?

- Monitor State and federal legislation and policy
- Establish a physical presence before such bodies as the state board of education & early development or state legislature
- Testify regarding educational needs for children with disabilities
- Make knowledgeable and valued recommendations to the state department and board of education & early
- Provide an opportunity for public views to be expressed (town meetings or public hearings)

What is the Job of the SESA Board?

- Assure SESA provides assistance to school districts and early intervention programs serving individuals with low incidence disabilities, who live primarily in rural and remote areas of the state
- Assure SESA supports education that is student, family and community-centered and meets the individual needs of students
- Assist SESA in addressing other state education needs of individuals with low incidence disabilities, as external funding is obtained
- Monitor SESA policies and procedures

SESA Background

- Established under State Statute (AS 14.30.600) in 1986
- Formed as a not-for-profit corporation
- Operates under a sunset provision
- Receives Low Incidence Disabilities funding from EED based on prior year's statewide total enrollment
- Receives federal and state grants and contracts

Required Services AS 14.30.630 (b) (I)

- Itinerant outreach services to
  - Students who are deaf; deaf-blind; cognitively impaired; hearing impaired; blind and visually, orthopedically disabled, health impaired in other ways and severely emotionally disturbed
  - Students with multiple disabilities and autism

Required Services

- Special education instruction support and training of local school district special education personnel
- Other services appropriate to special education needs
- **Note:** SESA does not provide these services to the big 5 school districts

SESA's Funding Formula AS 14.30.650

- Each fiscal year the Department of Education & Early Development shall allocate to the agency not less than $15.75 times the number of students in the state in average daily membership in the preceding fiscal year

Recommended Changes

- Remove the sunset provision from SESA's authorizing statute
- Change the funding formula for SESA
  - 0.39 – 0.40% of Current Year Base Student Allocation (BSA) X Total Average Daily Membership (ADM) from Previous Year

Rationale for Removal of Sunset Provision

- Most recent audit findings
  - SESA performs a valuable, effective and efficient service to school districts that they cannot provide themselves because of the nature of low incidence disabilities
  - Students are able to be served in their local communities
  - Auditors recommended removal of sunset

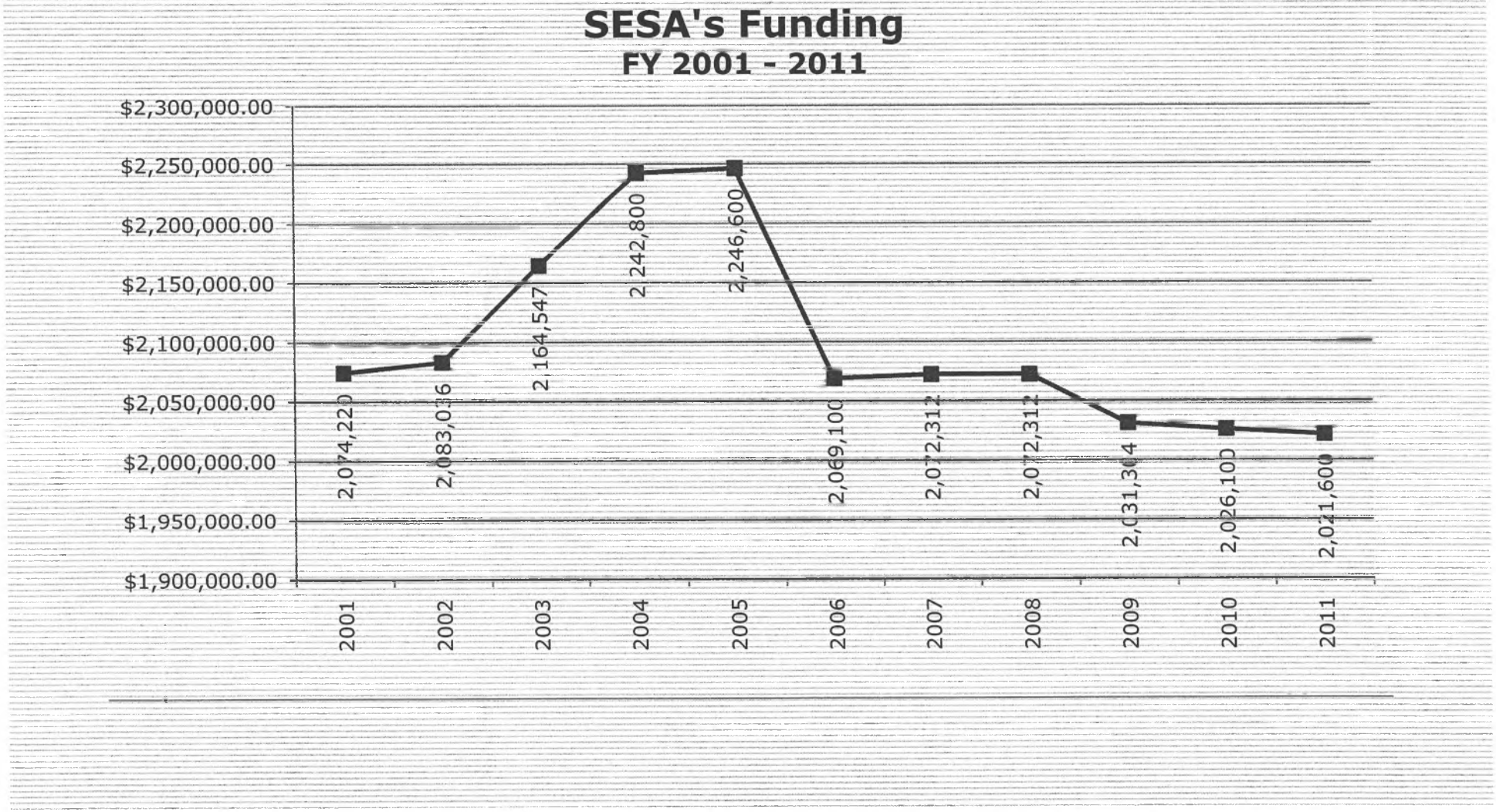
Rationale for Removal of Sunset Provision

- SESA does not duplicate services provided by the Department of Education & Early Development or local school districts
- Next audit is scheduled to start in January 2012 and completed by January 2013
  - Will be increasingly difficult to recruit and retain qualified staff and negotiate a long-term facility lease

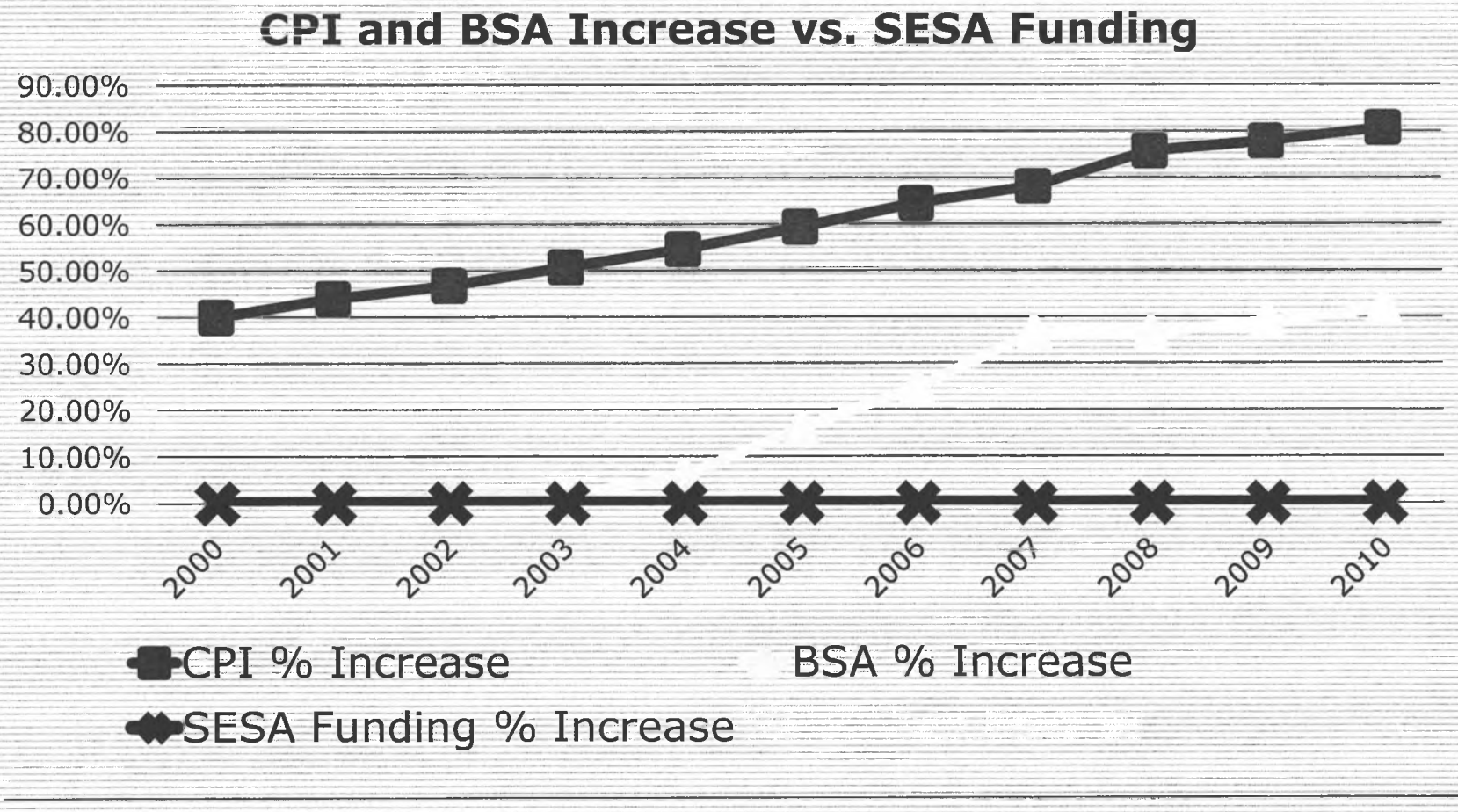
Rationale for Changing the Funding Formula

- The funding formula for SESA is based on a fixed student allocation of $15.75 that was set in 1986
- In 2011 SESA received less money than it did 10 years ago
- SESA's BSA did not change when school districts BSA changed
- If SESA's BSA had changed at the same time, its rate would be $22.71

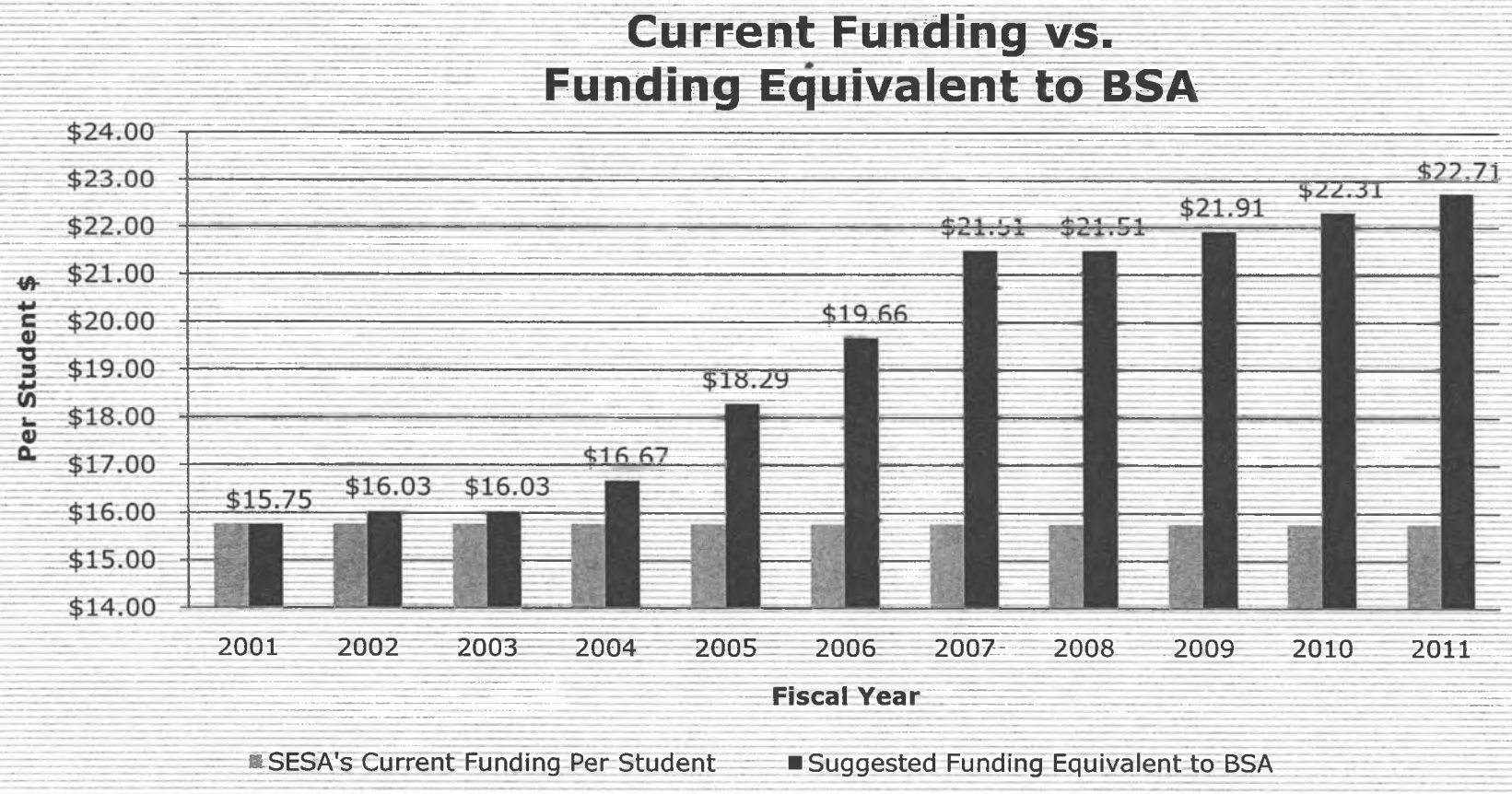
A Review of SESA's Low Incidence Disabilities Funding Over the Past 10 Years



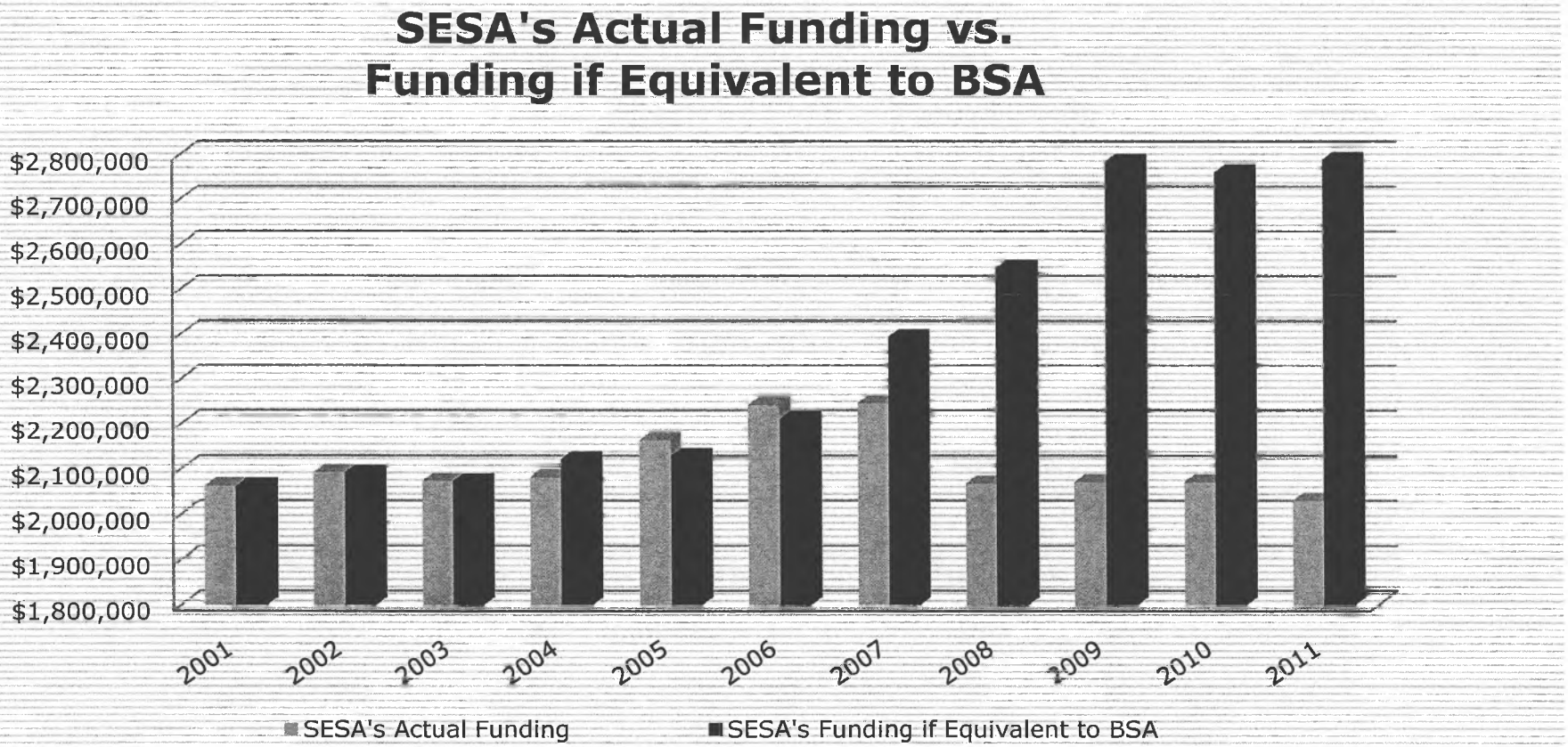
While School Districts have had their Base Student Allocation increased and while inflation has increased, SESA's funding has remained flat



SESA was written into Alaska Statute with a fixed per student allocation of $15.75. This chart shows what SESA should have received per student had their funding risen equivalent to the Base Student Allocation increases since 1999.



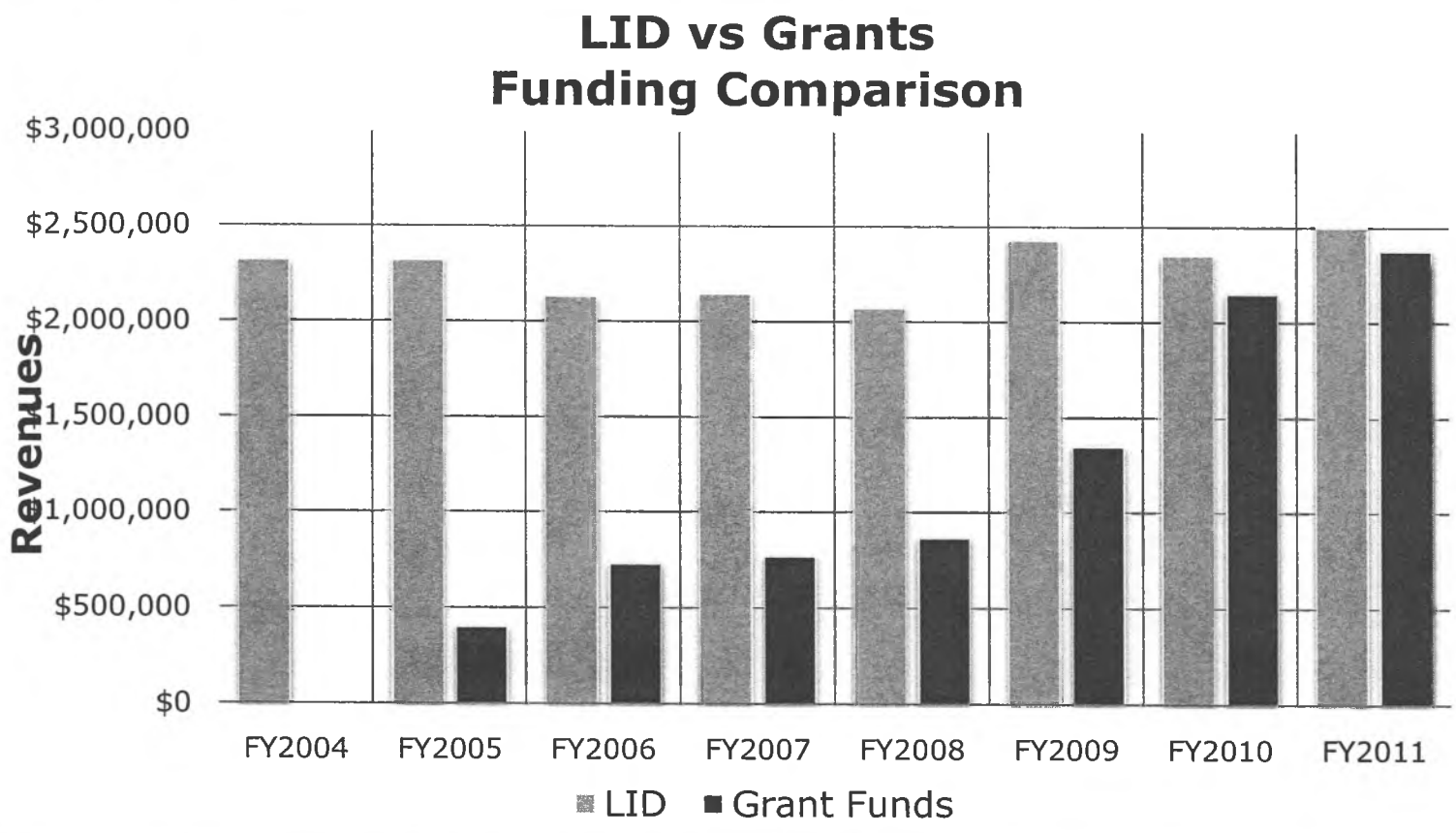
This chart illustrates the total dollar amount of funding that SESA has received from FY2001 through FY2011 versus the total dollar amount of funding that SESA would have received had their entitlement been based on the previous chart (i.e. rising equivalently with the BSA)



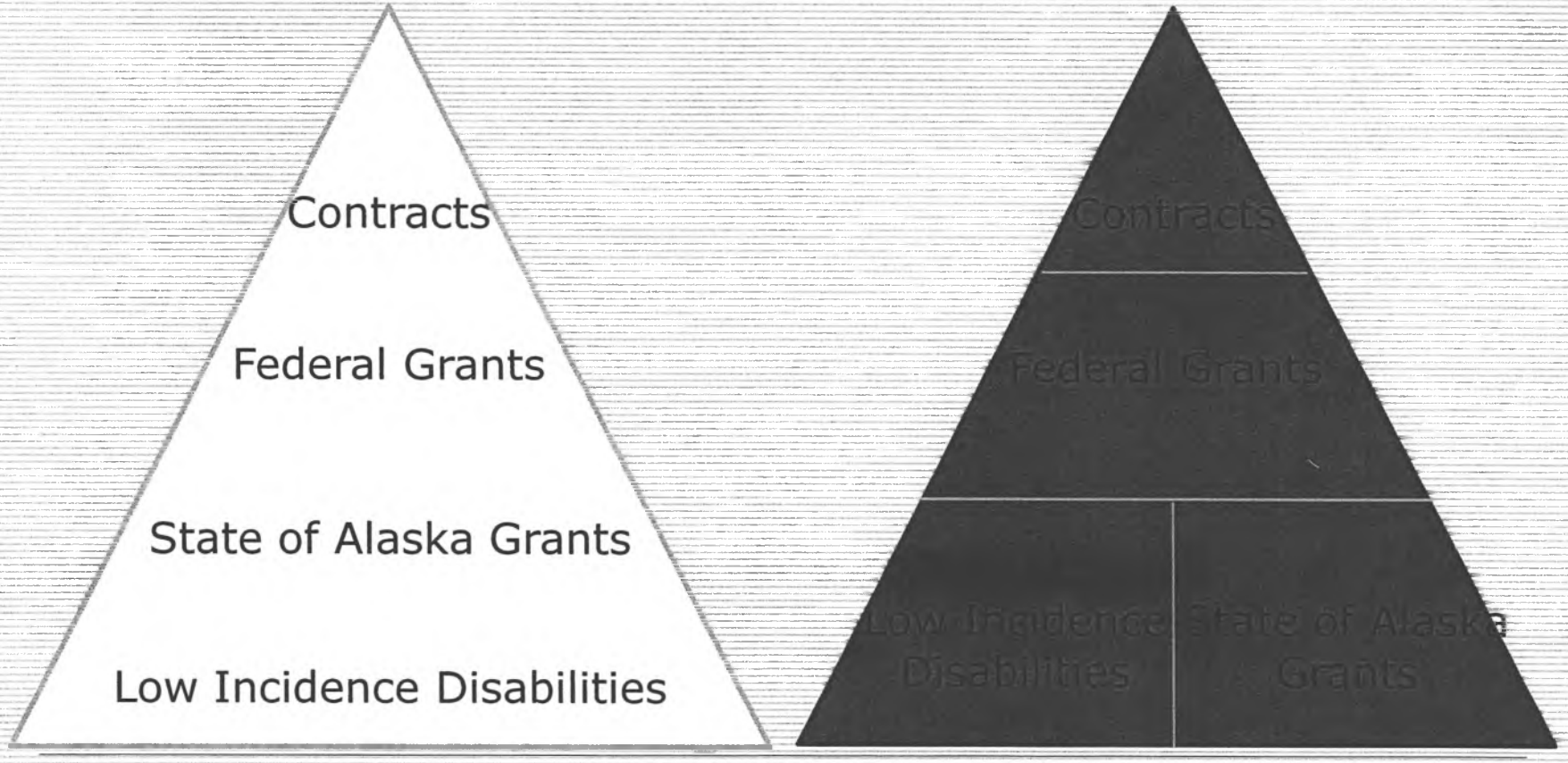
Rationale for Changing the Funding Formula

- In response to last audit, SESA successfully secured additional grants and contracts that fit with its mission
  - "Soft" money dedicated for specific purposes
  - Currently comprise 45% of SESA's budget
  - $236,000 contribution to overhead
    - As a result, SESA is able to fund 3 positions for the low incidence disability program

The chart below illustrates how SESA has increased grant funding over previous years



Recommended Structure Versus Current Structure



Rationale for Changing the Funding Formula

- SESA already has difficulty meeting its statutorily mandated duties
- If there is a reduction in grants and contracts this situation will get even worse and negatively impact students and school districts

Rationale for Changing the Funding Formula

- Negative impacts on students and school districts
  - Loss of child-specific evidence-based educational intervention strategies modeled on-site to teachers
  - Fewer on-site visits to provide targeted interventions, observe classrooms and enhance programs
  - Shorter visits to maximize travel funds to include more sites

Rationale for Changing the Funding Formula

- Negative impacts on students and school districts
  - Loss of guidance to new special education teachers and to classroom teachers working with students who have unique, low-incidence disabilities
  - Less student-teacher interactions based on evidence-based practices

Thank You!

QUESTIONS?

SESA
SPECIAL EDUCATION SERVICE AGENCY

3501 Denali Street, Suite 101
Anchorage, Alaska 99503

907.334.1300 PH
907.562.0545 Fax
907.563.8284 TTY

Programs at Special Education Service Agency

FY11

Low Incidence Disabilities (LID)

Autism Impairment (AI)

Our primary purpose is to empower educational teams and provide information and training to professionals and families for development of programs for:

- Functional communication
- Positive behavior support
- Social skills
- Instructional strategies
- Meeting sensory needs
- Curriculum modification
- Accommodations.

We offer presentations and trainings to people who work with students, ages 3-21 years old, on a variety of topics including:

- Autism awareness
- Inclusion of special learners in general education settings
- Prompting strategies
- Positive behavior plans
- Functional behavior assessment

Emotional Disturbance (ED)

A student's emotional disturbance can affect areas beyond the emotional, and may also include the student's physical, social, or cognitive skills. ED program services include useful strategies for educators to provide emotional and behavioral support while also helping students with academics, social skills, self-control, and self-esteem. By encouraging positive behavioral support (PBS) in the school environment, problem behaviors are minimized, and positive, appropriate behaviors are fostered. This may include assistance with conducting a functional behavioral assessment (FBA) and the subsequent behavior intervention plan (BIP), which focuses on student strengths and interests. Families of students with ED often need help in understanding their child's disability and how to access mental health services. SESA's ED specialists help to coordinate services between home, school, and community.

Hearing Impairment (HI)

The HI program provides support to staff working with students with a moderate to profound hearing loss. Services include:

- Assistance with assessment of language, communication, literacy, and speech development
- Information on sign language, deaf culture, and professional development opportunities for interpreters

Hearing Impairment (HI) Continued...

- Assistance with planning transition to school or post-secondary programs
- Troubleshooting assistive listening devices
- Working closely with parents, teachers, and paraprofessionals to design programs that meet the unique needs of children with hearing loss

Multiple Disabilities (MD)

School teams in rural and remote Alaska are eligible to receive services to help them educate students with significant cognitive impairments, physical disabilities, and multiple disabilities. Students with other health impairments, traumatic brain injury, and pre-school developmental delay are also often assigned to the multiple disabilities program. Education specialists from the multiple disabilities program work with school-based teams and other itinerant professionals to help design and support educational programs that are age appropriate and meaningful for the student. We help teachers provide access to the general education curriculum, while focusing on academic and other essential skill development through specialized materials and strategies.

Vision Impairment (AI)

The SESA vision impairment program provides supports in any of the following areas of need:

- Functional vision evaluation
- Development and implementation of IEP/instructional programs
- Sharing and modeling of intervention strategies
- Specialized teaching strategies and skills
- Assistance in procuring or adapting instructional materials or equipment
- Orientation and mobility training

SESA Tech and Library

Tech

SESA maintains a full website with information and links to a wide variety of information and knowledge about low incidence disabilities. It includes staff-written blogs, presentations, and educational modules. In addition, SESA uses two-way videoconferencing to provide consultation and support to rural districts with similar technologies. The agency has an extensive infrastructure of these and other distance and educational technologies to help rural and remote districts provide quality educational programs to their students with significant disabilities.

Library

SESA's extensive library is available to educators, families, university students, and other service providers throughout Alaska. The library was established to support SESA's staff and the school districts they serve, and many outside patrons also take advantage of this resource assistive technology devices may be borrowed to try or to use while the student's own device is being repaired.

State Grants

Alaska Autism Resource Center (AARC)
AARC provides statewide information dissemination, presentations, and trainings. In collaboration with families, schools, and communities throughout the state, the AARC helps to increase the knowledge and resources of appropriate services for individuals of all ages with autism spectrum disorders.

Alaska Center for Accessible Media (AKCAM)
The Alaska Center for Accessible Media (AKCAM) was created with startup funding from the Alaska Department of Education and Early Development (DEED) to be a one-stop shop for school districts who need to provide accessible instructional materials (AIM) to students with print disabilities. AKCAM is a state Authorized user and Accessible Media Producer for the national system for AIM. In addition, AKCAM can help districts find electronic text across a variety of online and local providers, while being able to convert and produce electronic text materials in a variety of electronic formats, like Daisy-compliant talking books, accessible PDFs, Braille and refreshable Braille files, and audio files. Services are at cost for time and materials, and are available to school districts across the state of Alaska.

Bring the Kids Home Educational Transition Support Project (BTKH)
The BTKH Project was developed to establish a non-direct service program to support youth returning to Alaska schools from residential psychiatric treatment centers (RPTC). SESA will establish communications with the RPTCs and assist with advance notice of student return, transition of necessary paperwork, and follow up of recommended services.

Positive Behavior Intervention Supports Center of Alaska (PBIS Center)
The Positive Behavioral Interventions and Supports (PBIS) Center provides technical assistance and coaching to schools. It serves as a clearinghouse and depository for PBIS materials to meet the needs of all Alaskan schools and educators.

Federal Grants

Creating Innovative, Responsive, and Consistent Learning Environments (CIRCLE)
Project CIRCLE supports Head Start programs across Alaska to increase the use of program-wide positive behavior supports. We look at ways to teach correct behavior and arrange the learning and physical environments to prevent problem behavior and to help children who have difficulty managing their behavior.

Alaska Dual Sensory Impairment Services (DSI)
As the recipient of federal funds under The Individuals with Disabilities Education Act (IDEA), SESA provides technical assistance for children and youth, ages 0 through 21 years who have both vision and hearing impairments. Our purpose is to assist service providers and families in preparing learners with dual sensory impairments for quality lives in their homes, schools, and communities. We provide technical assistance to service providers and families through onsite consultation, in-service trainings, promotion of home-school partnerships, materials and resource dissemination, and access to an extensive lending library. Services are provided at no cost.

Special Education Service Agency (SESA)
Services Provided Last 12 Months

DISTRICT	Student Consultation-Infant Learning Program (ILP)	Student Consultation-Low Incidence Disabliities (LID)	Site Consultation	Training	Interagency Collaboration	Community Relations	AARC Family Support
AK Gateway		●					
Aleutian Region		●					
Aleutians East		●					
Anchorage	●	●		●	●	●	
Annette Island		●					
Bristol Bay		●					
BSSD		●	●	●	●		
Chatham		●		●			
Copper River	●	●					
Cordova		●			●	●	
Craig		●	●				
Delta/Greely		●				●	
Denali		●					
Dillingham		●	●	●	●		●
Fairbanks	●			●	●	●	●
Galena							
Haines		●					
Hoonah	●	●		●	●	●	
Hydaburg		●					
Iditarod							
Juneau	●			●	●		
Kake							
Kashunamiut		●					
Kenai	●	●	●	●		●	
Ketchikan		●		●		●	●
Klawock		●	●	●			
Kodiak	●	●				●	
Kuspuk		●					
Lake & Penn		●					
LKSD	●	●		●	●		
Lower Yukon	●	●		●		●	
Mat-Su	●	●	●	●	●		
Mt. Edgecumbe							
Nenana	●						
Nome		●					
North Slope		●	●	●		●	
NWASD		●	●	●	●		
Pelican							
Petersburg		●					
Pribilof							
Sitka	●				●	●	
Skagway		●					
Southeast Island		●					

Special Education Service Agency (SESA)
Services Provided Last 12 Months

DISTRICT	Student Consultation- Infant Learning Program (ILP)	Student Consultation- Low Incidence Disabliities (LID)	Site Consultation	Training	Interagency Collaboration	Community Relations	AARC Family Support
St. Mary's							
SW Region		●			●		
Tanana		●				●	
Unalaska		●					
Valdez		●					
Wrangell		●					●
Yakutat		●					
Yukon Flats		●					
Yukon/Koyukuk		●	●				
Yupiit	●	●					

1/28/11 UPDATE: GRADUATION WORKING GROUP, DEED

<TARGET><BILL></BILL><SUBJECT>1-28-11 UPDATE GRADUATION WORKING GROUP, DEED</SUBJECT><COMM>HEDC27</COMM></TARGET>

Alaska Department of Education & Early Development
Graduation Working Group

Overview, Purpose and Evolution of Group

- Education Summit held November, 2009. Alaska Education Plan established as a result of input from people throughout Alaska and Summit attendees.
- Working groups, including Graduation Working Group were formed to continue the work begun at the Summit.
- Group began work on the goal of World Class Students in January, 2010, with a focus on improving graduation rates, strategies for engaging students.
- Group's initial focus was on high school. With realization that many students are lost at the transition points between elementary and middle, middle and high school focus shifted to include elementary and middle school. Group recognizes importance of the very earliest years to children's later success in school.
- Conversations moved from focus on high school graduation to retention in school and back to graduation.

Membership includes a broad group of stakeholders from throughout the state

- High school students
- Governor's Council on Disabilities
- High School Principals
- District Superintendents
- Cook Inlet Tribal Council (CITC)
- Anchorage's Promise
- Communities in Schools
- University of Alaska Statewide
- State Agencies: Department of Education & Early Development; Department of Health and Social Services; Department of Corrections;
- Members of House Education Committee
- State Board of Education & Early Development

Working Group Goals:

- To improve the connectedness and/or flexibility of our schools to meet the needs of all students.
- Increase community partnerships and build relationships, which eliminate barriers to learning.
- Increase involvement among culturally unique families and communities in Alaska schools.
- Evaluate current pre-service and certification course work requirements on Multi-cultural and Alaska Studies to assist staff in meeting the unique culturally responsive needs of our changing student populations.

Accomplishments

- At each meeting group members shared the positive steps being taken throughout the state to increase graduation rates.

- Began examination/analysis of policies and procedures that disenfranchise students.
- Suggestions from group regarding Alaska studies and multicultural requirements for teacher certification were presented to the Teacher Quality Working Group and incorporated into the work that group is doing to re-examine course requirements to make them meet the needs of Alaska's changing student populations.
- Middle School Partnership Program established through work of EED Partnership Liaison and RuralCap is linked with group.
- Created and distributed Raising a Graduate poster
- Work being completed on Every Student a Graduate link on EED website:
    - provide resources for students, families, teachers and others interested in increasing student success and increasing graduation rates
    - provide ideas for resolving issues that disenfranchise students and lead to dropping out of school
    - provide information regarding early warning signs for students at risk of dropping out

Next Steps

- Mr. McCormick and Ms. Curran will present the work done by the group to Commissioner Hanley to get direction regarding next steps for the work.

Graduation Rates and Dropout Rates
Definitions and Data

The Graduation Rate is a measure of the percentage of students that graduate within four years.

A **graduate** is defined as a student who has received a regular diploma from a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities.

School Year	Graduation Rate	Graduate Count
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.6%	7,855
2009	67.5%	8,008
2010	67.7%	8,245

The Dropout Rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning with July 1 and ending June 30.

A **Dropout** is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who:

- graduated from high school or completed a state or district approved education program, as evidenced by receipt of formal recognition from school authorities;
- transferred to another public school, private school or state or district approved education program;
- is temporarily absent due to suspension;
- is absent due to illness or medical condition;
- died.

School Year	Dropout Rate	Dropout Count (Grades 7-12)
2005	6.0%	3,791
2006	5.8%	3,642
2007	5.5%	3,434
2008	5.2%	3,232
2009	5.2%	3,146
2010	5.15%	2,990

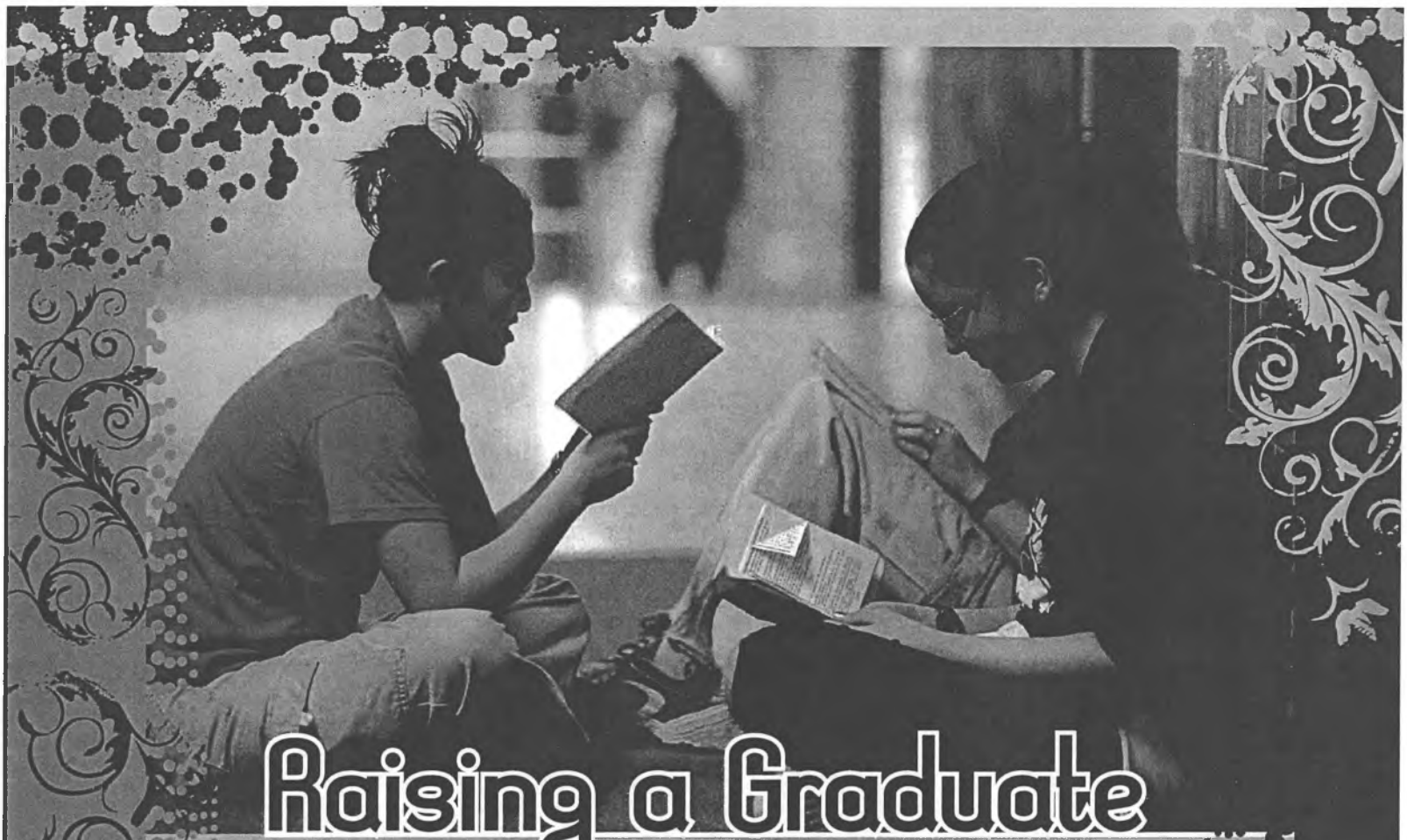
Dropout Prevention Information

Institute of Education Sciences (IES) identified six recommendations for reducing dropout rates*. The recommendations are divided into three categories: diagnostic processes for identifying student-level and school-wide dropout problems; targeted interventions for a subset of middle and high school students who are identified as at risk of dropping out; and school-wide reforms designed to enhance engagement for all students and prevent dropout more generally.

Recommendation	**Type of Intervention**	**What state and districts are implementing**
Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.	Diagnostic	• Fairbanks has developed Dropout Indicators
Assign adult advocates to students at risk of dropping out.	Targeted	• Anchorage Graduation Coaches • Fairbanks Advisories for interventions
Provide academic support and enrichment to improve academic performance.	Targeted	• Response to Instruction/Intervention (RTI)
Implement programs to improve students' classroom behavior and social skills.	Targeted	• Response to Instruction/Intervention (RTI) • Positive Behavior Interventions and Supports (PBIS)
Personalize the learning environment and instructional process.	School-wide	• Schools within schools • Early stages of development of statewide virtual learning network
Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.	School-wide	• EED contracted with Content Coaches to be available to schools and districts • EED beginning stages of review of content standards and GLEs • EED building tools to integrate cultural standards into instruction

* *IES Practice Guide Dropout Prevention* September, 2008. Institute of Education Sciences, National Center for Education, Evaluation and Regional Assistance, US Department of Education. http://ies.ed.gov/ncee/wwc/pdf/practiceguides/dp_pg_090308.pdf

Alaska Commission on Postsecondary Education has produced a publication: *Chart Your Course*, which is a newspaper for middle school students to encourage them to plan ahead so they can attend college. http://alaskadvantage.state.ak.us/page/236#BookHand



Raising a Graduate
It's Everybody's Business

Everyone is a role model—be a good one.
Read with children.
Show you care. Smile at youths and say hi.
Help youths develop a vision for their future.
Get involved in your schools.
Catch youths being good and recognize them.
Help youths explore their pathways to graduation.
Provide positive challenges for youths.
Involve youths in decision-making.
Create opportunities for youths to volunteer.
Provide a safe and supportive home.

Graduation Opens the Doors to Future Opportunities

Alaska Department of Education & Early Development

1/31/11 OVERVIEW: ALASKA CAREER & TECHNICAL EDUCATION PLAN

<TARGET><BILL></BILL><SUBJECT>1-31-11 OVERVIEW ALASKA CAREER and TECHNICAL EDUCATION PLAN</SUBJECT><COMM>HEDC27</COMM></TARGET>

January 14, 2011

Alaska Legislature Education Committee Chairs
Senator Joe Thomas, Room 514
Representative Alan Dick, Room 104
State Capitol
Juneau, AK 99801-1182

Senator Thomas and Representative Dick:

I'm writing on behalf of the Alaska Business Education Compact (ABEC) with congratulations on your committee appointments and thanks for your participation in the 27th Alaska Legislature. The Education committees you will lead are critical to preparing Alaskans for the future, both as part of the workforce and for their own success in life.

In 2010 a major effort was made to put together a plan for Career and Technical Education in Alaska. Endorsed by the Board of Education, Alaska Workforce Investment Board and the UA Board of Regents, the collaborative plan of the DOLWD, DEED and UA is now a blueprint for preparing our Alaskan students for successful and economic careers. The Alaska Business Education Compact was among many groups in Alaska to both support the initiative and to participate in the development. From our perspective, the CTE plan is a great step forward in attaining the goals of the state in educating Alaskans. The collaboration of the state departments and the university marks a long overdue step in assuring articulation among the major players in delivering education to Alaskans for a clear career pathway.

The Vocational Technical Education Providers (VTEP, a sub-committee of AWIB) and the ABEC led an effort to inform legislators, business and industry and other groups across Alaska about the plan and supported efforts to help allocate funding to support the plan. Those efforts included supporting bills (like HB 317) to route funding from the state to CTE programs as well as communications to school districts regarding budget planning and information to business communities about support for the plan.

Partners in the effort included business and industry associations, school districts and education associations. Part of the information process included packaging of letters of support from over 50 entities from across the state, urging the state and the local communities to provide strong career and technical education for all students in all regions.

While the Legislative bills have not yet addressed the allocation issue of funding, we would encourage the education committees to look at the previous bills and some new approaches. At

the local level, many districts are already including support in their budgets and bonds for the infrastructure to deliver CTE per the plan: as examples, with their board support, ASD and Mat-Su are working with their local governance entities to assure that the CTE is strengthened in their regions.

There is strong support from the ABEC and other business / industry organizations to enhance and support the basic elements of the CTE plan. That support should include such integral concepts as the following:

- Designated state funding for CTE should be provided with categorical designation in the funding formula or a budget appropriation from the legislature to the locally controlled school districts or institutions with intent to support CTE.
- Increase and Enhance Industry Financial Support by way of allowing tax incentive for a broad type of business entities that financially support CTE programs.
- CTE Programs of Study should be industry driven and validated and should lead to a certification and/or placement in a post-secondary program. They should be developed, implemented, and evaluated, based on their ability to link students to high wage, high skill, or high demand occupations.
- CTE Course Credits should be able (as applicable) to qualify for core academic status (i.e. math, science) to enable students to use these credits to meet graduation requirements and qualifications for the Alaska Performance Scholarships. The requirement for instructors to attain highly qualified teacher status for the core subject area should be sufficiently flexible to include industry-qualified CTE instructors.
- Alaska Department of Education and Early Development should have an adequate administrative support unit specified for administering, regulating, and monitoring CTE in Alaska.

The Alaska Business Education Compact would like to reiterate our continuing advocacy of the CTE plan as an integral part of the state's education plan. We hope to work to provide insights to the Legislature from the Business / Industry sectors as well as to continue the dialogue of employers, educators, parents and communities. We would offer to assist the legislative committees in developing the appropriate bills and processes

Dave Rees, Facilitator

Alaska Business Education Compact

August 20, 2010

Dear Alaskan:

The Department of Education and Early Development, the Department of Labor and Workforce Development and the University of Alaska are pleased to present the Alaska Career and Technical Education Plan. This plan outlines a comprehensive, integrated career and technical education system for Alaska that aligns training programs and coordinates delivery to prepare our citizens – youth and adults – for Alaska careers. Enclosed is a copy of the plan.

It has been our pleasure to work with others across the state to develop this plan and we are committed to follow-through on the implementation. We hope that you find this plan informative and a positive step forward for Alaska to develop our talent as the workforce that will stimulate economic growth your community and throughout the state. We look forward to your involvement during the implementation phases of the plan.

Please contact us if you have questions or suggestions in implementing the Alaska Career and Technical Education Plan.

Sincerely,

Helen Mehrkens
CTE Administrator
Department of Education
& Early Development
helen.mehrkens@alaska.gov

C. Jeff Selvey
CTE Coordinator
Department of Labor
and Workforce Development
jeff.selvey@alaska.gov

Fred Villa
Associate Vice President of
Academic Affairs for
Workforce Programs
University of Alaska
Statewide
fred.villa@alaska.edu

APICC
Alaska
Process Industry
Careers Consortium

Resolution 2010-01
Alaska Process Industry Careers Consortium

RESOLUTION SUPPORTING THE ALASKA CAREER AND TECHNICAL EDUCATION PLAN

WHEREAS, the Alaska Process Industry Career Consortium is Alaska's leading industry organization delineating workforce data and occupational needs, and career pathways for Alaska's process industries,

WHEREAS, the Alaska Process Industry Career Consortium Board of Directors supports providing Alaska's citizens with training programs to prepare for Alaska careers,

WHEREAS, the Alaska Process Industry Career Consortium believes that high quality Career and Technical Education (CTE) is essential in supporting the development of career pathways that lead to a skilled Alaskan workforce, and economic prosperity for Alaska,

NOW THEREFORE BE IT RESOLVED that the Alaska Process Industry Career Consortium Board of Directors supports the "Alaska Career and Technical Education Plan" as a basis for actions that will lead to a comprehensive, integrated career and technical education system for Alaska.

CERTIFICATION
The Alaska Process Industry Career Consortium Board of Directors held a special vote on December 1, 2010 to convey support for the Alaska Career and Technical Education Plan and the foregoing Resolution was adopted unanimously.

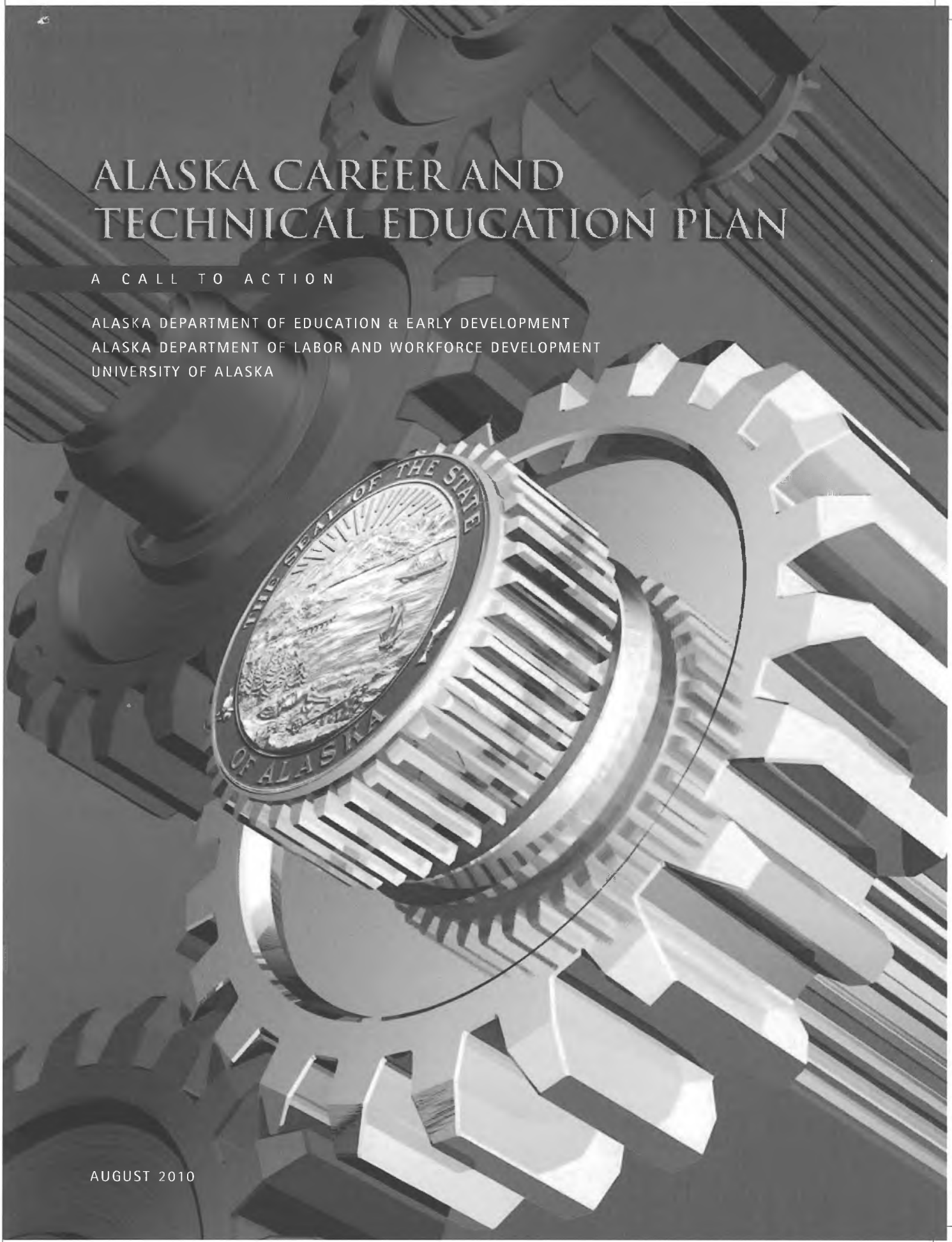
Signed this 10th day of December, 2010.

Dale Kruger, Chair
Alaska Process Industry Careers Consortium (APICC)

Distribution: APICC Board of Directors, Alaska Commissioner of Education and Early Development, Alaska Commissioner of Labor and Workforce Development, Alaska Legislature, Alaska Governor

Please find enclosed a resolution From the Alaska Process Industry Careers Consortium (APICC) Board of Directors supporting the ***Alaska Career and Technical Education Plan.***

- APICC has an eleven year history as Alaska's coalition of process industries (Oil and Gas), assuring appropriate standards based training and education opportunities exist to meet process industry's employment needs (e.g. University of Alaska Process Technology Degree)
- APICC works with Alaska's Oil and Gas industry to maintain a Priority Occupations Report, and is planning the development of a state-wide oil and gas industry workforce development plan.
- APICC represents Alaska's oil and gas industries at career events statewide and through hands-on, site-based, career exploratory activities.
- APICC collaborates with the Alaska Department of Education and Early Development, and the Alaska Department of Labor and Workforce Development, the University of Alaska, Alaska's public schools, and statewide educational institutions to provide guidance along career pathways in Alaska' process industries; including Youth Employability Skills, Teacher Industry Externships, Mobile career activities, and secondary engineering academies.
- APICC manages the North Slope Training Cooperative (NSTC). The NSTC is a collaborative effort between Alaska's oil and gas operators, along with their alliance of contractor companies, developing and maintaining high quality, standardized health, safety and environmental training programs and instruction for the operator employees and contractor workforce.



ALASKA CAREER AND TECHNICAL EDUCATION PLAN

A CALL TO ACTION

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT
ALASKA DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
UNIVERSITY OF ALASKA

AUGUST 2010

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

ALASKA DEPARTMENT OF LABOR & WORKFORCE DEVELOPMENT

UNIVERSITY of ALASKA
Many Traditions One Alaska

July 16, 2010

Dear Alaskans:

To expand and grow in the 21st Century, Alaska's economy needs an up-to-date workforce, which in turn requires a world-class education system.

The Department of Education and Early Development, the Department of Labor and Workforce Development and the University of Alaska are pleased to present the Alaska Career and Technical Education Plan. This plan outlines a comprehensive, integrated career and technical education system for Alaska that aligns training programs and coordinates delivery to prepare our citizens – youth and adults – for Alaska careers.

This plan is a living document that will not sit on the shelf. It invites coordinated and focused actions from all stakeholders. We encourage everyones' involvement in the implementation of this plan.

We are committed to working together in the truest sense of partnership. Our citizens and state will reap the benefits of our work. We invite you to join us in this quest. The action starts now.

Sincerely,

Larry LeDoux
Commissioner
Department of Education
& Early Development

Clark Bishop
Commissioner
Department of Labor
and Workforce Development

Patrick Gamble
President
University of Alaska

TABLE OF CONTENTS

Alaska Career and Technical Education Plan
A Call to Action

I. Executive Summary 2

II. Alaska Career and Technical and Education Committee 7

III. Introduction 8

- Alaska Skills Gap 8
- Training to Enhance the Alaska Workforce 9
- Creating a CTE System That Meets Individual and State Needs 9
- Partner Collaboration and Engagement of Stakeholders 10
- Long term plan and phases 11

IV. Strategies 12

- Strategy 1.0 13
  Make transitions planned and accountable for both successful student progress and systemic cooperation.
- Strategy 2.0 16
  Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills – from elementary through secondary to postsecondary and professional development levels.
- Strategy 3.0 19
  Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.
- Strategy 4.0 22
  Recruit, develop, support, and retain high-quality CTE teachers and faculty.
- Strategy 5.0 25
  Maximize the use of public facilities for training.
- Strategy 6.0 28
  Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

V. Appendices 30

- Appendix A 31
  - Commissioners' Letter of Coordination 31
  - Alaska Workforce Investment Board's Resolution of Support 32
  - Alaska Department of Education & Early Development's Motion to Approve 32
- Appendix B • Crosswalk of CTE Plan Strategies to Gasline Training Strategic Plan and Alaska Education Plan 33
- Appendix C • Acronyms Used in This Plan 36
- Appendix D • Resources 38
- Appendix E • University of Alaska Workforce Development Priorities and Guidelines 39

I. EXECUTIVE SUMMARY

Two forces have merged to focus attention on the need for a new, more effective career and technical education system for Alaska. The state has pledged to create world-class schools that prepare graduates for careers—careers that may begin immediately after high school graduation or may require additional education and training at the postsecondary level.

Comprehensive in-state workforce development plans for the proposed gas pipeline and the health and construction industries have raised awareness that the state cannot meet its current and future workforce demands without effectively preparing and transitioning young Alaskans from school into the world of work.

The leadership of the Departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD) recognized that addressing both the educational needs of students and the workforce needs of the state requires a cooperative planning effort. The Alaska Career and Technical Education (CTE) Plan is the result of this effort, and builds on the *Alaska Gasline Inducement Act Training Strategic Plan* endorsed by the Alaska Workforce Investment Board (AWIB) in 2008 and the *Alaska Education Plan* adopted by the State Board of Education & Early Development in 2009.

Work on writing the CTE plan began in January 2010, and involved a broad cross-section of policy makers, educators, employers, state agencies, training institutions and parent representatives. EED, DOLWD and University of Alaska (UA) staff refined the details of the planned strategies and timeline. The draft plan was posted for public comment via links on the EED CTE and the AWIB CTE websites. EED, DOLWD and UA staff presented the draft plan for comment at a variety of meetings and forums during spring 2010.

This CTE plan addresses the individual need for career preparedness as well as the broader social need for a training and education system that is efficient, effective, and coordinated with regional and state current and future workforce needs.

At the level of the individual student, the CTE plan incorporates several guiding principles. It seeks to develop a CTE system for Alaskan learners that is inclusive, comprehensive and accessible.

Inclusive: The plan assists all students, regardless of their career plans and goals, in meeting many of the graduation outcomes identified for world-class students in the *Alaska Education Plan:* critical thinking, problem solving, responsibility, respect for others, technology use, commitment to quality work, decision-making and ability to collaborate. It establishes personal learning and career plans for all students, beginning in grade 6 and extending through adulthood. A career plan will provide a roadmap to a student's future that allows for exploration, investigation and choice.

Comprehensive: The CTE plan also brings together in a comprehensive system the academic and technical preparation that Alaskan students need to meet the challenges of the global workplace.

Accessible: The plan addresses the need for individuals to obtain technical and professional skills specific to the career of their choice. All K-12 students should be able to access a basic level of technical skill development while still in high school through on-site instruction, distance delivered coursework or other mechanisms. However, the plan also recognizes that gaining higher skill levels may require at least temporary relocation to a central location.

At the system level, the CTE Plan strategies will require coordination, cooperation and collaboration.

Coordination: An effective CTE system requires coordination of public policy among responsible agencies to eliminate regulatory, procedural and fiscal barriers to smooth transitions between educational levels and from school to work. The CTE planning effort has engaged EED, DOLWD, UA and other stakeholder groups in efforts to identify and seek means of strengthening this coordination.

Cooperation: The CTE system envisioned by the plan requires cooperation among education and training providers in the state including K-12 school districts, University of Alaska campuses, regional training centers, joint apprenticeship training centers and other training partners. Cooperative curriculum planning and program development assures the broadest possible range of training, avoids unnecessary duplication of programs and allows the most efficient use of limited resources.

Collaboration: Providing excellent CTE programs is a collaborative effort. Although schools and training institutions have a primary role in delivering programs, the involvement of parents, local and regional employers, Alaska Native and statewide corporations, labor unions, employment counselors and a host of others is essential if these programs are to yield quality workers. These stakeholders are critical in setting state priorities for CTE program development and delivery.

The plan recognizes the importance of involving parents and local employers in students' personal learning and career planning. Gathering meaningful input from all of these groups in the evaluation of current CTE efforts can lead to program improvement.

For each strategy, the plan identifies agencies, organizations and groups that have a role in implementation. The first entity listed under "Responsible Parties" is the lead agency that will be responsible for inviting other partners to assist in carrying out the identified action steps.

The plan examines some of the conditions that must be in place to deliver effective career training, such as highly qualified CTE instructors and safe facilities with up-to-date equipment and materials. These must be supported by a stable and sufficient funding stream that includes local, state, federal and industry sources. Available funding, human and fiscal resources must be directed to the highest priority. To help assure this, the plan calls for establishing a capital and operational funding request process that takes into account state and local economic development needs, industry standards and CTE program evaluation criteria. Current and potential funding sources have been identified to support the action steps for each strategy.

The Commissioners of Education and of Labor have committed staff and resources to commence plan activities. The Alaska Workforce Investment Board endorsed the plan in May 2010, and resolved that AWIB "supports the Alaska CTE plan and the cooperative efforts of the Departments of Education & Early Development and of Labor and Workforce Development to implement the strategies contained in the plan"[1] The State Board of Education approved the plan at its June 10, 2010, meeting. Appendix A contains the Board endorsements and letters of support from the two Commissioners.

The plan consists of the following strategies and actions:

Strategy 1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.

This strategy can be implemented by:

1.1 Ensuring that every student has a personal learning and career plan (PLCP).

1.2 Developing an awareness campaign about the use of PLCPs to include parents, industry and adult job-seekers.

1.3 Coordinating program development and delivery among training programs to reduce duplication of effort and the need for remediation.

1.4 Developing data-sharing and other processes that provide information on student progress from one educational level to the next and from school to career.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

Strategy 2.0: Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills – from elementary through secondary to postsecondary and professional development levels.

This strategy can be implemented by:

2.1 Identifying current CTE programs and curricula and making the information publicly accessible.

2.2 Reviewing and updating the state's employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills.

2.3 Identifying industry standards for statewide priority industries and incorporating the identified knowledge and skills into aligned CTE curricula at elementary, secondary, and postsecondary levels.

2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs.

2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content.

Strategy 3.0: Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

This strategy can be implemented by:

3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels.

3.2 Developing criteria to evaluate career and technical education delivery models.

3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers.

3.4 Instituting systems to ensure all students have access to quality CTE programs.

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models.

3.6 Promoting and celebrating effective CTE programs and practices.

Strategy 4.0: Recruit, develop, support, and retain high-quality CTE teachers and faculty.

This strategy can be implemented by:

4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, and advisors.

4.2 Expanding strategies for effective professional development and mentoring.

4.3 Improving and streamlining credentialing processes for CTE instructors.

4.4 Expanding CTE leadership opportunities.

Strategy 5.0: Maximize the use of public facilities for training.

This strategy can be implemented by:

5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public.

5.2 Establishing a list of basic facility and equipment standards for priority CTE programs.

5.3 Identifying resources needed to bring public facilities and equipment for statewide priority programs up to standards.

5.4 Developing public policies and incentives that maximize and promote partnerships for the use of public facilities for training throughout the year.

5.5 Establishing capital funding strategies to renovate CTE facilities.

Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

This strategy can be implemented by:

6.1 Establishing criteria for prioritizing CTE program requests for state funding.

6.2 Encouraging CTE providers to take advantage of the State of Alaska corporate tax credit for contributions to qualified training programs.

6.3 Developing a strategy for State of Alaska CTE funding that leverages local, federal and private resources.

As a first step in translating the plan into reality, EED and DOLWD, together with the University of Alaska, have developed a detailed implementation timeline through FY2012. The plan and timeline will be revisited and updated as results of plan activities are evaluated and conditions change.

II. ALASKA CAREER AND TECHNICAL EDUCATION COMMITTEE

Participants

Name	Position and Organization
Mike Andrews	Executive Director, Alaska Works Partnership, Inc.
Representative Alan Austerman	Alaska House of Representatives
Greg Cashen	Executive Director, Alaska Workforce Investment Board, Department of Labor and Workforce Development
Esther Cox	Chair, State Board of Education & Early Development
Cynthia Curran	Director, Teaching and Learning Support, Departmentof Education & Early Development
Ray DePriest	CTE Director, Mat-Su Borough School District
Jim Hickerson	Superintendent, Bering Strait School District
Senator Charlie Huggins	Alaska State Senate
Jim Lynch	Chair, Alaska Workforce Investment Board
Paula Pawlowski	Parental Engagement Program Director, Alaska PTA
Dawn Salesky	Vice-President of Education Programs, Kawerak, Inc.
Joni Simpson	Counselor, Ben Eielson High School, Fairbanks North Star Borough School District
Fred Villa	Associate Vice-President of Academic Affairs for Workforce Programs, University of Alaska Statewide

Commissioners

Commissioner Clark Bishop	Department of Labor and Workforce Development
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III. INTRODUCTION

The Alaska Skills Gap

Every year, around 8,000 Alaskan students graduate from high school. Several thousand more exit school without securing a high school diploma. Of the graduates, less than half transition into college and only 18.5 percent will still be in school by age 19[2]. Although some high school graduates will go on to non-collegiate postsecondary training, anecdotal evidence suggests that the number is not large. Alaska ranks fifth in the nation for teens not in school and not working.

The current educational system is best described as a "leaky pipeline," losing a significant portion of its students without imparting the skills necessary for successful lives and careers. The above figures suggest that many students do not have a clear idea about what they want to do in the future or cannot see a connection between school and their adult life. In addition, many students and adults who do know what career they want to pursue may not always understand how to prepare for the next step.

Alaskans must make successful transitions from school and training to employment. Alaska labor estimates call for the addition of 43,750 jobs in the decade from 2006 to 2016, an overall increase of 13.9%. Almost twenty percent (19.6) of current jobs are held by non-residents. Almost fifteen percent (14.8) of all positions today are occupied by workers 55 years of age or older. Filling new positions and replacing non-resident or older workers require developing effective and less porous pipelines from the earliest years through postsecondary training and into careers.

The Departments of Education & Early Development (EED) and of Labor and Workforce Development (DOLWD) have begun to tackle the challenges of the current situation in a series of planning efforts. The reform effort outlined in the *Alaska Education Plan* adopted by the State Board of Education & Early Development in 2009 commits Alaska to world-class schools from which "All students will graduate prepared for careers or postsecondary education."[3]

The *Alaska Gasline Inducement Act Training Strategic Plan*, endorsed by the Alaska Workforce Investment Board in 2008, calls for a "comprehensive, integrated Career and Technical Education system for Alaska that aligns training institutions and coordinated program delivery."[4] Other industry planning efforts—such as health and construction—have echoed that charge.

The Alaska Career and Technical Education (CTE) Plan is a continuation of the education reform effort and a response to industry demands. The plan envisions a CTE system that is a radical departure from the past from the point of view of the individual student and the system as a whole.

[2] Alaska Commission on Postsecondary Education, Making Alaska More Competitive by Preparing Citizens for College and Career, April, 2008, p. 1
[3] Alaska Department of Education & Early Development, Alaska Education Plan, adopted by the Board of Education & Early Development, March 2009, p. 7
[4] Alaska Department of Labor and Workforce Development, AGIA Training Strategic Plan: A Call to Action, updated and reprinted August 2009, p. 17

Training to Enhance the Alaska Workforce

The CTE system envisioned in this plan is inclusive for all Alaskans. Unlike many earlier vocational education programs, the new CTE system is not a separate "track" limited to students without postsecondary aspirations. Rather, the vision is for all students, whatever their current abilities or age, to develop personal learning and career plans that allow for exploration, investigation and choices and that provide a pathway to a career. Career planning is extended to adult learners and to those already in the workforce who need training to maintain or upgrade their jobs.

The CTE system described in the plan ensures that all students—whatever their ultimate career goals—have the employability skills that are necessary for success in life as well as employment. The graduation outcomes identified for world-class students in the Alaska Education Plan identify many of these skills: critical thinking, problem solving, responsibility, respect for others, technology use, commitment to quality work, decision-making and the ability to collaborate.

The plan encourages a high level of academic achievement on the part of all students in language arts, math and science. Although some entry-level employment can be accessed with limited skills, moving ahead in any industry requires good communication and computational ability. Trades and occupations that provide long-term employment opportunities and living wages will generally require the application of higher-level math skills and scientific concepts to workforce situations. CTE can assist students in gaining this knowledge through integration of applied academics in technical coursework. Regular academic courses can also be enriched by using real-life examples taken from the world of work to teach abstract concepts.

In addition to the academic and employability skills that are expected of all students who graduate from high school, Alaskans need to obtain the technical and/or professional skills required for entry-level employment in their preferred career. For some, acquiring these skills will begin in high school. The CTE plan calls for accessibility to career and technical education in local communities through on-site classroom instruction, distance delivery, packaged curriculum or other methods. Education and training opportunities close to home will increase as more certificate and associate degree programs are developed for distance delivery by postsecondary training institutions. Access to a higher level of skill training may require at least temporary relocation to an intensive training experience such as a summer construction or health academy; a pre-apprenticeship program at a regional training center such as NACTEC in Nome; a certificate or associate degree at a community UA campus; or a four-year degree program at an urban site. As students prepare their personal learning and career plans, it is essential that they have accurate information about where appropriate training and education programs are located and the full costs of such programs, including travel and housing where needed.

Creating a CTE System That Meets Individual and State Needs

The current plan differs from earlier efforts in looking at the CTE system as a whole, from early learning through postsecondary education and training. In the past, much of the planning focused only on one educational level and was in response to federal funding requirements.

One critical strategy in the CTE system is the implementation of personal learning and career plans that will allow students to navigate from one educational level to another as they pursue their aspirations. Therefore, an effective CTE system requires coordination of public policy among responsible agencies to overcome regulatory, procedural and fiscal barriers to smooth transitions between educational levels and from school to work. The CTE planning effort has engaged EED, DOLWD, the University of Alaska, other training and workforce development partners, parent teacher organizations, industry and labor.

Partner Collaboration and Engagement of Stakeholders

The CTE system envisioned by the plan requires participation among education and training providers from all areas of the state. The plan places special emphasis on student transitions from one level of education and training to another, and to the workplace. Programs of study based on career pathways and developed jointly by secondary and postsecondary CTE faculty can smooth transitions, reduce the need for remediation and eliminate unnecessary redundancy in required coursework. An equally important strategy addresses recruitment, training, and retaining the secondary and postsecondary faculty needed to deliver articulated CTE curricula.

Creating the system called for in the plan requires facilities and equipment that are safe and current with industry practices; these also can be expensive to acquire and maintain. The plan calls for a fresh look at how current CTE resources are allocated and utilized. Sharper evaluation of CTE programs in terms of student outcomes, industry standards and contribution to regional/state economic development can help direct limited resources to areas of highest need and greatest return on investment. Rational resource allocation requires close coordination among training partners at all levels to assure the broadest possible range of training while avoiding unnecessary duplication of programs. Sharing facilities and equipment among programs stretches available resources to serve greater numbers of students.

Cooperation also extends to sharing data about student outcomes and progress so that program planners, policy makers and funders can evaluate the success of current efforts and plan for program improvement where called for.

Delivering on the promise of the CTE plan requires an active partnership on the state level between the Departments of Education & Early Development and Labor and Workforce Development—in particular the State Board of Education & Early Development and the Alaska Workforce Investment Board—for aligning policies, increasing availability of qualified CTE teachers, identifying priority occupational areas and securing and administering funds to support plan activities.

Although **schools and training institutions** have a primary role in delivering programs, the involvement of parents, local and regional employers, Alaska Native and statewide corporations, labor unions, employment counselors and a host of others is essential if these programs are to yield quality workers. The CTE plan embraces and extends the goal in the Alaska Education Plan that "Schools will form strong partnerships with families and communities and will respect and embrace local cultures."[9]

[9]EED, Alaska Education Plan, p. 9

Parents are key in helping their students make realistic plans for the future and for following through with these plans. Parental participation and communication are powerful forces for ensuring that students excel academically, complete high school and successfully transition to the next level of education and employment.

Industry plays a significant role in working with state and local agencies to identify standards for CTE programs and to assist with evaluating program success in meeting these standards. Industry can provide sites for career exploration, technical training and instructor professional development as well as funding.

Finally, **Alaskans** in all geographic areas and from all walks of life must understand the importance of quality CTE not only for the individual but also for the economic well-being of their home community, their region and the state as a whole. The general public deserves accurate information about the CTE system, its outcomes and its costs in order to make informed decisions about public support for programs and facilities.

Stakeholders have been identified for each strategy in this plan. The first entity appearing under "Responsible Parties" is identified as the agency that will take the lead in securing the involvement of all listed partners in carrying out the identified action steps.

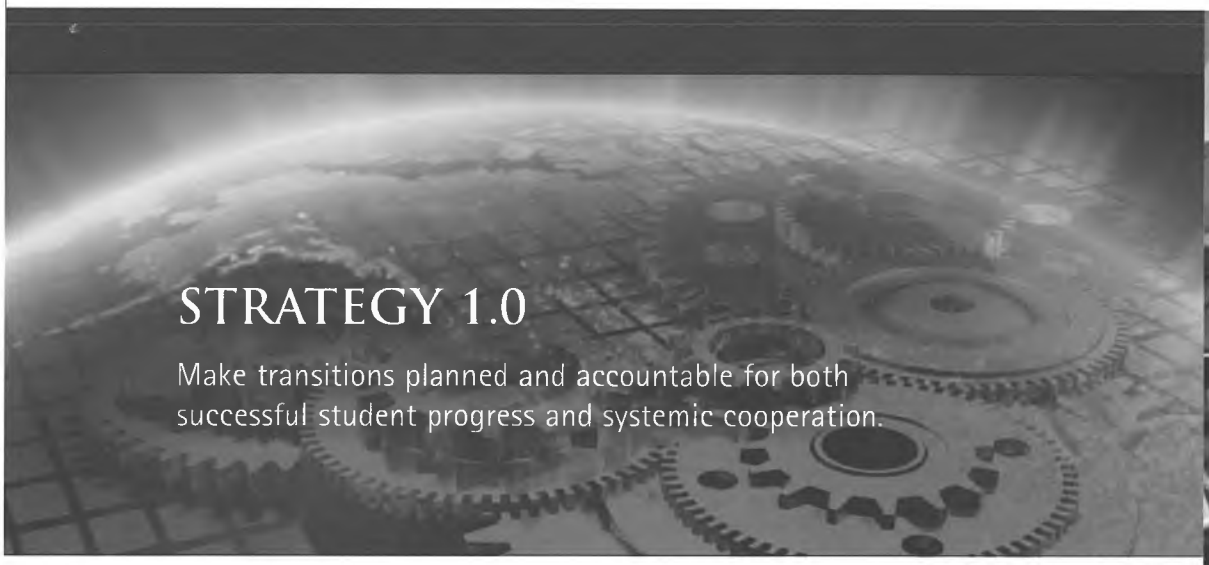
Long Term Plan and Phases

The following plan is broad in scope and will take some time to fully implement. However, EED, DOLWD and UA staff developed an accompanying timeline detailing activities to be accomplished through FY2012. Short-term emphasis is being placed on developing and implementing student personal learning and career plans; aligning curriculum between secondary and postsecondary programs using career pathways and programs of study; establishing standards for CTE programs; and developing models for teaching employability skills. These near-term emphases mirror the strategies outlined in the Gasline Training Plan and other workforce plans.

Possible funding sources have been identified for each strategy. In some cases, these sources already exist and can be dedicated or redirected to support the actions required to implement the strategy. In other cases, new or increased funding will be necessary.

As the events of the past several years have made abundantly clear, the global economy is increasingly interactive and fluid. To be competitive in the 21st century workplace, Alaska must have a career and technical education system that adapts to emerging demands and opportunities, adequately prepares its residents for success in their chosen careers and provides access to training across scattered populations with vast differences in regional needs and capacities. The state will be well on its way in creating a career and technical education system to the benefit of all Alaskans.

IV. STRATEGIES



STRATEGY 1.0

Make transitions planned and accountable for both successful student progress and systemic cooperation.

Rationale

Smooth transitions from secondary to postsecondary education and from school to work are essential for student success. Alaska currently does not do a good job of "handing students off" from one program or level to another. Stories abound of students who are required to re-take course content completed elsewhere or who must enroll in remedial courses because they did not possess the necessary academic skills. In addition, access to important life-long learning is not necessarily linear as changing economic conditions require that workers step back into school or training to maintain and upgrade their employment.

Informed career planning for every Alaskan student--from middle school to adult learner--can make these transitions more seamless at the individual level. Systems themselves must also change to become more collaborative and student-centered in their approach. Program and policy development that supports a more transparent and fluid CTE system will allow Alaskans and Alaska to meet the demands of the 21st century global economy.

This strategy can be implemented by:

1.1 Ensuring that every student has a personal learning and career plan (PLCP).

a) Use plain language and simple processes to make personal plans user-friendly.

b) Develop model components of the PLCP that students may use to plan their academic, technical and experiential learning leading to a career, including utilization of National Career Readiness Certification (WorkKeys™) information, Registered Apprenticeship, and Alaska Tech Prep.

c) Develop model processes to implement PLCPs for all Alaskan students that can be transferred from one school, district or training facility to another.

d) Develop accountability measures for PLCPs and measure effectiveness.

e) Provide related professional development for teachers, faculty, advisors and counselors on the preparation and use of PLCPs.

f) Implement PLCPs at all levels, from middle school to adult training.

Responsible Parties*: EED, DOLWD, UA, Alaska Commission on Postsecondary Education (ACPE), Alaska PTA (AKPTA), DOLWD Office of Apprenticeship, Alaska Tech Prep Consortium

Funding**: State agency general fund, Carl Perkins Career and Technical Education Act (Perkins) and Workforce Investment Act (WIA) federal funds

Evaluation: By 2012, all school districts and publicly-funded training programs will have implemented personal learning and career plans for students beginning in grade 6.

1.2 Developing an awareness campaign about the use of PLCPs to include parents, industry and adult job-seekers.

a) Work with EED and DOLWD public information personnel to develop an advocacy strategy for Alaska's students.

b) Involve parents, employers, students, counselors, teachers/faculty and others to ensure results will inspire, engage and involve.

c) Request the Governor's assistance in emphasizing the importance of coordination and seamless transitions.

Responsible Parties: EED, DOLWD, UA, AKPTA, ACPE

Funding: State agency general fund

Evaluation: By 2012, an awareness campaign targeted at various audiences is in place.

1.3 Coordinating program development and delivery among training programs to reduce duplication of effort and the need for remediation

a) Engage decision-makers in identifying barriers that hinder seamless/efficient student transitions and in exploring solutions to these barriers.

b) Identify and remove barriers for middle school to high school and high school to postsecondary/advanced training programs for students and adults to be successful at each level.

c) Develop expectations and recommended practices for ensuring program development processes include CTE and academic discipline faculty/teachers across institutions and between departments within institutions.

d) Develop model program(s) of study sequences that identify middle school, secondary, postsecondary and apprenticeship program requirements to achieve industry-valued credentials, certificates and degrees.

e) Establish criteria for each course to ensure credit acceptance by a student's next level of matriculation without the need for remediation.

f) Maximize Alaska Tech Prep and other dual-credit opportunities between educational and training levels to ease transition challenges and increase student opportunities.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.
**Currently available and potential sources of funding for identified actions.

Responsible parties: EED, DOLWD, UA, school district personnel, Alaska Tech Prep Consortium, Office of Apprenticeship

Funding: State agency and UA general fund, Alaska School Foundation Program, Carl Perkins Career and Technical Education Improvement Act of 2006 federal funds

Evaluation: By 2012, programs of study linking secondary and postsecondary academic and technical coursework are developed for all career clusters.

1.4 Developing data-sharing and other processes that provide information on student progress from one educational level to the next and from school to career.

a) Align existing student and workforce data systems to follow student progress throughout the system from school to career.

b) Establish agreements to facilitate exchanges of student data that allow evaluation of program results.

c) Analyze and publish data that informs evaluation of CTE programs.

Responsible parties: EED Assessment, DOLWD Research and Analysis, UA Institutional Research.

Funding: State agency and UA general fund, Perkins federal funds

Evaluation: By 2011, a comprehensive data collection/exchange system is in place that provides student progress, success and placement information to funding agencies, program planners and policy makers.

STRATEGY 2.0

Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills - from elementary through secondary to postsecondary and professional development levels.

Rationale

Recent research has confirmed that the skills necessary for success in the new workplace are much the same as those required for college success: critical thinking, high levels of communication and computational skills, problem solving, teamwork, and ethics. Education and training programs that prepare Alaskans to be successful must incorporate these skills as well as the academic and technical knowledge required for a specific career pathway.

Effective CTE is delivered through comprehensive programs of study that start with exploration in the elementary grades, progress through a postsecondary sequence, incorporate industry and business standards, and are validated using benchmarks, assessments and a body of evidence to demonstrate that all Alaskans are prepared to be successful in their chosen career.

This strategy can be implemented by:

2.1 Identifying current CTE programs and curricula and making the information publicly accessible.

a) Inventory current CTE courses and programs of study with respect to standards, curriculum, and sequencing.

b) Identify program gaps based on statewide priority areas.

c) Develop a searchable website to house existing information and related resources.

Responsible parties*: EED CTE and IT staff, DOLWD, UA, ACPE

Funding**: State agency and UA general fund, Perkins and Workforce Investment Act of 1998 federal funds

Evaluation: By 2011, an inventory and detailed gap analysis are complete and available in statewide priority areas.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.

**Currently available and potential sources of funding for identified actions.

2.2 Reviewing and updating the state's employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills.

a) Review Alaska's employability standards and recommend revisions if necessary.

b) Develop appropriate performance standards for all age levels, including K-12 Grade Level Expectations (GLEs).

c) Review what Alaska districts and training institutions are already doing and research what other states are doing.

d) Identify how students demonstrate mastery of these skills.

Responsible parties: EED, AWIB, Regional Training Centers (RTCs), UA, DOLWD

Funding: State agency general fund, Perkins and WIA federal funds, industry

Evaluation: By 2011, models are in place for the effective teaching, learning and evaluation of a commonly agreed-upon set of employability skills.

2.3 Identifying industry standards for statewide priority industries and incorporating the identified knowledge and skills into aligned CTE curricula at elementary, secondary, and postsecondary levels.

a) Identify nationally-recognized standards for state level priorities, where available.

b) Use business/industry/education consortia to develop standards if national models are not available.

c) Utilize National Career Readiness Certification (WorkKeys™) information.

d) Require all state-funded training to be based on appropriate industry standards, embedded employability skills in the curriculum, and ability of students to attain the appropriate level of employment

Responsible parties: DOLWD, EED, industry, UA, RTCs

Funding: State agency general fund, industry, Perkins and WIA federal funds,

Evaluation: By 2012, all state-funded training programs are based on industry standards and lead to appropriate industry certification or recognized skill level.

2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs.

a) Show CTE alignment with GLEs in core academic content areas using crosswalks.

b) Develop model agreements for Alaska Tech Prep and other academic credit agreements for CTE content courses with supporting materials.

c) Research other state/organization efforts to find examples of integration strategies, materials and activities for each core academic area.

d) Work with EED's new content specialists and State System of Support (SSOS) coaches to understand and contribute to integration of CTE and academics.

Responsible parties: EED, school district personnel, UA faculty, Alaska Tech Prep Consortium, DOLWD Job Center employment counselors

Funding: Perkins federal funds, Alaska school foundation program, state agency and UA general fund

Evaluation: By 2011, strategies for effective integration of academics into CTE programs and career applications into academic courses have been identified and K-12 and postsecondary faculty are trained in their use.

2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content.

a) Convene teachers, faculty and industry advisors to highlight essential components of programs of study, starting with statewide priority areas.

b) Investigate the viability of regional or state advisory committees at the program or trades level.

c) Identify needed support for promoting effective practices, materials, and key resources.

d) Document and publish program content for teachers/faculty.

Responsible parties: EED, AWIB, DOLWD, UA, RTCs, industry, Alaska Tech Prep Consortium, DOLWD Office of Apprenticeship

Funding: Perkins and WIA federal funds, state agency and UA general fund, industry

Evaluation: By 2012, career pathways from exploration to the highest educational level are developed in all career clusters and widely disseminated to secondary, postsecondary and adult learners.

STRATEGY 3.0

Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

Rationale

A comprehensive educational system provides quality academic, career and technical education available to all citizens. Because of Alaska's dispersed population and diversity of regional needs and resources, multiple delivery systems must be used to assure both access to and the quality of academic and technical programs. Alaska CTE programs need to take into account the balance between local/regional and statewide needs while avoiding expensive and unnecessary duplication of services. Although all Alaskans should be able to obtain at least a basic level of training at or near home through a combination of on-site and distance delivery, resource limitations may require at least temporary relocation to acquire higher skill levels.

This strategy can be implemented by:

3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels.

a) Create and administer a survey to identify the nature and scope of existing CTE programs at all educational levels.

b) Identify and analyze how academic GLEs are used in CTE programs.

c) Develop Program of Excellence criteria for components necessary for quality program delivery.

d) Collect and analyze data against the Program of Excellence criteria and create an inventory of delivery models.

e) Disseminate information on identified quality delivery models; for example, partnerships, simulators or networks, apprenticeships, Alaska Tech Prep, shared facilities, etc.

Responsible parties*: EED, DOLWD, UA

Funding**: State agency general fund, Perkins and WIA federal funds

Evaluation: By 2011, an inventory of state CTE programs is maintained and is used in program planning.

3.2 Developing criteria to evaluate career and technical education delivery models.

a) Identify and review models used elsewhere to evaluate CTE programs for effectiveness.

b) Develop evaluation criteria for Alaska CTE programs, including student outcomes, industry standards, partnerships, return on investment and alignment with regional/state current employment conditions and economic development plans.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.

**Currently available and potential sources of funding for identified actions.

c) Review evaluation criteria with Alaska CTE stakeholders.

d) Create standardized templates for Alaska CTE program evaluation.

e) Evaluate models identified in the inventory created in 3.1.

f) Publish the results of CTE program evaluations annually.

Responsible parties: EED, DOLWD, AWIB, UA

Funding: State agency general fund, Perkins and WIA federal funds

Evaluation: By 2012, CTE program evaluation criteria are in place and being used to inform program improvement and resource allocation decisions.

3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers.

a) Draft and share models for effective student practice and demonstration of these essential skills; for example,

- Promote the use of Youth Employability Skills (YES) rubric, and other "scoring guides" for coaches, employers, classroom teachers, service learning sponsors.
- Partner with Alaska School Activities Association (ASAA) to address and document employability skills in all student activities.
- Utilize, strengthen and fund the career and technical student organizations (CTSOs) to build and assess employability skills.
- Investigate an online assessment instrument for documenting each student's attainment of employability skills.

b) Identify and support sites that will pilot innovative portfolio assessments of employability skills acquisition via a variety of student activities.

c) Evaluate and publicize successful models and support schools and institutions in incorporating employability skills into their CTE programs.

d) Develop a plan for statewide implementation of employability standards in all programs.

Responsible parties: EED, DOLWD, school districts, UA, RTCs, DOLWD Office of Apprenticeship, ASAA, CTSOs

Funding: State agency and UA general fund, Perkins and WIA federal funds, Alaska school foundation program, industry

Evaluation: By 2012, all CTE programs include strategies to teach and assess employability skills.

3.4 Instituting systems to ensure all students have access to quality CTE programs.

a) Identify appropriate strategies and services for all students to master their CTE program standards.

- Provide assistive technology and accommodations as necessary.
- Incorporate career information into academic courses.

b) Develop useful strategies and services for technical assistance to improve local CTE program delivery; for example, develop integration strategies, materials, instructional kits and packaged lesson plans for district use.

c) Implement effective distance delivery strategies to use with existing delivery systems.

d) Expand the use of skill-building programs and summer exploratory programs, such as the UA ANSEP project, summer exploratory camps and the construction academies.

e) Develop guidelines for effective work-based learning experiences.

f) Create/expand mechanisms to assist students who must relocate to access training.

g) Expand the availability and use of CTSO programs in all CTE programs.

Responsible parties: EED, virtual schools staff, ACPE, UA, RTCs, industry, AKPTA

Funding: State general funds, Alaska Student Loans, industry

Evaluation: By 2012, a basic level of CTE is available in all secondary schools in Alaska. Distance delivery, UA community campuses and RTCs provide certificate, credential, licensure and degree-level training in all regions of the state. Specialized training is available in one or more centers of excellence and includes accommodation for temporary relocation of students from around Alaska.

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models.

a) Pilot use of PLCPs within several of the delivery models identified in the CTE inventory.

b) Encourage the use of non-traditional school calendars to deliver CTE courses and programs.

c) Identify successes and challenges in implementing models.

d) Develop and disseminate materials and training on successful models.

Responsible parties: EED, school districts, RTCs, UA

Funding: State agency and UA general funds, Technical and Vocational Education Program (TVEP) state funding, Perkins and WIA federal funds

Evaluation: By 2011, CTE programs reflect information from local students' PLCPs in scheduling, curriculum and delivery.

3.6 Promoting and celebrating effective CTE programs and practices.

a) Advocate for a CTE strand in the Alaska performance scholarship program to be recognized at the same level of support as other programs.

b) Publish data and anecdotes that describe effective CTE programs and practices.

c) Establish recognition programs for CTE student excellence.

d) Establish a CTE honors diploma.

e) Recognize Centers of Excellence for various program areas, based on Program of Excellence criteria.

Responsible parties: AWIB, State Board of Education & Early Development, EED, DOLWD, UA, Alaska Association for Career & Technical Education (AACTE), CTSOs, AKPTA

Funding: State agency and UA general fund, Perkins and WIA federal funds, industry

Evaluation: By 2012, quality CTE programs are identified and publically recognized as models.

STRATEGY 4.0

Recruit, develop, support, and retain high-quality CTE teachers and faculty.

Rationale

Quality CTE program curriculum and delivery rely on highly skilled and qualified instructors, counselors and mentors. Due to Alaska's vast distances and remote rural communities, many CTE programs are dependent on single instructors who teach without easy access to professional development, peer review, or program support. The loss of a single CTE instructor in rural areas can cause the entire CTE program to shut down.

The current shortage of CTE teachers and faculty requires strategies to recruit CTE educators, support those who are already in place, and provide a mechanism for CTE advancement and leadership. The State Board of Education & Early Development has appointed a Teacher Quality Working Group that is charged with making recommendations for the preparation, certification and mentoring of all K-12 teachers. Close coordination between CTE administrators and this group is essential in carrying out the activities outlined below, especially with respect to CTE teacher certification.

This strategy can be implemented by:

4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, and advisors.

a) Identify faculty shortages by career area at all levels of CTE instruction.

b) Identify core competencies for CTE instructors to serve as a guide in training, hiring and evaluation.

c) Develop strategies to "grow our own" teachers and faculty.

d) Improve strategies to retain current CTE teachers and faculty.

e) Promote effective strategies to attract qualified CTE teachers and faculty from elsewhere, as necessary.

Responsible parties*: EED, Alaska Teacher Placement (ATP), UA, Alaska Statewide Mentoring Project (ASMP), school districts, CTE providers , AACTE, Future Educators of Alaska (FEA)

Funding**: State agency and UA general funds, Perkins federal funds

Evaluation: By 2012, all CTE programs are delivered by highly-qualified teachers and faculty.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.

**Currently available and potential sources of funding for identified actions.

4.2 Expanding strategies for effective professional development and mentoring.

a) Plan for both CTE and academic teachers in CTE professional development opportunities.

b) Provide training in integrating academic and CTE course content.

c) Incorporate training in career planning strategies into preparation programs for current and future teaching and counseling staff.

d) Require industry-trained teachers to attain classroom instruction, curriculum, and assessment skills.

e) Train educators in successful strategies for involving parents in the development of student career plans.

Responsible parties: EED, UA, ASMP, CTE providers, DOLWD, industry, AKPTA

Funding: State agency and UA general fund, Alaska school foundation program, Perkins federal funds, industry/education consortia

Evaluation: By 2011, quality professional development is available to CTE teachers/faculty at all levels.

4.3 Improving and streamlining credentialing processes for CTE instructors.

a) Identify appropriate industry standards for certification of CTE educators.

b) Include K-12 CTE teachers in alternate certification initiatives.

c) Expand Type M limited certificate criteria to recognize CTE qualifications for certified secondary teachers endorsed in other specialty areas.

d) Develop and require "endorsement" or "area of emphasis" in teacher training programs by industry and education.

e) Promote development of CTE teacher preparation programs in Alaska.

Responsible parties: State Board of Education & Early Development, EED's Teacher Quality Working Group, UA, industry, organized labor, school districts, DOLWD, ATP, AACTE

Funding: Alaska teacher certification fees, state agency general funds

Evaluation: By 2012, appropriate levels of certification and endorsement are available for K-12 CTE teachers.

4.4 Expanding CTE leadership opportunities.

a) Support the development of local, regional, and state CTE leadership roles.

b) Sponsor professional learning communities for professional growth and development of CTE leaders.

c) Develop and implement CTE leadership programs and courses.

Responsible parties: EED, AACTE, Alaska School Counselors Association (ASCA), school districts, UA, DOLWD, industry, ATP

Funding: Alaska school foundation program, state agency general fund, Technical and Vocational Education Program, industry/education consortia

Evaluation: By 2011, CTE leadership training is available to CTE professionals in Alaska.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

STRATEGY 5.0

Maximize the use of public facilities for training.

Rationale

Facilities and equipment are critical to providing high-quality, relevant, and current technical training. Such facilities and equipment can be expensive to purchase or build, maintain, upgrade and repair.

The condition of CTE facilities and equipment varies widely across the state, according to anecdotal reports. Some are adequate or even state-of the art; others are out-of-date or in need of significant repair; still others have been mothballed or dismantled. Many of the existing facilities are underutilized or even completely unused for certain periods of time.

There is no current statewide inventory of such facilities, nor is there a system in place for communicating what facilities are available. Alaska needs to maximize the use of existing facilities across the state to allow more students and workers access to technical training that may not be available in their own school or region.

This strategy can be implemented by:

5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public.

a) Prepare and conduct a survey of public schools, postsecondary institutions, RTCs, local, state, regional or federal governmental agencies and other public entities.

b) Collate the survey results and prepare an inventory database.

c) Publicize the inventory via the Internet.

Responsible parties*: EED-Facilities, UA, school districts, RTCs, training providers, Department of Transportation and Public Facilities (DOTPF)

Funding**: state agency and UA general fund, Perkins federal funds

Evaluation: By 2012, CTE facilities inventory database is maintained and available electronically.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.

**Currently available and potential sources of funding for identified actions.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010

5.2 Establishing a list of basic facility and equipment standards for priority CTE programs.

a) Identify CTE program certified training facility/equipment requirements in Alaska.

b) Investigate facility/equipment standards from other states and provinces.

c) Engage industry and stakeholders to develop Alaskan standards for CTE program facilities and equipment when other standards do not exist.

d) Publish the standards on website.

Responsible parties: EED, DOLWD, UA, industry, RTCs, school districts, licensing boards, accrediting organizations

Funding: State agency and UA general fund

Evaluation: By 2011, CTE program equipment standards are adopted and used in program development and improvement planning.

5.3 Identifying resources needed to bring public facilities and equipment for statewide priority programs up to standards.

a) Review survey of all statewide facilities.

b) Evaluate all facilities using the standards to determine needs and safety concerns of each facility.

c) Assess cost to upgrade identified facilities to meet standards.

Responsible parties: EED, DOLWD, UA

Funding: state agency and UA general funds, TVEP

Evaluation: By 2012, facility and equipment prioritized needs inventory is established and updated annually.

5.4 Developing public policies and incentives that maximize and promote partnerships for the use of public facilities for training throughout the year.

a) Provide technical assistance and successful models to school districts, training institutions and industry leaders for effective partnering of facilities for student access.

b) Identify barriers to the joint use of facilities such as liability and teacher credentialing issues and develop standardized procedures for dealing with these barriers.

c) Advocate after-school and year-round use of facilities for both students and adults.

d) Promote partnership incentives for facility use.

Responsible parties: EED, DOLWD, UA, school districts, RTCs, training providers, industry

Funding: Alaska school foundation program, state agency and UA general fund, TVEP, industry

Evaluation: By 2012, public CTE facilities in all locations are scheduled for maximum use and are open to training and industry partners at reasonable cost and within standardized operating policies and procedures.

5.5 Establishing capital funding strategies to renovate CTE facilities.

a) Use EED capital improvement projects model and AWIB priorities to prioritize needs of all CTE facilities.

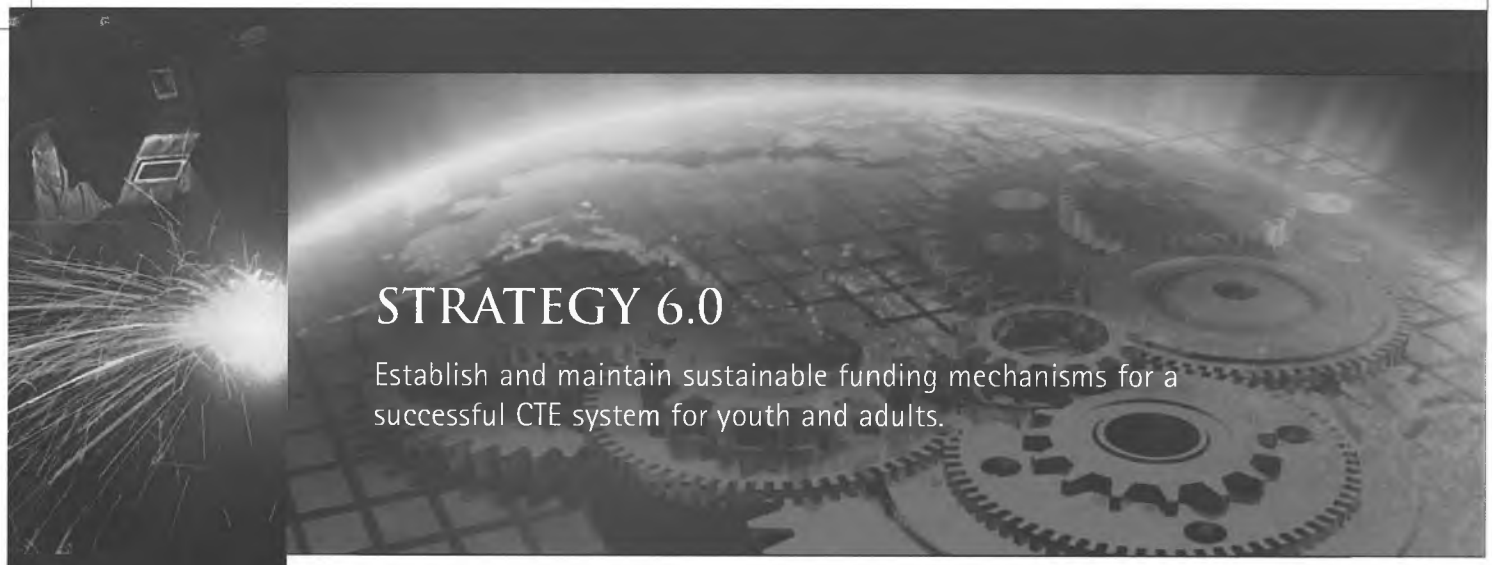
b) Investigate and develop funding strategies, mechanisms, and sources to upgrade facilities.

Responsible parties: EED, DOLWD, UA, RTCs, Alaska Office of Management and Budget (OMB), school districts, Alaska State Legislature

Funding: State and federal capital improvement funds, federal and state special programs e.g. Title III of the Higher Education Act, US Department of Housing and Urban Development (HUD), Alaska Housing Finance Corporation

Evaluation: By 2012, a capital projects prioritization process is in place and is used in making capital project funding decisions for CTE facilities and major equipment.

[1] Alaska Workforce Investment Board, Resolution Number 10-03, Resolution in Support of the Alaska Career and Technical Education (CTE) Plan, May 3, 2010



STRATEGY 6.0

Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

Rationale

Excellent CTE programs require a dependable and adequate level of support. Because such programs can be expensive, the limited public funding available must be devoted to training that addresses high-priority occupations, supports regional and state economic development and shows evidence of producing quality student outcomes. Where possible, local and state funds should be used to leverage additional resources, through business and industry, federal workforce development and training funds and other sources.

This strategy can be implemented by:

6.1 Establishing criteria for prioritizing CTE program requests for state funding.

a) Identify, develop, and implement effective and meaningful accountability practices of CTE programs.

b) Develop a standardized request for funding that incorporates the CTE program evaluation criteria and the AWIB Future Workforce Strategic Policies and Investment Blueprint.

c) Require CTE programs requesting funding to demonstrate their relationship to the current job market and/or future economic development plans of the region/state.

d) Provide assistance to current programs that do not meet standards in:

- curriculum development,
- professional development,
- equipment/materials needed to meet standards,
- expense of undergoing industry certification review and
- accountability/reporting requirements.

Responsible parties*: EED, AWIB, DOLWD, UA, OMB

Funding**: State agency and UA general fund

Evaluation: By 2011, all requests for public funding for CTE programs demonstrate the ability to meet the CTE evaluation criteria and are directed at a documented regional/state existing or developing employment need. By 2012, assistance is provided to bring deficient programs up to standards.

*The first entity listed is identified as the lead agency, responsible for inviting the involvement of the other partners in implementing the action steps.

**Currently available and potential sources of funding for identified actions.

6.2 Encouraging CTE providers to take advantage of the State of Alaska corporate tax credit for contributions to qualified training programs.

a) Produce and distribute documents that explain tax credits and include examples of successful partnerships.

b) Provide technical assistance to CTE providers in promoting tax credits to industry partners.

c) Maintain an ongoing list of successful business/training program partnerships that contribute to operational or capital funding for CTE.

d) Recognize businesses that provide funding to CTE programs.

Responsible parties: DOLWD, Department of Revenue, Department of Law, EED, CTE providers, corporations operating in Alaska

Funding: Alaska's industry tax credit structure

Evaluation: By 2011, CTE providers and corporations are familiar with the existence and provisions of tax credits for qualified training programs. Industry contributions for CTE operational and capital funding increase annually over the FY10 base.

6.3 Developing a strategy for State of Alaska CTE funding that leverages local, federal and private resources.

a) Identify existing CTE funding sources, such as STEP, TVEP, Carl Perkins, and amounts per source.

b) Inventory existing CTE programs and their funding sources.

c) Determine current workforce priorities through AWIB.

d) Identify priority use of state-administered funds to support high-quality CTE programs that are tied to priority occupations.

e) Develop a comprehensive accountability model that will measure return on investment for CTE funding.

f) Target start-up funds to specific programs approved by AWIB.

g) Provide incentive funds for CTE programs and training centers to partner with other agencies.

h) Fund career-related learning experiences and organizations; for example, CTSOs, Junior Achievement, Future Educators of America, pre-apprenticeship and registered apprenticeship.

i) Increase funding for industry academies; for example, construction, health sciences, engineering.

Responsible parties: EED, AWIB, DOLWD-Business Partnerships, UA, CTE providers, OMB, Alaska State Legislature, Alaskan congressional delegation, industry, Alaska regional Native corporations

Funding: State general fund, Alaska school foundation program, TVEP, Perkins, WIA and other federal training and workforce development funds, industry

Evaluation: By 2011, a stable and efficient system of funding CTE program operations is in place and supported at an annual level sufficient to deliver quality programs throughout Alaska.

APPENDICES

A. Commissioners' Letter of Coordination

Alaska Workforce Investment Board's Resolution of Support

Alaska State Board of Education & Early Development's Motion to Approve

B. Crosswalk of CTE Plan Strategies to Gasline Training Strategic Plan and Alaska Education Plan

C. Acronyms Used in This Plan

D. Resources

E. University of Alaska Workforce Development Priorities and Guidelines

APPENDIX A

Commissioners' Letter of Coordination
Alaska Workforce Investment Board's Resolution of Support
Alaska State Board of Education & Early Development's Motion to Approve

STATE OF ALASKA

DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
Alaska Workforce Investment Board

Sean Parnell, Governor

1016 W. 6th Avenue, Ste. 105
Anchorage, AK 99501

PHONE: (907) 269-7485
FAX: (907) 269-7489

November 12, 2009

Dear Interested Parties:

The Department of Labor and Workforce Development recently hired Jeff Selvey as the CTE (Career and Technical Education) Coordinator with the Alaska Workforce Investment Board (AWIB) and Helen Mehrkens was recently hired as the CTE Administrator with the Department of Education & Early Development. These two positions are responsible for implementation of statewide CTE strategies, including developing a comprehensive, integrated CTE system for Alaska that aligns training institutions and coordinates program delivery. Both departments are currently working in cooperation to develop a template for career plans, establishing and implementing standards for Alaska training programs, supporting the use of the Alaska Career Ready certificate, and communications and outreach with secondary and postsecondary educators and administrators throughout the state.

As the lead state planning and coordinating entity for human resource programs in the state, the AWIB is responsible for the facilitation and development of a statewide policy for a coordinated and effective employment training and education system. To accomplish this goal, the Commissioners of Labor and Workforce Development and Education & Early Development ask that all workforce development and CTE groups and organizations coordinate through the AWIB to implement statewide CTE initiatives for Alaska. We have designated Mr. Selvey and Ms. Mehrkens to lead the development and implementation of a statewide CTE Plan on behalf of both departments and report their progress to us through the AWIB.

It is critical that we all work closely together to accomplish these statewide objectives and we look forward to working with all of you. If you have any questions regarding the statewide CTE Plan, please call Jeff Selvey at (907) 269-3018 or Helen Mehrkens at (907) 465-8730.

Sincerely,

Clark Bishop
Commissioner
Department of Labor
and Workforce Development

Larry LeDoux
Commissioner
Department of Education
and Early Development

RESOLUTION NUMBER 10-03
RESOLUTION IN SUPPORT OF THE ALASKA CAREER AND TECHNICAL EDUCATION (CTE) PLAN

WHEREAS, the Alaska Workforce Investment Board is a private industry driven public organization that is accountable through its members including representatives from business and industry, education, government, and organized labor to the residents, the Legislature and the Governor of Alaska;

WHEREAS, the Alaska Workforce Investment Board acts as the lead state planning and coordinating entity for state human resource programs involving employment training, vocational education, and workforce development;

WHEREAS, the Alaska Workforce Investment Board recognizes and values the attributes that Career and Technical Education (CTE) provides to enhance students education by providing rigor and relevance to academic and career preparation;

WHEREAS, the Alaska Workforce Investment Board supports the efforts to align career and technical training programs to provide maximum efficiency, effectiveness, and access to all Alaskans;

WHEREAS, Alaska CTE Plan incorporates and values the strategies contained in both the Alaska Education Plan and the Gasline Training Strategic Plan;

WHEREAS, the Alaska CTE Plan will be implemented by the joint efforts of the Alaska Departments of Education & Early Development and Labor and Workforce Development with the assistance and input of all stakeholders including the University of Alaska system, Joint Apprenticeship Training Centers, Regional Training Centers, business and industry, K-12 schools, parents and families, and other interested organizations; and

WHEREAS, the Alaska Workforce Investment Board and Alaska Board of Education & Early Development will oversee this plan.

NOW THEREFORE BE IT RESOLVED that the Alaska Workforce Investment Board

supports the Alaska CTE Plan and the cooperative efforts of the Departments of Education & Early Development and Labor and Workforce Development to implement the strategies contained in the Plan.

CERTIFICATION

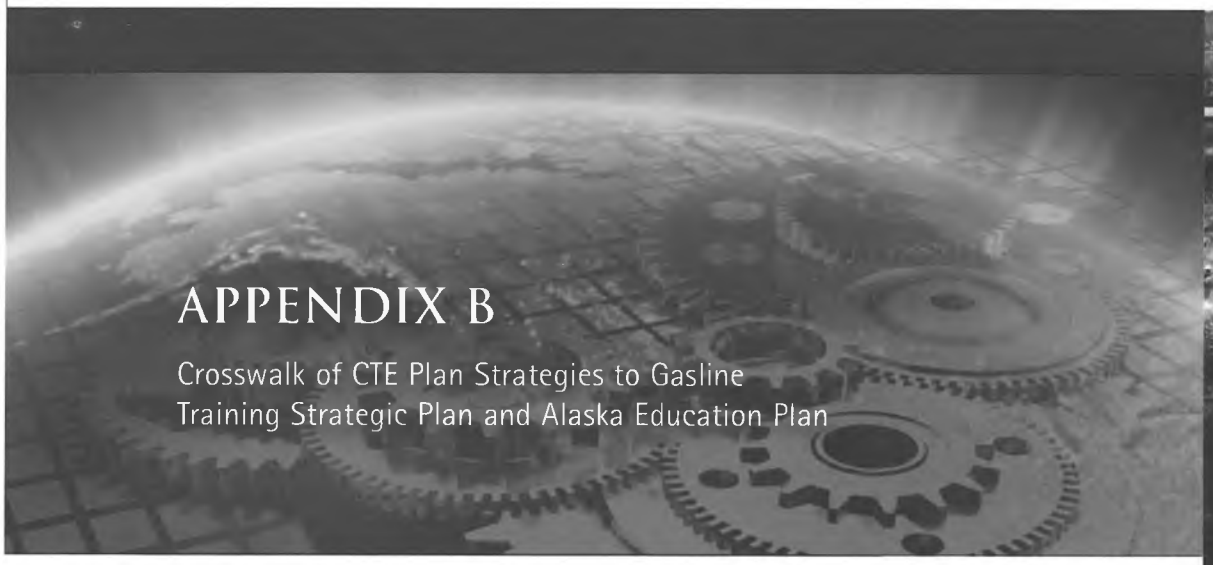
The Alaska Workforce Investment Board held a meeting duly and regularly called, noticed, and convened this 3rd day of May, 2010 and the foregoing Resolution was adopted unanimously at said meeting.

Signed this 3rd day of May, 2010.

Jim Lynch, Chair
Alaska Workforce Investment Board

Excerpt from June 10 & 11, 2010, State Board of Education & Early Development minutes.

The Alaska State Board of Education & Early Development at its June 10, 2010, meeting unanimously approved the Alaska Career and Technical Education Plan.



APPENDIX B

Crosswalk of CTE Plan Strategies to Gasline Training Strategic Plan and Alaska Education Plan

Note to readers: Following each action is a color-coded reference to the related sections of two state plans: the DOLWD's Alaska Gasline Inducement Act Training Strategic Plan (http://labor.state.ak.us/AGIA_teams/docs-combined/agiaweb.pdf) and the EED's Alaska Education Plan. (http://www.eed.state.ak.us/edsummit/pdf/AK_Education_Plan.pdf)

Strategy 1.0: Make transitions planned and accountable for both successful student progress and systemic cooperation.

This strategy can be implemented by:

1.1 Ensuring that every student has a personal learning and career plan (PLCP). (Gasline 2.2 – Ed Plan A.2 and 8)

1.2 Developing an awareness campaign about the use of PLCPs to include parents, industry and adult job-seekers. (Gasline 2.2 – Ed Plan A.2)

1.3 Coordinating program development and delivery among training programs to reduce duplication of effort and the need for remediation. (Gasline 2.4 – Ed Plan A.2 , 4, and 6)

1.4 Developing data-sharing and other processes that provide information on student progress from one educational level to the next and from school to career. (Gasline 2.2 – Ed Plan B.3)

Strategy 2.0: Align curricula at all training institutions to meet current industry standards – including academic, professional, and technical skills – from elementary through secondary to postsecondary and professional development levels.

This strategy can be implemented by:

2.1 Identifying current CTE programs and curricula and making the information publicly accessible. (Gasline 2.3 – Ed Plan A.6 and 10)

2.2 Reviewing and updating the state's employability standards and developing appropriate Grade Level Expectations (GLEs) for achieving these skills. (Gasline 2.2 – Ed Plan A.3, 13, and 15)

2.3 Identifying industry standards for statewide priority industries and incorporating the identified knowledge and skills into aligned CTE curricula at elementary, secondary, and postsecondary levels. (Gasline 2.3 – Ed Plan A.2, 3,6, 13 and 15)

2.4 Cataloging and disseminating practices and supporting materials for integrating academic GLEs into CTE programs and career applications into academic programs. (Ed Plan A.2, 3, 4, and 5)

2.5 Aligning CTE Programs of Study that connect secondary academic and CTE courses with recognized industry and postsecondary standards and program content. (Gasline 2.3 – Ed Plan A.2, 3,4,and 8)

Strategy 3.0: Identify and promote career and technical education delivery models that ensure that all Alaskans have the opportunity to attain the knowledge and skills needed for further training and careers.

This strategy can be implemented by:

3.1 Inventorying and disseminating information about career and technical education delivery models at the K-12, postsecondary, and adult levels. (Gasline 2.3 – Ed Plan A.2, 4, and 6)

3.2 Developing criteria to evaluate career and technical education delivery models. (Gasline 2.3 – Ed Plan A.3)

3.3 Identifying key strategies and effective delivery models to successfully teach and assess employability skills within schools, postsecondary institutions and other training providers. (Gasline 2.3 - Ed Plan A.4 and 15; B.7 and 11)

3.4 Instituting systems to ensure all students have access to a quality CTE program(s). (Gasline 2.5 - Ed Plan A.2, 4, 6 and 10)

3.5 Developing strategies for using personal learning and career plans to drive scheduling, curriculum and delivery models. (Gasline 2.2 – Ed Plan A.2, 4, and 8)

3.6 Promoting and celebrating effective CTE programs and practices. (Gasline 2.3 – Ed Plan B.1, 10).

Strategy 4.0: Recruit, develop, support, and retain high-quality CTE teachers and faculty.

This strategy can be implemented by:

4.1 Developing strategies to educate, recruit, and retain quality CTE teachers, faculty, counselors, advisors. (Ed Plan A.4, 5, 7, 9 and 14, B.4 and 6)

4.2 Expanding strategies for effective professional development and mentoring. (Gasline 2.2 – Ed Plan 4,5,6,7,9 and 14)

4.3 Improving and streamlining credentialing processes for CTE instructors. (Ed Plan A.4, 6, 7 and 14)

4.4 Expanding CTE leadership opportunities. (Gasline 2.3 – Ed Plan A.4, 5, 7 and 14)

Strategy 5.0: Maximize the use of public facilities for training.

This strategy can be implemented by:

5.1 Inventorying the public facilities and equipment that are available and disseminating the inventory to training providers, industry and the general public. (Gasline 2.3 – Ed Plan A.6 and 12)

5.2 Establishing a list of basic facility and equipment standards for priority CTE programs. (Gasline 2.3 – Ed Plan A.4, 6, 12 and 13)

5.3 Identifying resources needed to bring public facilities and equipment for statewide priority programs up to standards. (Gasline 2.3 – Ed Plan A.12)

5.4 Developing public policies and incentives that maximize and promote partnerships for the use of public facilities for training throughout the year. (Ed Plan A4 and 6)

5.5 Establishing capital funding strategies to renovate CTE facilities. (Gasline 2.4 – Ed Plan A.12)

Strategy 6.0: Establish and maintain sustainable funding mechanisms for a successful CTE system for youth and adults.

This strategy can be implemented by:

6.1 Establishing criteria for prioritizing CTE program requests for state funding. (Gasline 4.1 – Ed Plan A.11)

6.2 Encouraging CTE providers to take advantage of the State of Alaska corporate tax credit for contributions to qualified training programs. (Ed Plan A.6 and 13)

6.3 Developing a strategy for State of Alaska CTE funding that leverages local, federal and private resources. (Gasline 6.4 - Ed Plan A.11 and 12)

APPENDIX C

Acronyms Used in This Plan

Acronym	Full Name / website
AACTE	Alaska Association for Career and Technical Education http://www.actealaska.org/
ACPE	Alaska Commission on Postsecondary Education http://alaskadvantage.state.ak.us/page/247
AGIA	Alaska Gasline Inducement Act http://labor.alaska.gov/AGIA_teams/docs-combined/agiaweb.pdf
AKCIS	Alaska Career Information System http://akcis.intocareers.org/
AKPTA	Alaska Parent Teacher Association http://www.alaskapta.org/
ANSEP	Alaska Native Science and Engineering Program http://ansep.uaa.alaska.edu/
ASAA	Alaska School Activities Association http://asaa.org/
AkSCA	Alaska School Counselor Association http://alaskaschoolcounselor.org/
ASMP	Alaska Statewide Mentor Project http://www.alaskamentorproject.org/
ATP	Alaska Teacher Placement http://www.alaskateacher.org/doku.php
AVTEC	AVTEC: Alaska's Institute of Technology http://avtec.labor.state.ak.us/
AWIB	Alaska Workforce Investment Board http://labor.alaska.gov/awib/home.htm
BOR	University of Alaska Board of Regents http://www.alaska.edu/bor/
CTE	Career & Technical Education http://www.eed.state.ak.us/tls/cte/ and http://labor.alaska.gov/awib/cte_network.htm

Acronym	Full Name / website
CTSO	Career & Technical Student Organizations http://www.ctsoalaska.org/
DOLWD	Alaska Department of Labor and Workforce Development http://labor.alaska.gov/
DOLWD-BP	Alaska Department of Labor and Workforce Development/Division of Business Partnerships http://www.labor.alaska.gov/bp/
EED	Alaska Department of Education & Early Development http://www.eed.state.ak.us/
FEA	Future Educators of Alaska http://www.FutureTeachersAlaska.org/
GLE	Grade Level Expectations http://www.eed.state.ak.us/tls/assessment/GLEHome.html
HB 61	Alaska House Bill 61 - AS43.20.014 http://www.legis.state.ak.us/basis/get_bill.asp?bill=HB%20%20%2061&session=25
ISER	University of Alaska Institute for Social and Economic Research http://www.iser.uaa.alaska.edu/
OMB	Alaska Office of Management and Budget www.gov.state.ak.us/omb
PLCP	Personal Learning and Career Plan
RTCs	Regional Training Centers http://labor.alaska.gov/awib/cte_programs.htm
SBE	Alaska State Board of Education & Early Development http://www.eed.state.ak.us/State_Board/
SSOS	State System of Support http://www.eed.state.ak.us/nclb/pdf/Statewide_System_of_Support.pdf
STEP	State Training and Employment Program http://labor.alaska.gov/awib/pdf/member_handbook/9_STEP_Program.pdf
TF	Task Force
TP	Alaska Tech Prep http://www.alaska.edu/techprep/
TVEP	Technical and Vocational Education Program http://labor.alaska.gov/awib/pdf/member_handbook/10_TVEP_Program.pdf
UA	University of Alaska http://www.alaska.edu/swacad/wp/
WIA	Workforce Investment Act http://www.labor.state.ak.us/bp/forms/WIA-strategic-plan2009.pdf
YES	Youth Employability Skills http://www.apicc.org/servlet/content/YES.html

APPENDIX D

Resources

(All url's current as of June 11, 2010)

Alaska Commission on Postsecondary Education, Making Alaska More Competitive by Preparing Citizens for College and Career, April, 2008, http://alaskadvantage.state.ak.us/documents/NCAN_White_Paper.pdf

Alaska Department of Education & Early Development, Alaska Education Plan, adopted by the Board of Education & Early Development, March 2009 http://www.eed.state.ak.us/edsummit/pdf/AK_Education_Plan.pdf

Alaska Department of Education & Early Development, Five-Year State Plan for Carl D Perkins Career and Technical Education Improvement Act of 2006 http://www.careertech.org/uploaded_files/AlaskaPlan.pdf

Alaska Department of Labor and Workforce Development, Alaska Gasline Inducement Act Training Strategic Plan: A Call to Action, updated and reprinted August 2009 http://www.labor.state.ak.us/AGIA_teams/docs-combined/agiaweb.pdf

Alaska Department of Labor and Workforce Development, Strategic State Plan for Title 1 of the Workforce Investment Act of 1998 and the Wagner-Peyser Act http://www.labor.state.ak.us/bp/forms/WIA-strategic-plan2009.pdf

The new Alaska scholarship http://www.legis.state.ak.us/PDF/26/Bills/SB0221Z.PDF

Alaska Workforce Investment Board, Future Workforce Strategic Policies and Investment Blueprint,http://labor.state.ak.us/awib/forms/blueprint.pdf

University of Alaska, Workforce Development Priorities and Guidelines (see following pages)

APPENDIX E

University of Alaska Workforce Development Priorities and Guidelines

November 2009

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

The University of Alaska's (UA) Role in Workforce Development with emphasis on Career and Technical Education

Preparing a qualified workforce is one of the most important missions of the University of Alaska. It is the responsibility of the state's university to prepare its citizenry for economic and workforce development as well as perform scientific research and provide an overall solid liberal arts education. As a result, UA is the state's most comprehensive source of workforce training and career and technical education.

Recognizing workforce development is a continuum, UA established the following three-tier approach for meeting Alaska's workforce needs:

1) Pre-college programs connect youth with career pathways and help them prepare for academic rigors.
2) Academic certificate and degree programs prepare students for careers.
3) Professional development courses provide continuing education to Alaska's workforce.

The following supports existing priorities within each of the three Major Administrative Unit (MAU) strategic plans. The purpose of the following is to (1) to provide the University leadership with workforce development priorities that support programs across the statewide system, and (2) to establish guidelines that can assist administrators, faculty, and staff with decisions related to program development, assessment, and funding requests.

University of Alaska Workforce Development Priorities:

- Economic and Community Development: Provide leadership and support for Alaska's economic and community development by responding to emerging industries, identifying solutions for workforce issues, and meeting the needs of employers, communities, and the State.

- Career Pathways: Provide a series of connected education and training programs and support services to prepare individuals for a career and to advance over time to successively higher levels of education and employment.
- High Demand Jobs: Develop and support programs that respond to employment shortages and projected occupational demand.

University of Alaska Workforce Development Guidelines:

a) Increase number of completers for Alaska high demand workforce needs.

b) Promote partnerships with K-12, focusing on:
   - career pathways
   - tech prep
   - dual enrollment
   - college preparation
   - workplace readiness

c) Collaborate with employer/industry representatives to develop or revise, and support programs that meet industry standards.

d) Increase access and flexibility of delivery options for workforce and high demand programs, including, but not limited to, on-line and distance education.

e) Improve persistence and efficiency of educational progress from entry to completion in workforce and high demand areas.

f) Support faculty professional development focused on meeting industry standards and practices.

g) Promote student internships, practicum, and experiential opportunities.

h) Promote collaboration across the UA system between programs, schools, colleges, and campuses.

i) Support student orientation, advising, career counseling services, and job placement in workforce and high demand areas.

j) Expand partnerships with local communities in order to integrate education, training, and research into community service.

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2/02/11 PRESENTATION HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE

<TARGET><BILL></BILL><SUBJECT>2-02-11 PRESENTATION HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE</SUBJECT><COMM>HEDC27</COMM></TARGET>

LAWS OF ALASKA

2010

Source
HCS CSSB 221(FIN)

Chapter No.
_____

AN ACT

Relating to the AlaskAdvantage education grant program; relating to professional student exchange program availability; establishing the Alaska merit scholarship program and relating to the program; relating to student records; making conforming amendments; establishing a Joint Legislative Higher Education Scholarship Funding Task Force; establishing an advisory task force on higher education and career readiness in the legislative branch of government; and providing for an effective date.

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

THE ACT FOLLOWS ON PAGE 1

AN ACT

Relating to the AlaskAdvantage education grant program; relating to professional student exchange program availability; establishing the Alaska merit scholarship program and relating to the program; relating to student records; making conforming amendments; establishing a Joint Legislative Higher Education Scholarship Funding Task Force; establishing an advisory task force on higher education and career readiness in the legislative branch of government; and providing for an effective date.

---

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

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of an Alaska merit scholarship program scholarship under AS 14.43.810 - 14.43.850. If a student is eligible, the district shall state in the student's permanent record the highest level of funding for which the student is

eligible. A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

* **Sec. 2.** AS 14.42.030(e) is amended to read:

(e) The commission may

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

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.850** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.850** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

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

(C) establish standards for the

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

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

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

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

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys,

submit recommendations, or otherwise contribute to the work of the commission;

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

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

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

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

* **Sec. 3.** AS 14.43.420(a) is amended to read:

(a) A grant made under AS 14.43.400 - 14.43.420 may not be in an amount less than $500 nor more than **$3,000** [$2,000] for each school year.

* **Sec. 4.** AS 14.43.420(c) is amended to read:

(c) A student may receive not more than a total of **$12,000** [$8,000] in grants awarded under AS 14.43.400 - 14.43.420.

* **Sec. 5.** AS 14.43 is amended by adding new sections to read:

Article 11A. Alaska Merit Scholarship Program.

Sec. 14.43.810. Alaska merit scholarship program established; regulations. (a) The Alaska merit scholarship program is established to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state.

(b) The department shall, in consultation with the commission, adopt regulations necessary to implement the program. The commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other nonloan financial aid, consistent with federal law.

Sec. 14.43.820. Alaska merit scholarship program; eligibility. (a) Subject to appropriation, the commission shall award an Alaska merit scholarship program scholarship to an applicant who

(1) is a resident of the state as defined in AS 01.10.055;

(2) graduated or will graduate within six months from a high school in the state;

(3) has completed a core academic curriculum in high school that includes

(A) four years of mathematics, four years of language arts, four years of science, and four years of social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or

(B) three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language;

(4) has a minimum grade-point average in high school of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(5) has achieved a minimum score on a

(A) college entrance examination; or

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

(6) is enrolled in good standing in a course of study at a qualified postsecondary institution in this state that is intended to result in the award of a certificate or degree.

(b) The commission shall establish in regulation standards for continuing and regaining eligibility for a scholarship.

Sec. 14.43.825. Maximum annual awards. (a) The maximum annual awards for the Alaska merit scholarship program scholarships are as follows:

(1) the first award level is $4,755 and requires a 3.5 grade-point average or above and a very high minimum score on a college entrance examination;

(2) the second award level is $3,566 and requires a 3.0 grade-point average or above and a high minimum score on a college entrance examination;

(3) the third award level is $2,378 and requires a 2.5 grade-point average or above and a moderately high minimum score on a college entrance examination.

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

(c) Except as provided in (b) of this section, a student receiving a scholarship may remain eligible for up to eight semesters of enrollment in good standing at a qualified university or college, which may include graduate courses.

(d) Scholarships may be awarded to a full-time student or, if a student is enrolled part time, prorated based on the number of credits. In this subsection, "full time" means enrollment in a course of study that is not less that 12 credits, and "part time" means enrollment in a course of study that is not less than six credits but less than 12 credits.

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

(f) Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

Sec. 14.43.830. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions for purposes of awarding an Alaska merit scholarship program scholarship:

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

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

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission

shall publish the list on or before June 30 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 (Administrative Procedure Act) establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the Alaska merit scholarship program.

Sec. 14.43.840. Report to the legislature. (a) To the extent permitted under law, the department, the commission, the University of Alaska, and the Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the program.

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

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

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

(3) data and trends in the data regarding high school and postsecondary student performance, programmatic changes, and retention and graduation rates over time.

Sec. 14.43.850. Definitions. In AS 14.43.810 - 14.43.850, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

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

(3) "high school" means a public or accredited secondary school in the

state and a home school program that is approved by the department;

(4) "program" means the Alaska merit scholarship program established under AS 14.43.810 - 14.43.850;

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

*** Sec. 6.** AS 14.44.025 is amended by adding a new subsection to read:

(b) Notwithstanding the funding priorities established under (a) of this section, the Alaska Commission on Postsecondary Education shall provide adequate funding for not fewer than five students each year to attend four-year programs in each of the following fields:

(1) dentistry;

(2) optometry; and

(3) pharmacy.

*** Sec. 7.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [AND] courses taken at the school**, and level of eligibility for an Alaska merit scholarship program scholarship under AS 14.43.810 - 14.43.850**.

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

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 (Administrative Procedure Act) to implement their respective duties under the Alaska merit scholarship program established in AS 14.43.810, enacted by sec. 5 of this Act, so that a student

(1) may be eligible for the program even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2014; and

(2) who graduated from high school in this state after January 1, 2011, and before July 1, 2011, and meets eligibility requirements for the program may apply for a scholarship on or after January 1, 2011, for enrollment in a program of study beginning on or after July 1, 2011.

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

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by secs. 1, 2, 5, 7, and 8 of this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before July 1, 2011, except that regulations pertaining to applications for scholarships may take effect on or after January 1, 2011.

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

JOINT LEGISLATIVE HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE. (a) The legislature finds that

(1) there is a growing problem of students entering degree programs at postsecondary institutions in Alaska but not completing the degree programs;

(2) at 22.4 percent, Alaska ranks last in the nation for first-time full-time bachelor degree-seeking students who complete their degrees within six years;

(3) it is estimated that, by 2025, 50 percent of all jobs in the United States will require a college-level degree;

(4) having an educated population is integral to economic development and promotion of lifetime success;

(5) the cost of attending postsecondary institutions continues to rise while financial aid for students fails to alleviate their unmet financial need so that they may attend college;

(6) improving financial aid opportunities for Alaska students would likely improve postsecondary graduation rates in the state; and

(7) establishing a state scholarship program to improve access to student

financial aid requires a more thorough examination by the legislature.

(b) The Joint Legislative Higher Education Scholarship Funding Task Force is established in the legislative branch for the purpose of examining higher education costs and identifying the best approach in providing financial aid to assist students in the state.

(c) The duties of the task force established under this section include

(1) evaluating how best to provide long-term and sustainable funding for state-provided financial aid for postsecondary institutions in the state, including scholarship opportunities;

(2) evaluating proposals that are based on available facts and conclusions pertaining to financial aid opportunities at postsecondary institutions in the state;

(3) recommending improvements or additions to the laws providing for financial aid at postsecondary institutions; and

(4) taking public comments on financial aid opportunities in the state.

(d) The task force consists of 15 members, as follows:

(1) five members of the senate appointed by the president of the senate;

(2) five members of the house of representatives appointed by the speaker of the house of representatives; and

(3) five members appointed by the governor, as follows:

(A) the commissioner of education and early development or the commissioner's designee;

(B) the president of the University of Alaska or the president's designee;

(C) the director of the office of management and budget or the director's designee;

(D) a member of the state Board of Education and Early Development;

(E) the executive director of the Alaska Commission on Postsecondary Education.

(e) The president of the senate and the speaker of the house of representatives shall jointly appoint the chair and vice-chair of the task force.

(f) The task force shall meet during the interim between legislative sessions.

(g) The task force shall submit a report of its findings and proposed legislative

changes to the governor, the Alaska Commission on Postsecondary Education, the Department of Education and Early Development, and the legislature by December 1, 2010, and may make any additional reports it considers advisable.

(h) The Joint Legislative Higher Education Scholarship Funding Task Force is terminated on January 1, 2011.

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

ESTABLISHMENT OF ADVISORY TASK FORCE ON HIGHER EDUCATION AND CAREER READINESS; COMPOSITION. (a) An advisory task force on higher education and career readiness is established in the legislative branch of state government for the purpose of compiling data and advising the legislature on matters pertaining to college and career readiness of students who graduate from public secondary schools in the state and students who are nontraditional students.

(b) The task force established under this section consists of 20 members, as follows:

(1) the governor or the governor's designee;

(2) the executive director of the Alaska Commission on Postsecondary Education or the executive director's designee;

(3) the commissioner of education and early development or the commissioner's designee;

(4) one member appointed by the governor who represents vocational, technical training, or apprenticeship programs in the state;

(5) a student representative appointed by the state Board of Education and Early Development;

(6) the student member of the Board of Regents of the University of Alaska or the student's designee;

(7) the president of the University of Alaska or the president's designee;

(8) the executive director of the Association of Alaska School Boards or the executive director's designee;

(9) the executive director of the Alaska Association of School Administrators or the executive director's designee;

(10) the president of the National Education Association of Alaska or the

president's designee;

(11) the president of the Alaska Federation of Natives or the president's designee;

(12) two members of the house of representatives, appointed by the speaker of the house of representatives, one of whom shall be appointed co-chair;

(13) two members of the senate, appointed by the president of the senate, one of whom shall be appointed co-chair;

(14) one member appointed by the governor who represents private colleges or universities;

(15) one member appointed by the governor who represents public postsecondary institutions and who is not affiliated with the University of Alaska;

(16) three members appointed by the governor who have specialized knowledge, skill, or experience in education remediation and who are employed as faculty at postsecondary institutions located in separate major administrative units in the state, at least one of whom resides outside of Anchorage, Fairbanks, and Juneau.

(c) A majority of the members of the task force constitutes a quorum. A vacancy on the task force shall be filled in the same manner as the original selection or appointment.

(d) Members of the task force serve without compensation but are entitled to per diem and travel expenses authorized for boards and commissions under AS 39.20.180, except that per diem and travel expenses shall be paid from the budget of the agency or institution the member represents on the task force. The agency or institution may opt out of participating to avoid payment of per diem and travel expenses. The staff of the legislative members of the task force shall serve as staff for the task force.

(e) The task force shall meet at the call of the chair not less than once every three months. The co-chairs shall call the first meeting of the task force not later than 30 days after the effective date of this section. The members of the task force shall elect other officers as needed to conduct the business of the task force.

(f) The task force shall

(1) compile research conducted in the state and nationally on reducing remediation, improving retention, and increasing college and postsecondary vocational or technical program graduation rates;

(2) summarize data on

(A) types of testing used to determine college and career readiness;

(B) remediation rates;

(C) effectiveness of remediation for students entering college or postsecondary vocational or technical training programs with skill deficits;

(D) characteristics of programs that are most effective in addressing skill deficits;

(3) create a definition of remediation to ensure consistency in reporting of remediation rates by postsecondary institutions in the state;

(4) identify the contributing causes of a lack of college and career readiness of students who graduate from public secondary schools in the state and the course topics taken in college or postsecondary vocational or technical training programs for which students require remediation;

(5) identify best practices examples of school systems, colleges, and postsecondary vocational or technical training programs that are succeeding in reducing the need for remedial education;

(6) explore new approaches that may be effective in producing increased levels of college and career readiness;

(7) determine the availability of broadband and Internet capabilities and the effect of the use of electronic, Internet, and virtual instruction on student learning and success in schools;

(8) determine the role various types of postsecondary institutions may play in addressing the need for remediation;

(9) review graduation rates of colleges, universities, and postsecondary vocational or technical training programs located in the state for the six years preceding the effective date of this section;

(10) prepare for the legislature a set of written recommendations to improve remediation, retention, and graduation rates at colleges, universities, and postsecondary vocational or technical training programs in the state;

(11) review completion rates for career skill certificate programs, disaggregated by program and postsecondary campus.

(g) The task force shall submit the assessment and recommendations developed under (f) of this section in a report to the legislature not later than April 1, 2011.

* **Sec. 12.** Section 11 of this Act is repealed on July 1, 2011.

* **Sec. 13.** Sections 3, 4, 6, and 8 - 11 of this Act take effect immediately under AS 01.10.070(c).

* **Sec. 14.** Except as provided in sec. 13 of this Act, this Act takes effect July 1, 2011.

Effective 11/4/2010
DEED

4 AAC is amended by adding a new chapter to read:

Chapter 43. Alaska Performance Scholarship Program.

Section

10. Requirements for school districts and certain religious or private schools

20. Standardized testing and grade point average requirements

30. Curriculum requirements

40. Procedures for home-based education and certain religious or other private schools

900. Definitions

4 AAC 43.010. Requirements for school districts and certain religious or private schools. In administering a school district's duties under the scholarship program established in AS 14.43.810 – 14.43.850, a school district, or a religious or other private school accredited under 4 AAC 04.300(c) that elects to comply with AS 14.45.100 - 14.45.130, shall

(1) determine a student's level of eligibility for the Alaska performance scholarship based on curriculum, standardized examination scores, and grade point average for each of its graduating students;

(2) record a student's level of eligibility on the student's permanent record;

(3) require a student seeking Alaska performance scholarship eligibility certification to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility; and

(4) no later than July 15 of each year, transmit to the department an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska performance scholarship. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.020. Standardized examination and grade point average requirements. (a) A student is eligible for an Alaska performance honors scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.5 or higher, and provides proof of

(1) an ACT score of 25 or higher;

(2) an SAT score of 1680 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(b) A student is eligible for an Alaska performance achievement scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.0 or higher, and provides proof of

(1) an ACT score of 23 or higher;

(2) an SAT score of 1560 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(c) A student is eligible for an Alaska performance opportunity scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 2.5, and provides proof of:

(1) an ACT score of 21 or higher;

(2) an SAT score of 1450 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(d) A student who qualifies for a scholarship using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.030. Curriculum requirements. (a) For a student graduating from high school in 2011, the curriculum requirements for all levels of the Alaska performance scholarship are completion of

(1) the subject matter requirements for high school graduation under 4 AAC 06.075(b); and

(2) one additional unit of credit from any of the following:

(A) mathematics – one unit of credit;

(B) science – one unit of credit;

(C) mathematics and science – one-half unit of credit in mathematics and one-half unit of credit in science. (Eff. __/__/____, Register___)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.040. Procedures for home-based education and certain religious or other private schools. (a) To establish eligibility for an Alaska performance scholarship, a student who is not enrolled in a public school program and who completes a home-based education program in the state, or who graduates from a religious or other private school accredited under 4 AAC 04.300(c) that does not elect to comply with AS 14.45.100 - 14.45.130, shall apply to the department no later than July 1 of the year the student intends to enroll at an eligible postsecondary institution. The application must be in writing, on a form provided by the department, and must include documentation demonstrating

(1) proof of results achieved on a standardized examination that meet the requirements of 4 AAC 43.020(a), (b), or (c); and

(2) completion of the curriculum requirements in 4 AAC 43.030.

(b) No later than 15 days after receipt of a complete application under (a) of this section, the department will provide the student with a written notice of eligibility. In this notice, the department will state whether the student is eligible for a scholarship, and, if eligible, the student's maximum level of scholarship eligibility.

(c) A student who is denied eligibility for a scholarship under this section or wishes to dispute the department's determination of the student's maximum level of scholarship eligibility may appeal the department's determination by sending a written request for appeal no later than 15 days after the department issues the notice of eligibility.

(d) A request for appeal under (c) of this section must include

(1) the name, mailing address, and telephone number of the appellant;

(2) the relief requested in the appeal;

(3) a short and concise statement identifying the reasons supporting a reversal or modification of the department's eligibility determination; and

(4) all documents, papers, or other materials that support a reversal or modification of the department's eligibility determination.

(e) The commissioner will designate a reviewer who did not participate in the department's initial determination of scholarship eligibility to review a timely request for appeal received under (c) of this section. The reviewer shall consider all information and materials submitted and issue a written decision that determines the student's eligibility for a scholarship, and if eligible, the student's level of eligibility. The reviewer's decision is the final decision of the department. Notice of the department's decision will be sent to the student no later than 45 days after the department receives the notice of appeal. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.900. Definitions. In this chapter, unless context indicates otherwise,

(1) "ACT" means the ACT high school achievement and college admissions examination administered by ACT, Inc.;

(2) "Alaska performance scholarship" means the scholarship program established under AS 14.43.810 – 14.43.850;

(3) "Alaska performance achievement scholarship" means an Alaska performance scholarship at the award level described under AS 14.43.825(a)(2);

(4) "Alaska performance honors scholarship" means an Alaska performance scholarship the top award level described under AS 14.43.825(a)(1);

(5) "Alaska performance opportunity scholarship" means an Alaska performance scholarship the award level described under AS 14.43.825(a)(3);

(6) "commissioner" means the Commissioner of Education and Early Development;

(7) "home-based education program" means an educational program that qualifies the student for an exemption under AS 14.30.010(b)(12) from the compulsory education requirement of AS 14.30.010(a);

(8) "SAT" means the SAT high school achievement and college admissions test administered by College Board, Inc.;

(9) "standardized examinations" means the ACT, SAT, or WorkKeys examinations;

(10) "unit of credit" has the meaning given in 4 AAC 06.075(e);

(11) "WorkKeys" means the WorkKeys Job Skills Assessment administered by ACT, Inc. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

Will be effective
2/25/2011
DEED

4 AAC 43.030 is amended by adding new subsections to read:

(b) For a student graduating from high school in 2012, the curriculum requirements for the Alaska performance achievement scholarship and Alaska performance opportunity scholarship are completion of either the 2012 mathematics and science curriculum or the 2012 social studies and language curriculum. The required courses are as follows:

(1) for the 2012 mathematics and science curriculum,

(A) either of the following:

(i) mathematics - four units of credit, and science - three units of credit;

(ii) mathematics - three units of credit, and science - four units of science;

(B) language arts - four units of credit;

(C) social studies - four units of credit; however, one unit of a foreign language, an Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies;

(2) for the 2012 social studies and language curriculum,

(A) mathematics - three units of credit;

(B) science - three units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit; and

(E) foreign, Alaska Native, or American sign language - one unit of credit.

(c) For a student graduating from high school in 2012, the curriculum requirements for the Alaska performance honors scholarship are completion of either, as described in (d) of this section,

(1) the 2013 and after mathematics and science curriculum;

(2) the 2013 and after social studies and language curriculum.

(d) For a student graduating from high school in and after 2013, the curriculum requirements for all levels of the Alaska performance scholarship are completion of either the mathematics and science curriculum or the social studies and language curriculum described in this subsection. The required courses are as follows:

(1) for the 2013 and after mathematics and science curriculum,

(A) mathematics - four units of credit;

(B) science - four units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit; however, one unit of a foreign language, an Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies;

(2) for the 2013 and after social studies and language curriculum,

(A) mathematics - three units of credit;

(B) science - three units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit;

(E) foreign, Alaska Native, or American sign language - two units of credit.

(e) The curriculum requirements described in this section do not excuse a student from compliance with the high school graduation requirements in 4 AAC 06.075 or graduation requirements imposed by the student's district. (Eff. 11/4/2010, Register 196; am 2/25/2011, Register 197)

Authority: AS 14.07.060 AS 14.43.810 **Sec. 8, ch. 14, SLA 2010**

4 AAC 43 is amended by adding a new section to read:

4 AAC 43.035. Grace period for curriculum requirements. (a) The commissioner may grant a student a grace period to meet curriculum requirements for the Alaska performance scholarship, if the standards set out in this section are met. A grace period grants the applicant one extra year of eligibility after the date of the applicant's high school graduation to complete the curriculum requirements of 4 AAC 43.030. A student who is granted a grace period is not eligible for the scholarship during the year in which the grace period is granted.

(b) In order to be eligible for a grace period, a student must

(1) apply on a form prescribed by the department and the form must be received by the department no later than 30 days after the student graduates from high school;

(2) have graduated from a high school in this state in 2011 or 2012;

(3) have attained the required grade point average and ACT, SAT, or WorkKeys score as described in 4 AAC 43.020; and

(4) be unable to complete the curriculum requirements described in 4 AAC 43.030 because of circumstances outside of the control of the student; those circumstances

(A) include the required curriculum not being reasonably available to the student because the student attended a small and remote high school in the state;

(B) do not include the student's attendance at a high school outside of the state.

(c) The commissioner will issue a written decision denying or granting the application for a grace period. In evaluating the application, the commissioner must consider the curriculum requirements of 4 AAC 43.030 that were available to the student at the student's school.

(d) If the application for a grace period is granted, the student shall

(1) obtain a passing grade on a course to meet the curriculum requirement for which the grace period was granted; and

(2) submit documentation to the commissioner of compliance with (1) of this subsection, no later than 30 days after the one-year anniversary of the granting of the grace period.

(e) A student who received a grace period and does not satisfy the requirements of (d) of this section is not eligible for the scholarship. (Eff. 2/25/2011, Register 197)

Authority: AS 14.07.060 AS 14.43.810 Sec. 8, ch. 14, SLA 2010

Alaska State Legislature
Joint Legislative Higher Education Scholarship Funding Task Force

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Senator Kevin Meyer, Chair
Senator Johnny Ellis
Senator Lyman Hoffman
Senator Gary Stevens
Senator Joe Thomas

House
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University of Alaska: Saichi Oba, Associate Vice President
Department of Education: Eddy Jeans, Education Policy Coordinator

December 1, 2010

Senate President Gary Stevens
State Capitol Room 111
Juneau, AK 99801-1182

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

Dear President Stevens and Speaker Chenault,

This report is submitted to the Legislature by the Joint Legislative Higher Education Scholarship Funding Task Force, established by the 26th Alaska State Legislature under Senate Bill 221 to "examine higher education costs and identify the best approach in providing financial aid to assist students in the state".

Pursuant to this purpose, the Task Force has spent the interim performing three of the duties outlined in SB 221. These included evaluating how best to provide long-term and sustainable funding for state provided financial aid, evaluating proposals pertaining to financial aid opportunities and taking public comments on financial aid opportunities in the state.

Having completed all these assigned duties, the Task Force now respectfully submits the attached report in fulfillment of its fourth and final duty: "recommend improvements or additions to the laws providing for financial aid at postsecondary institutions." Those recommendations, along with supporting justifications and documentation, as included herein.

Respectfully,

Kevin Meyer

Senator Kevin Meyer,
Chairman, Joint Legislative Higher Education Scholarship Funding Task Force

Alaska State Legislature Joint Legislative Higher Education

Scholarship Funding Task Force

Report to the Legislature

Task Force Recommendations on

The Alaska Scholarship Program and

State-supported Educational Financial Assistance

Fall 2010

Executive Summary

Throughout the fall of 2010, the Scholarship Funding Task Force, established by Senate Bill 221 during the 26th Alaska State Legislature, performed an analysis of higher education financial aid policy in an effort to arrive at a set of recommendations for providing financial assistance for the post-high school education and training of Alaska students.

Specifically, the Task Force had been asked to consider options to ensure a long-term and sustainable funding stream for the newly created Alaska Scholarship program (Scholarship) and other state-provided financial aid. To do this, the Task Force solicited input from professionals with knowledge and expertise in education, administration, financial aid and governmental budgeting. It also took public testimony from groups and individuals (including current postsecondary students) who would benefit from or be impacted by the new program. The Task Force performed an in-depth analysis of the existing and potential components of the Scholarship and then, finally, reviewed the budgetary means and mechanisms available to the State to sustain programs like the Scholarship.

In a series of meetings, the Task Force reviewed the legislative history of the Scholarship, from inception to passage into law, and examined the form and function of the merit-based scholarship program created in statute with passage of SB 221. The Task Force also considered needs-based financial aid and examined the State's existing needs-based education assistance program – the AlaskAdvantage education grant program. Finally, the Task Force reviewed the budgetary tools available for supporting state-sponsored programs and analyzed structures the State might use to fund and finance the Scholarship.

Within the context of these reviews, evaluations and analyses, the Task Force formulated a consensus opinion on the funding strategy members agreed would be most efficient and effective in placing the Scholarship on a firm and enduring financial footing. It also considered numerous structural conditions and modifications through which the State's scholarship and financial aid systems might be strengthened to support the optimal functioning of the Scholarship.

This work of the Task Force formed the basis for the following recommendations to the Legislature and the State.

Implementation of these recommendations is expected to provide the structure necessary for the Scholarship to meet its two great promises: Its promise to Alaska that it can raise student academic performance by raising expectations, and its promise to students that, if they challenge themselves and achieve academic success under a highly rigorous curriculum, the State will reward them with a Scholarship.

Summary of Recommendations

Funding and Finance

- The Legislature should immediately create a Scholarship Fund for the Scholarship program.
- If possible, the Scholarship Fund should be immediately capitalized to the point where it can be both self-sufficient and self-sustaining.
- Otherwise, the Scholarship Fund should be incrementally capitalized to a minimum balance of $160 million using sources which have been positively identified and with revenues that have been affirmatively designated.

Merit-Based Component

Curriculum:

- No immediate amendment should be made to the Scholarship curriculum until its yearly reporting can provide the data to serve as a factual basis for such alterations.
- The Department of Education & Early Development should specify the "required courses" not specifically delineated in statute for each curricular subject area and define the content requirements and standards for those courses.

Distance Delivery:

- The Legislature should do an assessment of the State's existing distance delivery capacity and, should it be necessary, develop a plan (including cost estimates) for upgrading the Department of Education & Early Development's capacity to provide virtual program or distance-delivered secondary courses.

Needs-Based Component

- To directly support Scholarship awardees, a capped needs-based supplement should be reintegrated into the Scholarship.
- To assist all students, however, the Legislature should continue its support of the AlaskAdvantage grant program but do so at higher than historic levels.
- The supplemented Scholarship and AlaskAdvantage grant programs should be programmatically separate but should be funded through the same mechanism, under a funding formula which ensures adequate support for both.

Other Policy Recommendations

- Any institution which accepts Scholarship awards should integrate an advisor/advocate program to assist Scholarship awardees in expediting the students' time to education program completion.

Summary of Recommendations

- Institutions accepting Scholarship awardees should make their best effort to provide course delivery structures that allow for two and/or four year certificate/degree completion timelines.

Introduction

Throughout the fall of 2010, the Joint Legislative Higher Education Scholarship Funding Task Force (hereafter referred to as the "Task Force"), established by Senate Bill 221 during the 26th Alaska State Legislature and in accordance with the Purpose and Duties described therein (Attachment 1), performed an examination of higher education financial aid policy options relative to student success in its effort to arrive at a set of recommendations for providing state financial assistance to Alaska students for post-high school education and training. Specifically, the Task Force was asked to consider options for securing a long-term and sustainable funding stream for the Alaska Scholarship (hereafter referred to as the "Scholarship"), and other state-provided financial aid meant to assist students in attending postsecondary institutions within the State, and to offer guidance to the Legislature on how it might best achieve that goal.

In furtherance of its statutory mandate, the Task Force solicited input from professionals with knowledge and expertise in education, administration, financial aid and governmental budgeting, and took public testimony from impacted groups and individuals, as it performed an in-depth analysis of the existing and potential components of the Scholarship and the means and mechanisms available to the State to sustain it.

The Task Force reviewed the legislative history of the Scholarship (Attachments 2 – 6):

- the Taylor Plan, which served as its preliminary model
- the proposal submitted by the Governor
- the versions created by the House and Senate Education Committees
- the Alaska Performance Scholarship codified in statute today

The Task Force discussed the merit-based component of the Scholarship:

- how students become eligible
- how they apply and the level of awards they can achieve
- where and how recipients can use their scholarships
- how many students are likely to apply for and receive awards
- how much it is likely to cost the State to provide those awards (Attachment 7)

The Task Force discussed the needs-based complement to the Scholarship (Attachment 8):

- the rationale for needs-based assistance
- the proposals on the issue vetted by the Legislature
- the vehicle the Legislature used to mitigate the Scholarship's lack of an integrated needs-based assistance component - the AlaskAdvantage education grant program
- an estimate of the annual full cost of funding the current AlaskAdvantage grant program to serve as the state's needs-based assistance component

- potential modification of the AlaskAdvantage grant program to better align it with the student performance goals of the Scholarship

The Task Force discussed the budgetary tools available to the State for funding and financing the Scholarship (Attachment 9):

- the revenues available for appropriation for its support
- the fund and account structures the State can create or maintain to securely hold those funds
- the methods available to the State of ensuring the directed distribution of monies
- the advantages and disadvantages relative to each budgetary structure in relation to the goals of the Task Force

The Task Force analyzed, as representative examples, funding and financing structures submitted to the Task Force (Attachments 10 - 14):

- Two forms of Endowments
- Two Rolling-Account proposals
- the default, annual General Fund appropriation option

Finally, The Task Force discussed ideas for possible "improvements and additions" to the Scholarship, in areas including:

- mandatory curriculum
- assessment alternatives
- access to education programs through distance delivery
- the postsecondary educational system

Having concluded its fact finding and subsequent deliberations, and in accordance with its statutory mandate, the Task Force has generated a list of consensus recommendations regarding the State's postsecondary financial aid system in general and the Scholarship in particular. Those recommendations, and their supporting rationales, are included in the following report under their corresponding subject heading.

Funding and Finance

The first duty and priority for the Task Force was to "evaluate how best to provide long-term and sustainable funding for state provided financial aid for postsecondary institutions in the state" with particular emphasis being given to the performance-based Alaska Scholarship.

The Task Force analyzed – as representative examples – a number of funding and financing structures which were submitted to the Task Force. Those structures included: heavily capitalized, constitutionally protected endowment funds; heavily capitalized, statutorily created General Fund sub-accounts; moderately capitalized rolling-fund accounts; and, as a control group, the pay-as-you-go default case of annual General Fund appropriations. The Task Force also considered both the numerous revenue sources which could be tapped to provide monies for scholarships and the appropriation mechanisms available for directing such monies to specific programs, as well as the opportunities and challenges associated with each approach.

Relatively speaking, the ideal structure for ensuring a secure, long-term, sustainable funding source for the Scholarship would be a constitutional account, not unlike the Permanent Fund or Constitutional Budget Reserve, specific to the Scholarship and capitalized at a level where revenues generated from investment of the corpus would be sufficient to not only fully fund annual scholarship awards but also sufficient to inflation-proof the fund itself through reinvestment. Though subject to market volatility, such a mechanism (essentially a constitutionally protected endowment) would be highly durable, self-sustaining, more able to attract private donations through the newly augmented education tax-credit system and more likely to provide an adequate, predictable funding stream for the program.

However, such a constitutionally protected endowment account, due to the need for overwhelming legislative support and a further vote of the people, would be difficult and time consuming to create. Another substantial challenge would be capitalizing the account – identifying and appropriating the hundreds of millions of dollars in initial investment necessary to place the fund on the desired self-financing and self-sustaining footing.

One alternative to the constitutionally protected account was reflected in the Governor's original Scholarship proposal. Senate Bill 224 and House Bill 297 each called for the establishment of a "scholarship fund" - a statutorily created sub-account of the General Fund, to hold appropriations, donations and income earned on investments of fund assets. Such a statutory account would have offered, though to a lesser degree, many of the same benefits as its constitutionally protected counterpart yet, because it could be created through a purely legislative process, would have been far easier to make and could have been established on a timeline as compressed as a single legislative session.

This option, however, suffered from the same fund capitalization shortcomings (both in immediacy and scale) as its counterpart. As described in Fiscal Note 2 of SB 224, the purely

statutory endowment would still have required an initial, immediate, investment of no less than $400 million to approach fund self-sustainability.

Attempts to mitigate these capitalization challenges resulted in proposals which functionally resembled the revised School Bond Debt Reimbursement program. Under these designs, termed rolling-fund accounts by the Task Force, the fund capitalization threshold was reduced and the investment timeline extended. Under draft legislation requested for the Task Force (Attachments 15 and 16), the Scholarship Fund would be incrementally capitalized up to $160 million over a series of years as monies were deposited into the fund in excess of those required for distribution as scholarship awards. Such a system would represent a moderate continuing strain on the State's finances but would allow the Legislature to capitalize the fund without the budgetary shock of a large, one-time appropriation. Also, though a smaller account balance would not afford the fail-safe, in perpetuity funding security of a heavily capitalized endowment, the corpus of a rolling-fund would provide a reasonable level of mid-term programmatic funding assurance; allowing the State the potential of a program wind-down while still having sufficient funds to meet its obligations to Scholarship awardees already in the training/education pipeline.

The Task Force considered all of these account options to be preferable to the pay-as-you-go default case of making no specific accommodation for the Scholarship and simply allowing the Administration to submit yearly funding requests for legislative consideration.

Therefore, ***it is the recommendation of the Task Force that the Legislature immediately create, through statute, a Scholarship Fund as a sub-account within the General Fund***. As an account capitalization goal, ***the Task Force recommends the Scholarship Fund account balance to be an amount sufficient to allow the Scholarship Fund to be wholly self-sustaining both for award distribution and inflation-proofing replenishment***. As an optimal capitalization strategy, ***the Task Force would prefer, should sufficient funds be available, immediate account capitalization***. However, recognizing this may not be possible, ***the Task Force recommends, as an alternative, incremental capitalization of the Scholarship Fund to a minimum balance of $160 million***, or whatever amount the Legislature deems sufficient for it to act as a surety account for already obligated awards.

Possible funding sources for the Scholarship are many since the State has multiple sources from which it collects revenue (like severance taxes and corporate income taxes), multiple ways it generates income (like investment returns, dividends and program receipts) and dozens of existing accounts in which it is already holding money. Much of this income flows into the General Fund and is as available for appropriation to the Scholarship as it is for any other state program.

However, relying primarily on General Funds for support of a program is to subject it to the uncertainty of the budgetary process by placing it in competition with all other programs for yearly legislative prioritization and appropriation. This is a situation the Task Force, with an

overarching interest in assuring an adequate, secure and predictable funding stream to the Scholarship, would hope to avoid. Therefore, the Task Force advocates a funding regime which would require General Funds as supplemental funds only, if at all.

In general, and as much as is practicable, ***the Task Force recommends that sources of funding for the Scholarship by positively identified, "funds-in" revenue be affirmatively designated*** and General Funds be used as necessary and in supplement only. In order of preference, from "first place to go" to last, the Task Force advises the Legislature to fund the Scholarship Fund as follows:

1. Designating Interest from Specific, Existing Accounts
2. Designating Program Receipts and Dividends Revenue Sharing
3. Designating Revenues from Specific, External Sources Corporate Tax
4. Re-appropriated Assets from Liquidated Accounts
5. General Funds

Merit-based Component

Curriculum

It is the intent of the Scholarship (Attachment 17), through "increased academic rigor", to improve the academic performance of Alaska students in grades kindergarten through 12 and thereby improve preparedness for postsecondary education and successful performance at postsecondary educational institutions. As such, many Task Force discussions focused on the dual curricular offerings embedded in the codified Scholarship.

To some, the inclusion of a "liberal arts" option, allowing for the taking of three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or Alaska Native language, represented a diminishment of programmatic rigor, and it was argued that the State should return to the single curricular option described in House Bill 297. To others, the inclusion of the two curricular options better reflected the reality of individual scholastic propensity and represented no such diminishment.

Recognizing that other states, with longer established Taylor Plan-based scholarship programs, have wrestled with this issue, and that future adjustments regarding these broad curricular categories are always within the State's power, ***the Task Force recommends making no immediate amendment to the curricula of the Scholarship until its yearly reporting can provide the data to serve as a factual basis for alteration.***

The Task Force does, however, further recognize that broad statements regarding years of required schooling by discipline are relatively meaningless, and the State's goal of increasing academic proficiency is less likely to achieve success, without a clearer definition of precisely what courses are to be taken and what content is expected to be taught and learned. Succinctly, course rigor is dependent on content not course titles. Therefore, to ensure the quality and uniformity of statewide Scholarship curricular offerings, ***the Task Force recommends the Legislature direct, and statutorily allow, the Alaska State Department of Education & Early Development, in consultation with the Alaska State School Board and any other public or private parties deemed necessary or beneficial, to specify the required courses not specifically delineated in statute for each educational category*** (Ex. 4yrs Math = Algebra 1, Algebra 2, Geometry and Trigonometry, etc.) ***and define the content requirements and standards for those courses in regulation***. Although the State might experience resistance to such a move, the voluntary nature of the Scholarship vis-á-vis student curricular choices, coupled with the size of the State's required investment and the customary ability of scholarship sponsors to set whatever requirements it feels most likely to achieve its desired ends, are compelling justifications for such a move.

Distance Delivery

There is concern the State, due to a lack of physical infrastructure and/or virtual secondary-level educational content, may currently be unable to deliver, on a consistent basis, all facets of the rigorous curriculum required by the Scholarship to all students in all locations throughout Alaska. Therefore, recognizing that a robust, reliable distance delivery system is essential to ensuring all students will have a reasonable opportunity to compete for Scholarship awards, and to ensure equity in the Scholarship Program, ***the Task Force recommends the Legislature, in partnership with the State Department of Education and Early Development, the University of Alaska, and any other public or private parties deemed necessary or beneficial, do an assessment of the State's existing distance delivery capacity and,*** *should it be necessary,* ***develop a plan*** (including cost estimates***) for upgrading the Department's capacity to provide virtual program or distance-delivered secondary courses.***

Needs-Based Component

The original scholarship proposal (SB 224/HB297), as submitted, provided only for merit-based financial assistance but was later amended to include a needs-based component that was supplemental to the merit-based Scholarship. By supplemental, it is meant that the needs-based component was integrated within the merit-based Scholarship, creating a single program whereby a student would have to be a Scholarship recipient to be eligible to receive needs-based assistance. The goal of integrating a needs-based component into the merit scholarship was to ensure that the lesser socio-economically advantaged students who qualified for the merit scholarship would have the ability to use their merit-based award.

However, the statute that created the Scholarship (SB 221) used the AlaskAdvantage education grant program – an existing, stand alone program which, as a function of historic funding levels, had only been able to provide grants to those students demonstrating the highest level of financial need based on the methodology used in the Free Application for Federal Student Aid: primarily non-traditional, older students - to address the possible necessity for added assistance by Scholarship awardees specifically and the acknowledged insufficiency of state-funded needs-based financial assistance in Alaska generally.

This was not a perfect fit as these programs were not designed to work in concert and generally target groups which are not aligned. The AlaskAdvantage grant program has much broader eligibility standards than the Scholarship. Seeking to make the Scholarship's qualifications the same as for AlaskAdvantage would greatly impair, or even eliminate, its efficacy related to its broad-based programmatic goals just as seeking to amend AlaskAdvantage education grant's qualifications to mirror those of the Scholarship would render it unavailable to many of the groups it currently serves. However, the Task Force recognizes the value of the programs, their complementary natures and the statewide benefit of maintaining them both.

Therefore, ***the Task Force recommends the creation of a second needs-based assistance program: a needs-based component, similar or identical to the one proposed in Education Committee versions of SB224/HB297, to be reintegrated into the Scholarship.*** Such a supplement will allow the Scholarship to more fully serve its high achieving, traditional student population. However, recognizing the indeterminate funding liability potential of the need-based supplement, ***the Task Force recommends the integrated needs-based component be capped***, either at a 2010 amount of $4,755 (as the merit-based portion of the Scholarship award has been capped at the 2010 UA tuition amount) or some other reasonable figure. ***The Task Force further recommends continued funding, at a level commensurate with its full functioning, of the AlaskAdvantage grant program***, allowing it to serve the non-traditional, General Education Development (GED), and older students as prioritized for grants under the program's current criteria. Finally, though they are to be programmatically separate***, the Task***

Force recommends the supplemented Scholarship and AlaskAdvantage grant programs be funded through the same mechanism, perhaps, though not necessarily, ***under a funding formula which will ensure adequate support for both***.

Other Policy Recommendations Regarding Scholarship Investments

It is recognized that remedial courses delivered at the postsecondary level may entail public and/or private expense but do not count for degree credit. Also, by delaying progress toward completion, the need for remediation substantially reduces the probability a student will ever complete a degree/certificate program. Therefore, a goal of the Legislature in establishing a merit scholarship program was to create a source of transformational pressure on Alaska's K-12 system - a renewed impetus for it to adequately prepare students for successful entry into college and career/tech - and, in so doing, ensure scholarship awardees will not need to expend time or personal capital on developmental education (remedial) courses.

Degree/certificate completion – not simply attendance – is the investment objective of the State. It should therefore look at factors that produce delay in progress or otherwise contribute significantly to non-completion. What other policies should be instituted in the scholarship program to stimulate postsecondary education changes to incentivize completion and make our money count? On-time completion will also become vital to Alaska institutions as a scholarship program becomes fully implemented because the anticipated growth in student enrollment may well overwhelm available capacity if students do not progress more rapidly. The following suggestions are programmatic recommendations to advance that goal:

The Task Force recommends that any institution which accepts Scholarship awards should integrate an advisor/advocate program to assist Scholarship awardees.

Evidence shows that advisor/advocate programs work at all education levels. Many designs are in use across the nation. Private institutions with traditionally high completion rates almost always incorporate a rigorous advising model. The University of Nevada even aids students through a Course Concierge program (Attachment 18). Some initiatives such as Complete College America presume advising programs as evidenced in discussion of retention rate metrics by the statement that colleges "can actively work to better engage those students during their first year...." The Task Force heard testimony that University of Alaska Fairbanks (UAF), with mandatory advising for all degree seekers, has a five-year completion rate which is 50% higher than University of Alaska Anchorage (UAA) with optional advising for degree candidates. As the State will be making a significant investment in the scholarship student, it is reasonable for the State to request that institutions receiving those funds advise that student on how to remain on track toward graduation.

The Task Force recommends that institutions accepting Scholarship awardees should assist them in maximizing the value of their awards by providing timely course offerings (or courses

of study) that allow for completion of certificate and/or degree programs within a two- or four-year course of study.

This would not guarantee that all students would progress perfectly but would mean that those who desire to move forward would be provided that opportunity. The diversity of methods for providing access to courses for on-time completion has never been more available to Alaska institutions. Programs such as the Western Interstate Commission for Higher Education's Internet Course Exchange (WICHE ICE) or other programs through participating institutions permit students to take courses not otherwise available to them. It will be important for all programs requiring more than 60 units for an AA certificate and more than 120 credits for a BA/BS degree to provide students the estimation of time for completion so they can reasonably assess the probability of their Scholarship funding their education through completion and make further arrangements as appropriate or necessary.

Scholarship Funding Task Force Report to the Legislature

ATTACHMENTS

List of Attachments **Page**

Attachment 1: Task Force Membership, Purpose and Duties..... 2

Attachment 2: Taylor Plan Synopsis..... 3

Attachment 3: Governor's Performance Scholarship Synopsis..... 4

Attachment 4: Senate Education Committee Scholarship Synopsis..... 5

Attachment 5: House Education Committee Scholarship Synopsis..... 6

Attachment 6: Alaska Scholarship Program Synopsis..... 7

Attachment 7: Updated Scholarship Cost Estimate (DEED) 8/17/10..... 8

Attachment 8: Needs-Based Financial Assistance Presentation (ACPE)..... 9 — 19

Attachment 9: State Fiscal "101" (Legislative Finance Division)..... 20 — 27

Attachment 10: Endowment Structure Analysis— Constitutional Fund..... 28

Attachment 11: Endowment Structure Analysis— Statutory Fund..... 29

Attachment 12: Rolling Fund Structure Analysis— Progressive Capitalization..... 30

Attachment 13: Rolling Fund Structure Analysis— Immediate Capitalization..... 31

Attachment 14: Default Structure Analysis..... 32

Attachment 15: Bill Work Draft—Scholarship fund account..... 33 — 35

Attachment 16: Bill Work Draft—AlaskAdvantage/Scholarship fund account..... 36 — 38

Attachment 17: Letter of Intent for Senate Bill 224..... 39

Attachment 18: Academic Advising article..... 40 — 43

Attachment 1

Joint Legislative
Higher Education Scholarship Funding
Task Force

Membership:

Chair: Senator Meyer
Vice-chair: Representative Seaton

Senate	House
Senator Johnny Ellis	Representative Peggy Wilson
Senator Lyman Hoffman	Representative Wes Keller
Senator Gary Stevens	Representative Anna Fairclough
Senator Joe Thomas	Representative Chris Tuck

Administration

Department of Education: Eddy Jeans, Education Policy Coordinator
University of Alaska: Saichi Oba, Associate Vice President
OMB: Karen Rehfeld, Director
ACPE: Diane Barrans, Director
AK State Board of Education: Esther Cox, Chair

Purpose: Examine higher education costs and identify the best approach in providing financial aid to assist students in the state.

Duties:

- Evaluate how best to provide long-term and sustainable funding for state provided financial aid for postsecondary institutions in the state, including scholarship opportunities
- Evaluate proposals that are based on available facts and conclusions pertaining to financial aid opportunities at postsecondary institutions in the state.
- Recommend improvements or additions to the laws providing for financial aid at postsecondary institutions.
- Take public comments on financial aid opportunities in the state.

Attachment 2

TAYLOR PLAN – Louisiana (2014 Graduates)

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Four (4) years of Social Studies
One (1) year Fine Arts
Two (2) years Foreign Language

*Specific required courses spelled out in publications

MINIMUM ACHIEVEMENT

- 2.5 or higher cumulative GPA
- Composite ACT of 20 or above

STANDARD AWARD

State-paid tuition at any public two- or four-year college, university or vocational/technical school or equivalent award at any in-state private institution.

ADDITIONAL AWARDS

- $400 for students with a GPA of 3.5 or better, and ACT of 23 or higher
- $800 for students with a GPA of 3.5 or better, and ACT of 27 or higher

Attachment 3

GOVERNOR'S PERFORMANCE SCHOLARSHIP

QUALIFICATIONS OF APPLICANTS

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Three (3) years of Social Studies

*Specifics TBA

AWARD LEVELS ***

- 3.5 and up - 100% of qualified tuition
- 3.0-3.49 - 75% of qualified tuition
- 2.5-2.99 - 50% of qualified tuition

*Minimum test scores per tier, and how they would impact awards, TBA
**Career Scholarship award not to exceed $3,000 per school year

ESTIMATED PROGRAMMATIC COST

FY 2012 - $8,221,935
FY 2016 - $20,556,621

Attachment 4

SENATE EDUCATION COMMITTEE

QUALIFICATIONS OF APPLICANT

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math	Three (3) years of math
Four (4) years of Language Arts	Four (4) years of Language Arts
Four (4) years of Science	Three (3) years of Science
Four (4) years of Social Studies, one may include a non-English language, art, etc.	Four (4) years of Social Studies
	Two (2) years of foreign or Alaska Native language

*Specifics TBA

AWARD LEVELS ***

Academic

- 3.5 and up - 100% of qualified tuition
- 3.0-3.49 - 75% of qualified tuition
- 2.5-2.99 - 50% of qualified tuition

Need

- 50% of outstanding "unmet financial need" after grants, awards and $2,000 student contribution

*Minimum test scores per tier, and how they would impact awards, TBA

**Career Scholarship award not to exceed $3,000 per school year

ESTIMATED PROGRAMMATIC COST

FY 2012 - $25,341,600*

FY 2015 - $40,106,600

*Reflects inclusion of 2010 graduates in first cohort

Attachment 5

HOUSE EDUCATION COMMITTEE

QUALIFICATIONS OF APPLICANTS

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Three (3) years of Social Studies

*Specifics TBA

AWARD LEVELS ***

Academic

- 3.5 and up - 100% of qualified tuition
- 3.0-3.49 - 75% of qualified tuition
- 2.5-2.99 - 50% of qualified tuition

Need

- 50% of outstanding "unmet financial need" after grants, awards and $2,000 student contribution

*Minimum test scores per tier, and how they would impact awards, TBA
**Career Scholarship award not to exceed $3,000 per school year

ESTIMATED PROGRAMMATIC COST

FY 2012 - $14,480,000
FY 2016 - $37,169,600

Attachment 6

ALASKA SCHOLARSHIP PROGRAM

QUALIFICATIONS OF APPLICANTS

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Four (4) years of Social Studies, one may include a non-English language, art, etc.

Three (3) years of math
Four (4) years of Language Arts
Three (3) years of Science
Four (4) years of Social Studies
Two (2) years of foreign or Alaska Native language

*Specifics TBA

*AWARD LEVELS**

Academic

- 3.5 and up - $4,755
- 3.0-3.49 - $3,566
- 2.5-2.99 - $2,378

Need

- $400,000 one-time appropriation to AlaskAdvantage to accommodate increased maximum award

*Minimum test scores per tier, and how they would impact awards, TBA

ESTIMATED PROGRAMMATIC COST

FY 2012 - $9,321,900
FY 2016 - $21,656,600

Department of Education Updated Scholarship Cost Estimate – 8/17/10:

District_Name	2010 Graduates	3.5 +	3.0-3.49	2.5-2.99	3.5 +	3.0-3.49	2.5-2.99	Percentage of Graduates with GI 2.5 or better
North Slope Borough School District	81	9	19	23	11.11%	23.46%	28.40%	62
Northwest Arctic Borough School District	99	16	19	19	16.16%	19.19%	19.19%	54
Petersburg City School District	38	8	18	8	21.05%	47.37%	21.05%	89
Matanuska-Susitna Borough School District	1,092	233	234	269	21.34%	21.43%	24.63%	67
Kenai Peninsula Borough School District	666	171	173	150	25.68%	25.98%	22.52%	74
Juneau Borough School District	356	94	70	68	26.40%	19.66%	19.10%	65
Fairbanks North Star Borough School District	889	213	193	219	23.96%	21.71%	24.63%	70
Anchorage School District	3,082	714	681	742	23.17%	22.10%	24.08%	69
				Averages	19.78%	26.39%	23.45%	69
Total Statewide Graduates 2010	8,256			Estimated number of Students on GPA	1,633	2,179	1,936	
Est # students eligible and using Scholarship	2,244							
% of graduates utilizing scholarship	27.2%			5 yr avg # of students ACT cuts	29.31%	12.14%	12.87%	
				Estimated number of Students on ACT	2,420	1,002	1,063	
				Difference between ACT and GPA	787	-1,177	-873	
				Scholarship Type >>>	Honors	Achievement	Opportunity	
				Estimated number of students eligible for scholarships by category	1,633	1,789	1,063	
Variable for eligible students >>>>>		Percentage of eligible students using scholarship		50%	817	895	532	
				scholarship rates	$4,755	$3,566	$2,378	Estimated
					$3,884,835	$3,191,570	$1,265,096	$8,34

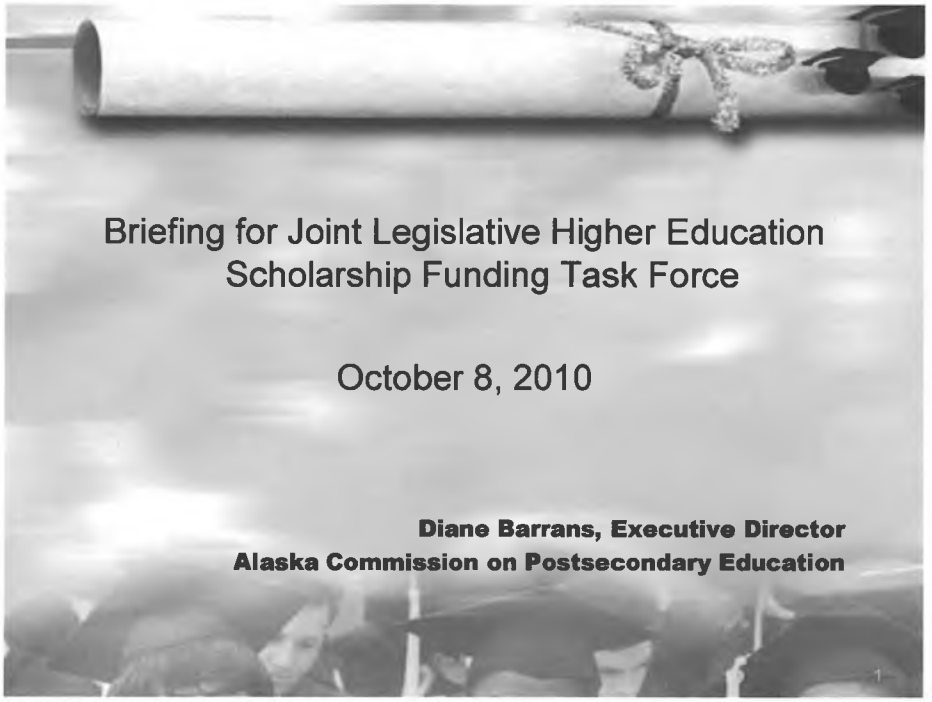
According to Education Trust, the average graduation rate for 5 year graduation for UAF is 25% and UAA is 16.5%.
The four year graduation rate is significantly lower.

	Participation rates	number of Students	Est. annual cost	Year 1 Estimated cost	Year 2 Estimated cost	Year 3 Estimated cost
Year 1	100%	2,244	$8,341,501	$8,341,501		
Year 2	75%	1,683	$6,256,126		$14,597,627	
Year 3	50%	1,122	$4,170,751			$18,768,378
Year 4	25%	561	$2,085,375			
Estimated annual cost when fully implemented		5,610	$20,853,753			

Preliminary 2010 District Graduation Rate

Attachment 8

ACPE Needs-Based Assistance Presentation:



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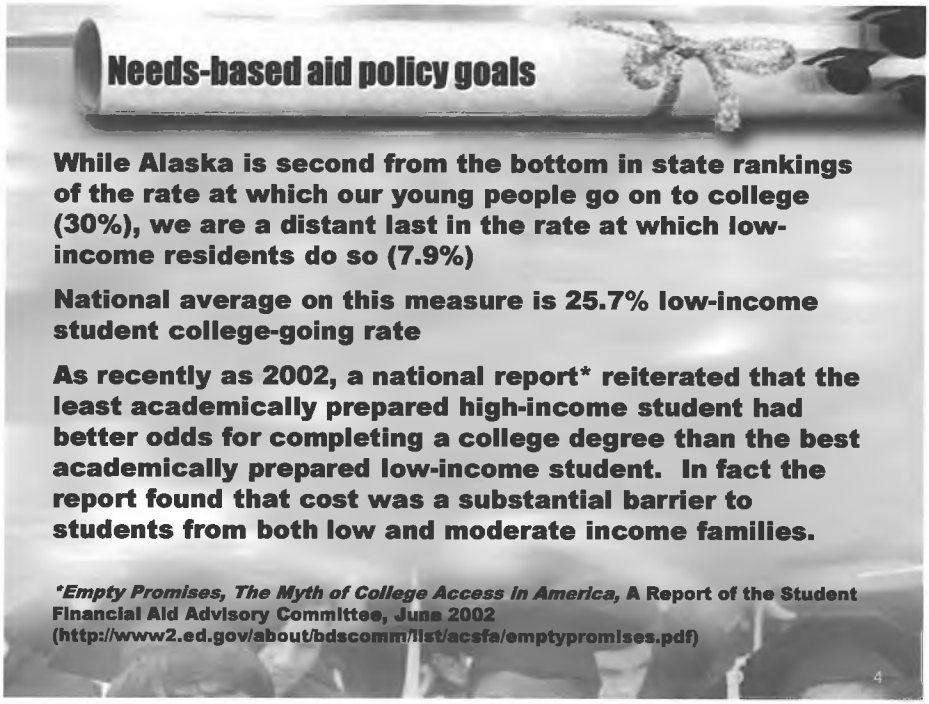


Attachment 8

2010 Legislative models

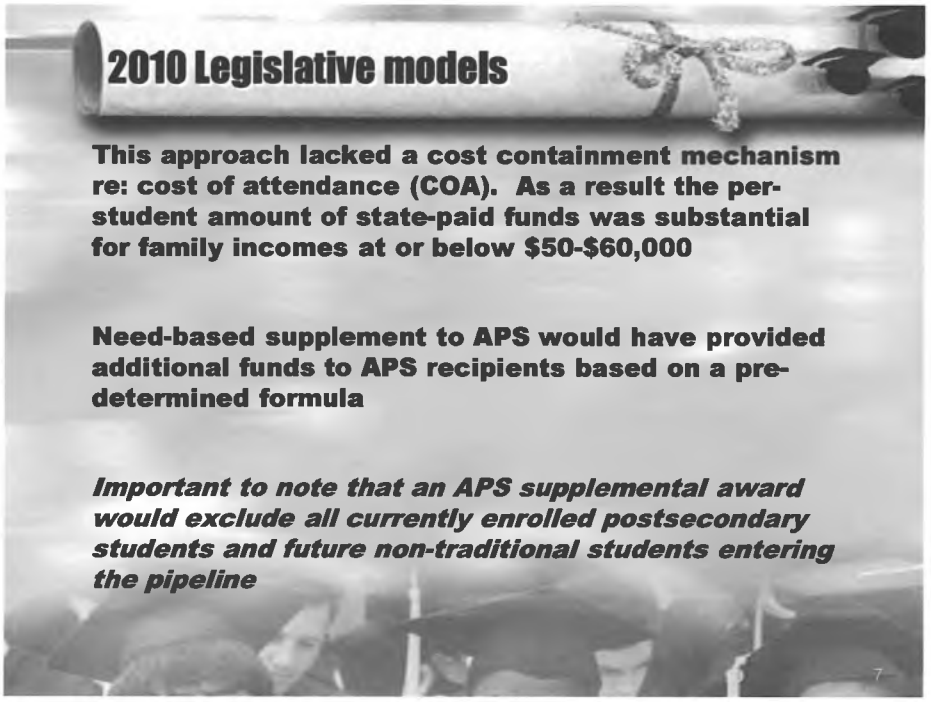
HB297(EDC)/SB224(EDC) entitled scholarship recipients to an additional 50% of unmet cost of attendance (COA) > $2,000

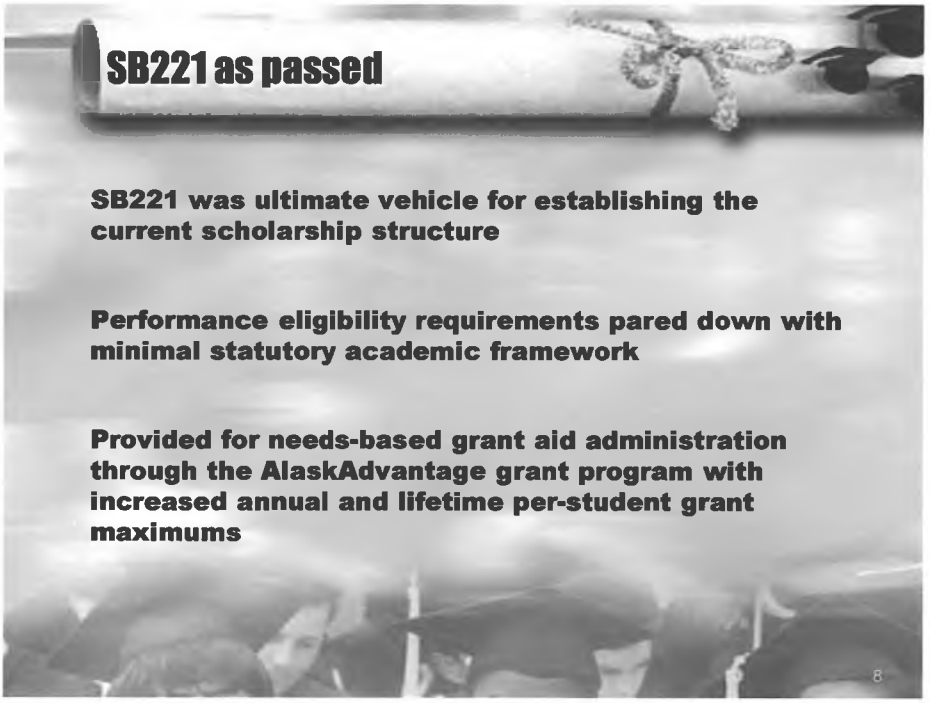
B-level Award Distribution by Family Income Level

Family AGI	$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 APS award	-$3,566	-$3,566	-$3,566	-$3,566
Remaining costs	$9,385	$14,934	$14,934	$14,934
Less EFC+$2,000	-$2,000	-$6,772	-$14,157	-$15,401
Unmet need	$7,384	$8,212	$777	$0
Less needs award @ 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 costs	$5,692	$10,878	$14,546	$15,401

6

Attachment 8





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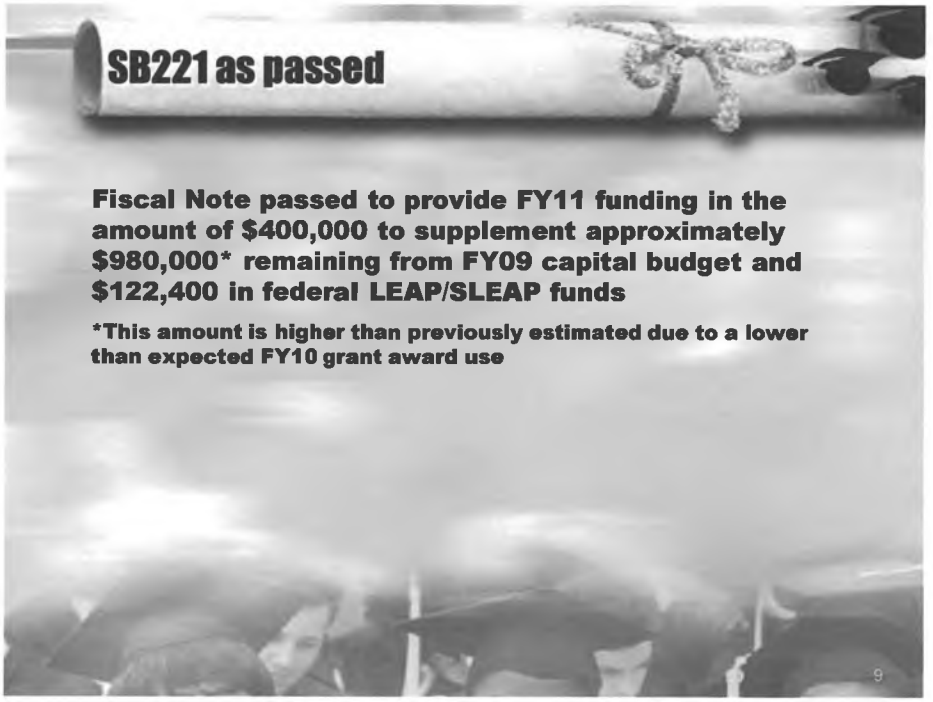

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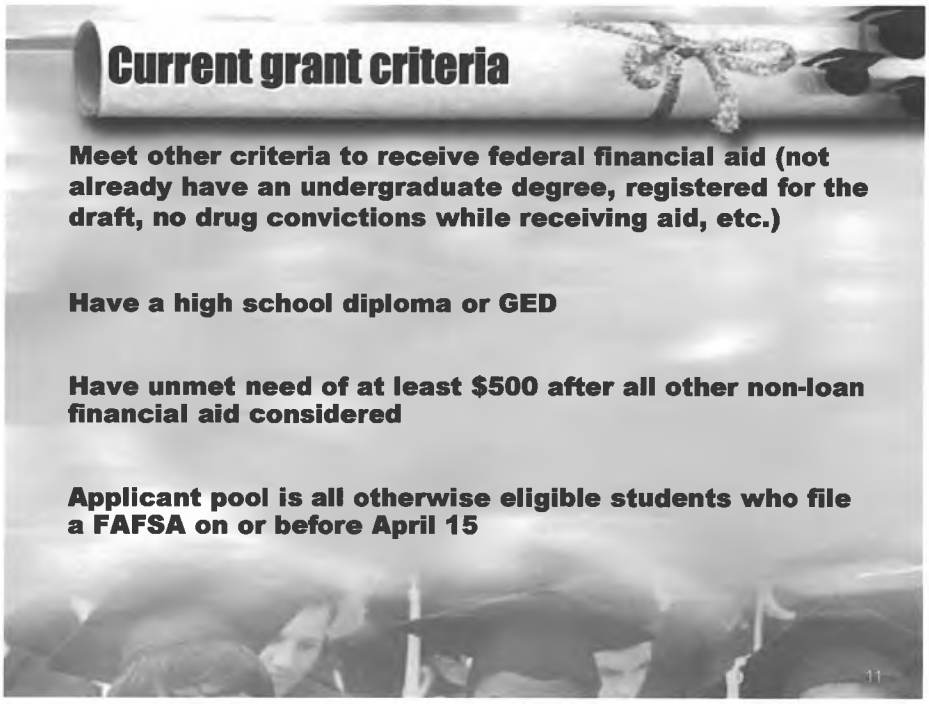

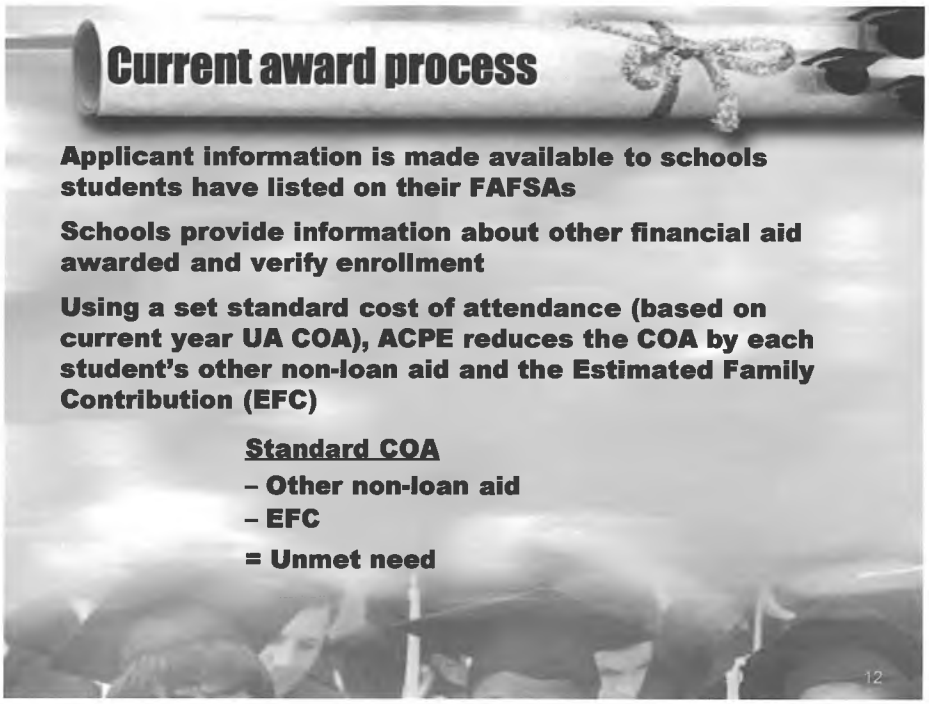

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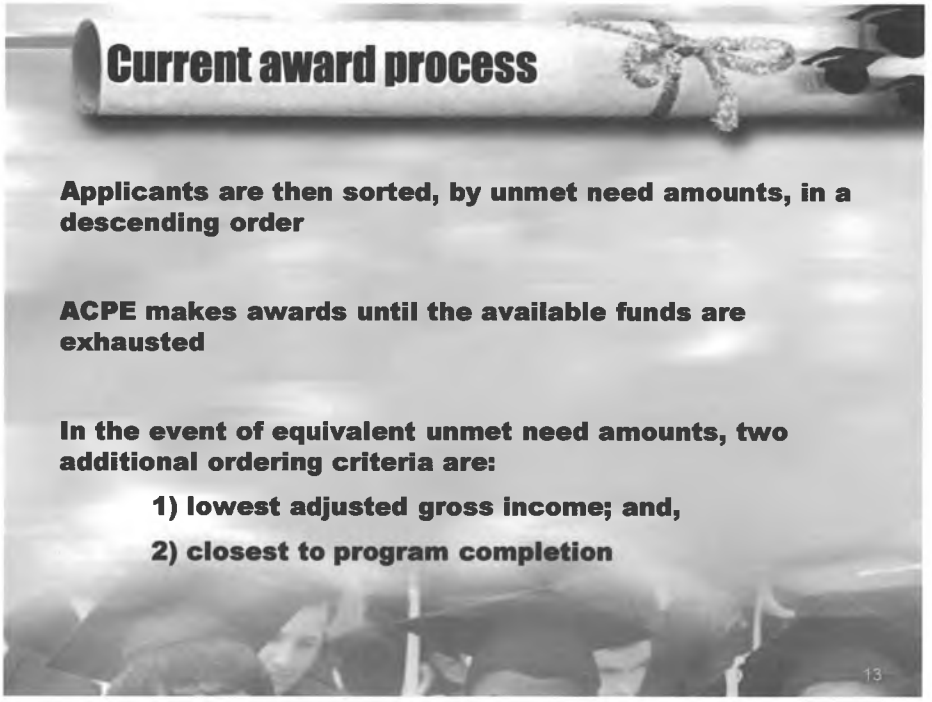

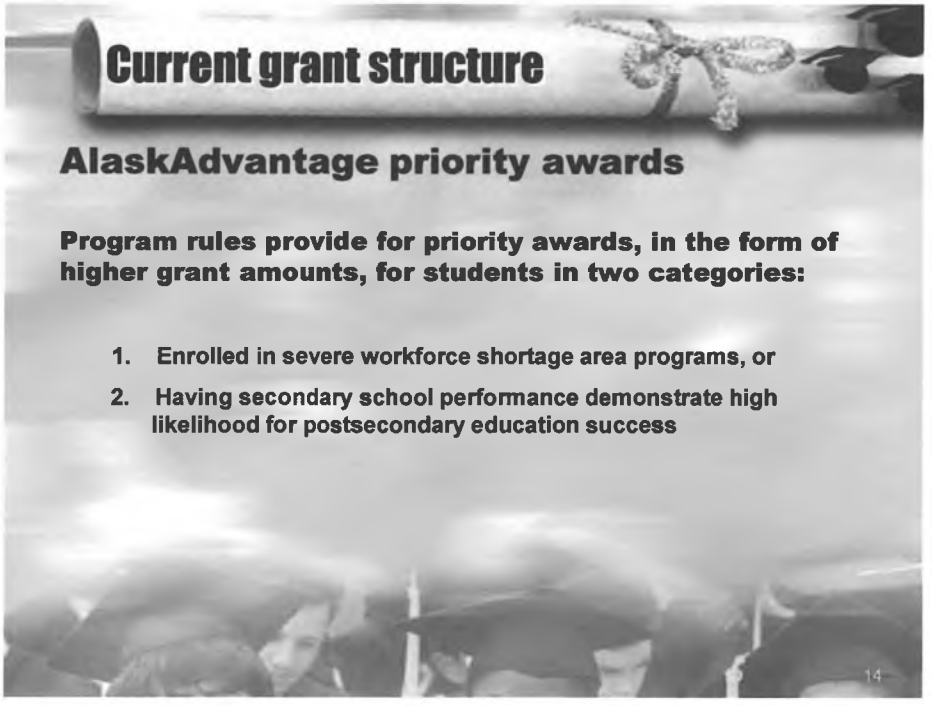

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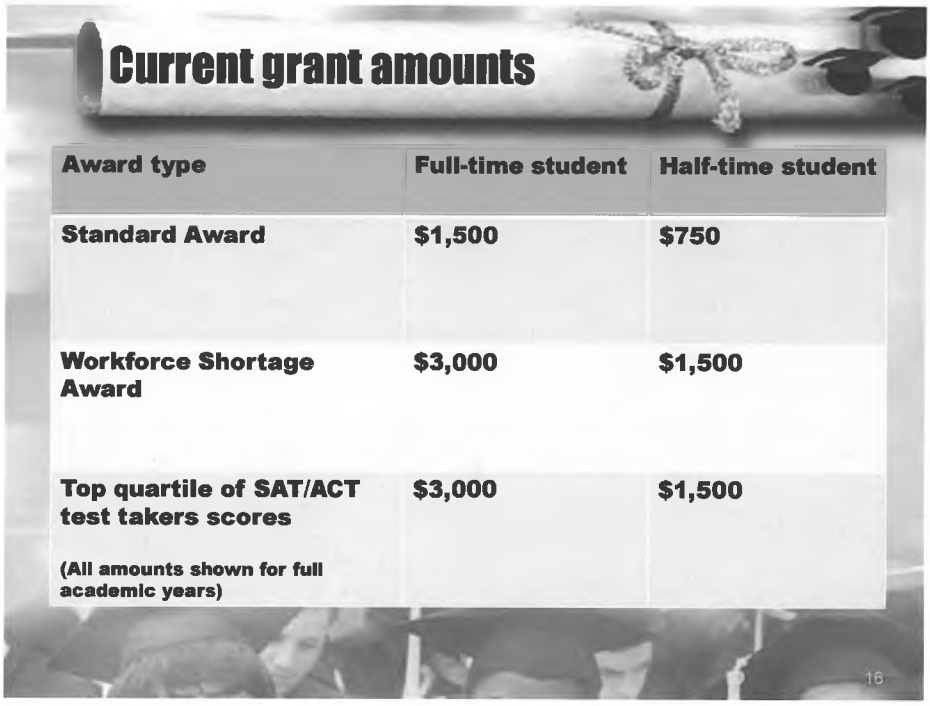


Award type	Full-time student	Half-time student
Standard Award	$1,500	$750
Workforce Shortage Award	$3,000	$1,500
Top quartile of SAT/ACT test takers scores	$3,000	$1,500

(All amounts shown for full academic years)

Attachment 8

Population served in 2009-2010

Population characteristics	Alaska FAFSAs	Eligible population	Awarded	Certified & disbursed
# of students	17,284	4,960	1,543	870
Average Age	27.8	27.7	30.3	32.6
Average AGI	$53,954	$34,994	$18,527	$16,617
Average unmet need	$8,333	$10,966	$14,965	$14,538

Alaska FAFSAs – number of Alaska resident filers for attendance at Alaska schools

Eligible population – a total population subset having filed by the April 15 deadline, indicating enrollment at a participating school and w/unmet need of $500 or greater

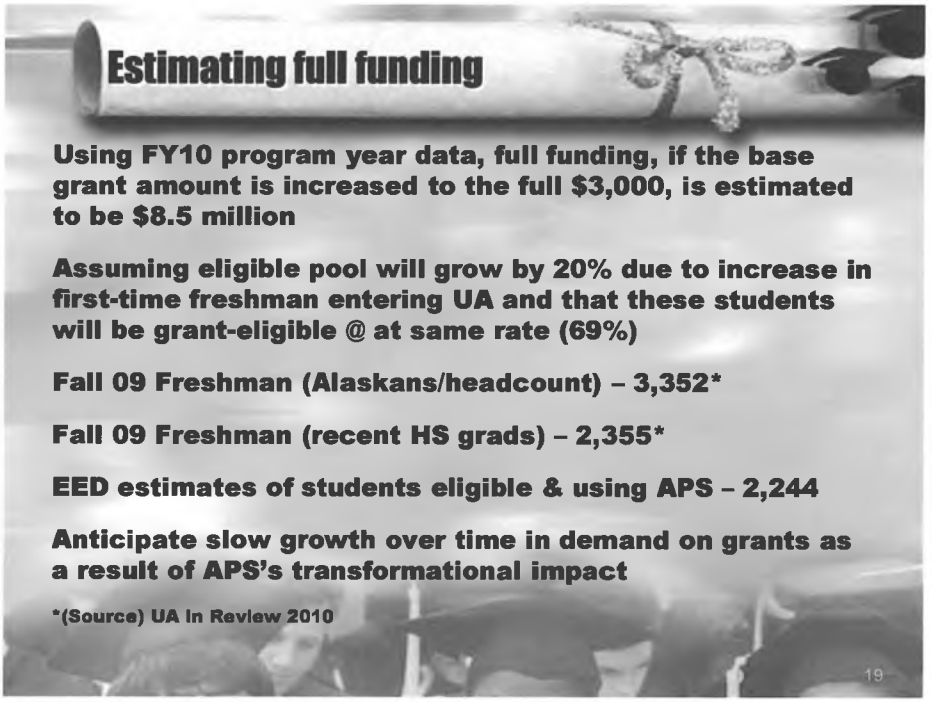
Awarded – the portion of the population with unmet need in excess of $14,000

Certified & disbursed – enrolled and eligible as certified by school officials

AGI – adjusted gross income

18

Attachment 8



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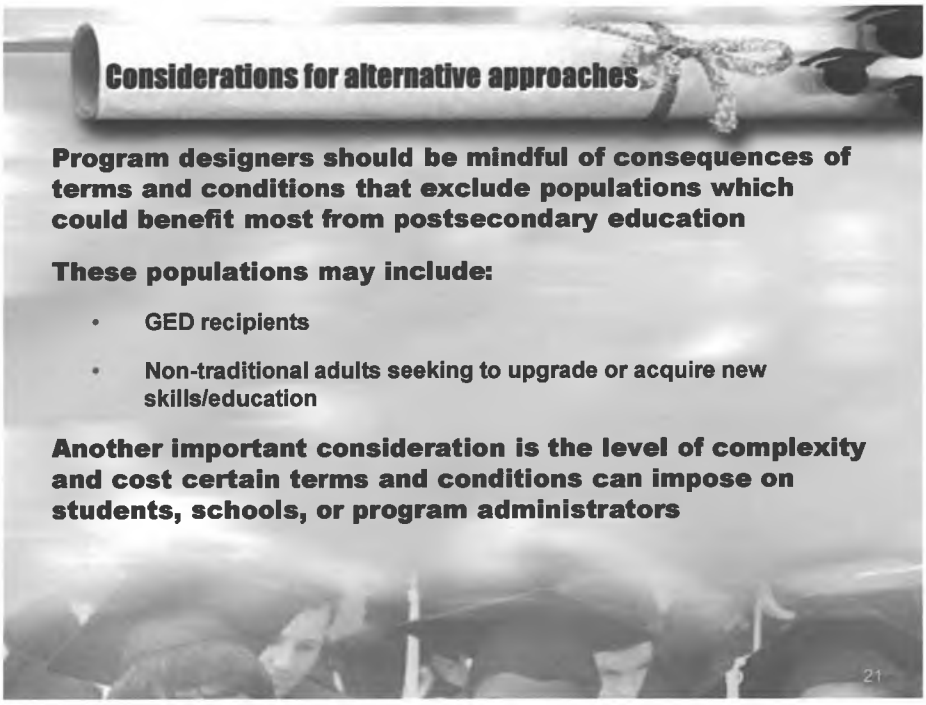
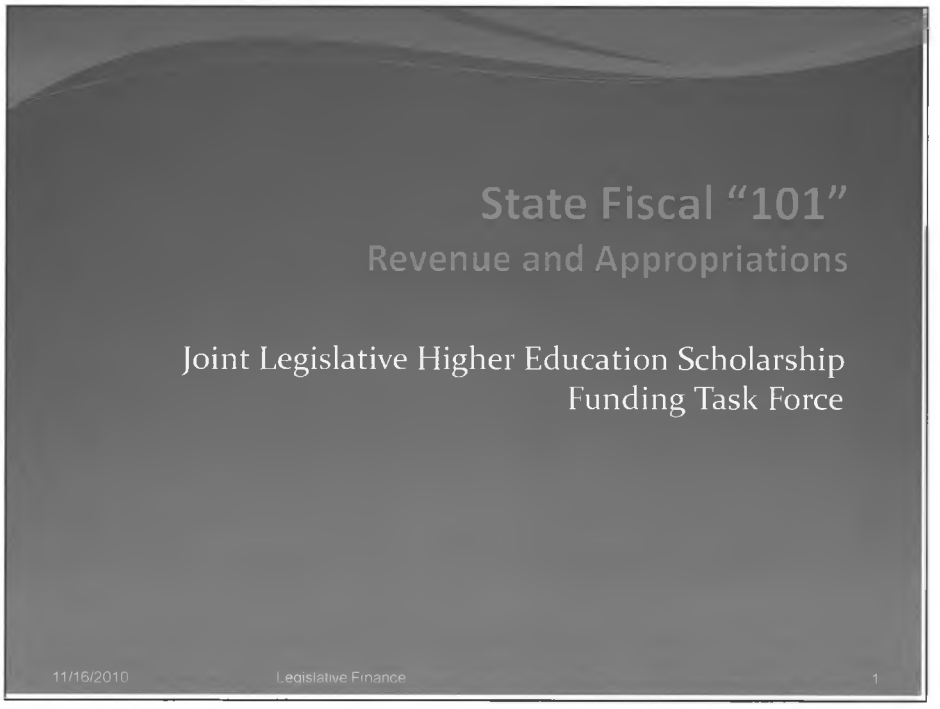
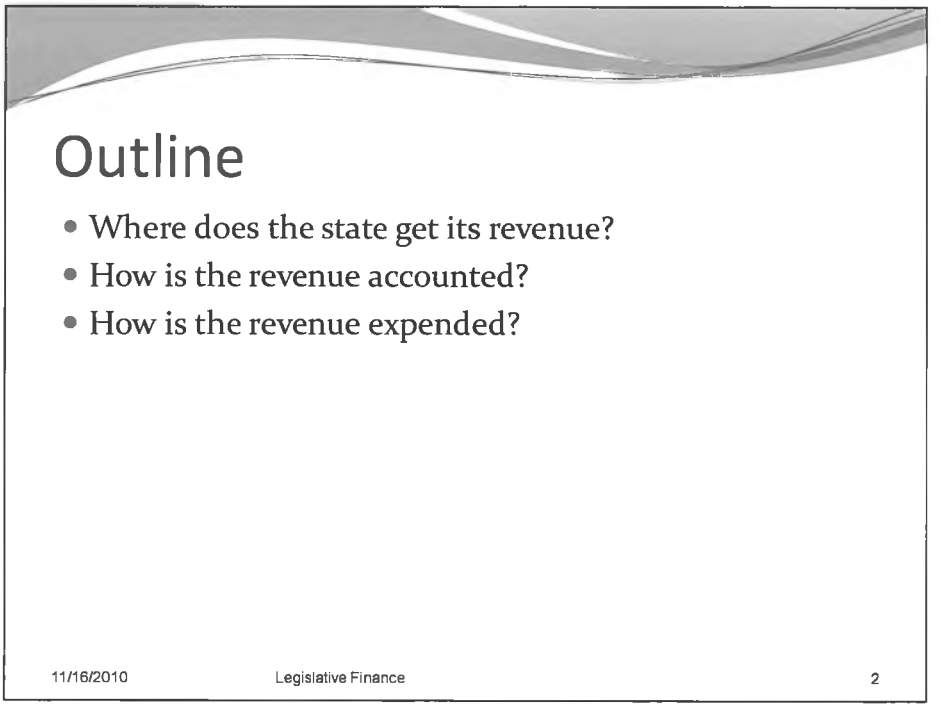


Attachment 9

Legislative Finance ***State Fiscal "101"*** Presentation:





Attachment 9

Revenue Sources

- Oil
- Non-Oil (excluding Investment)
- Investment
- Federal

Oil Revenue

- Royalty
  - Leasing of state land and royalty payment as land owner
- Production Tax
  - Net profits tax on production
- Petroleum Property Tax
  - Property tax on oil and gas property in state
- O&G Corporate Income Tax
  - Income tax on oil and gas corporations

Attachment 9

Non-Oil (excluding investment)

- Corporate Income Tax (non-oil companies)
- Excise Taxes
  - Tobacco, alcoholic beverages, motor fuel
- Licenses and Permits
  - Fishing Hunting, Motor Vehicle
- Charges for Services
  - Marine Highway, other program receipts

Investment Income

- GF Earnings (relatively new)
- CBR
- Permanent Fund

Attachment 9

How is revenue accounted?

- The primary operating fund of the state is the General Fund
  - The general fund has numerous sub-funds created by law
- Other fund types outside the general fund include (but not limited to):
  - Permanent Funds
  - Fiduciary Funds
  - Component Units

11/16/2010 Legislative Finance 7

Accounting ≠ Budgeting

Both accounting and budgeting are fiscal systems

- Accounting focuses on recording financial transactions
- Budgeting is more the enactment of a fiscal plan
  - Budget processes are dependent upon the accounting of past and current year expenditures and revenue
- Accounting follows generally accepted accounting practices (GASB)
- Budgeting does not follow a stringent set of rules

11/16/2010 Legislative Finance 8

Attachment 9

How is revenue expended?

- Legislature has the **Power of Appropriation**
  - No expenditure of state funds w/o an appropriation
- Legislature appropriates funds based on levels of discretion

Levels of Discretion (Highest to Lowest)

Fund sources (revenues) grouped according to levels of discretion

- Unrestricted General Funds
- Designated General Funds
- Other State Funds
- Dedicated Funds

Attachment 9

Dedicated

- Very little discretion how appropriated
- Article IX, Section 7 of the Constitution prohibits the dedication of revenue to any special purpose
  - Exceptions:
    - Article IX, Section 15 – Permanent Fund
    - Dedication prior to Statehood
    - Federal

Other State Funds

- Little discretion how appropriated
- Although not dedicated, funding sources in the group typically are restricted in some fashion
  - Contractual obligation
    - Bonds
  - Held in trust
    - PERS, TRS, etc.
  - Court order
    - Mental Health Trust
  - Legal separation
    - Corporate receipts

Attachment 9

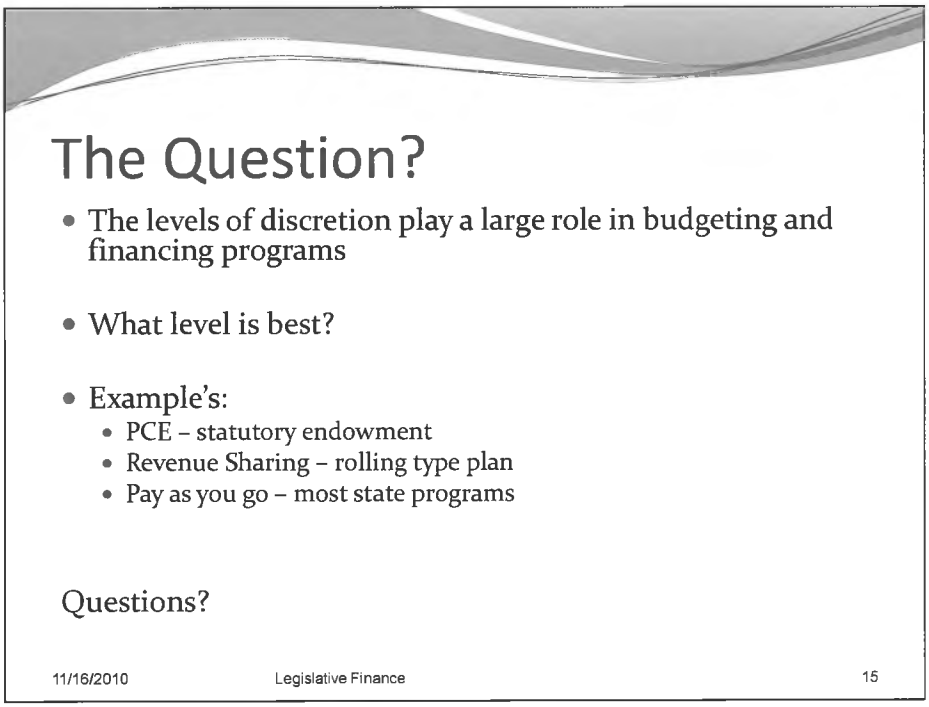
Designated General Funds

- Designated General funds consist of fund sources that have been "designated" for a special purpose in statute
- Constitutional prohibition "trumps" statutory designation
- Therefore, Legislature has complete discretion on use of funding
- However, Legislature typically follows statutory "guidelines"

Unrestricted General Funds

- Complete discretion how appropriated
- Typically referenced as a measure of state spending
- Utilized when calculating the Fiscal Surplus or Fiscal Gap
  - General Fund Revenue less General Fund Appropriations = Fiscal Surplus or (Gap)
- Approximately 90% of GF revenue is derived from Oil

Attachment 9



Attachment 10

Endowment Structure

Example A: **$400 Million Constitutional Fund**

Equivalent: Permanent Fund

Operation:

- $400 deposited to capitalize constitutionally created fund
- Invested for long-term return
- Earnings ($20 M/yr at assumed 5% ROI) accrue to account
- Excess earnings inflation-proof fund
- Account pays scholarships

STRENGTHS	WEAKNESSES
• Highest potential for long-term programmatic sustainability • Principal is safe • Inflation proof • Earnings provide predictable pay-out funding stream • Earnings: Very safe from "raiding" if const. protected	• Necessity for large Initial investment • Necessity for constitutional amendment • Account is rare • Higher administrative cost? • Subject to market volatility • Questionable base for programmatic evolution
OPPORTUNITIES	**THREATS**
• High profile focal point for State investment • Highest likelihood of attracting outside donations	• Pandora's box and the Christmas tree effect • Earnings susceptible to "raiding" if not const. protected • Subject to market volatility

Attachment 11

Endowment Structure

Example B: **$400 Million Statutory Fund (General Fund Sub-account)**

Equivalent: Power Cost Equalization Fund

Operation:

- $400 deposited to capitalize fund
- Invested for long-term return
- Earnings ($20 M/yr at assumed 5% ROI) accrue to account
- Excess earnings inflation-proof fund
- Account pays scholarships

STRENGTHS	WEAKNESSES
• High potential for long-term programmatic sustainability • Tried mechanism • Principal offers strongest programmatic insurance policy of unprotected fund-types • Earnings provide predictable pay-out funding stream	• Necessity for large initial investment • Higher administrative cost? • Subject to market volatility • Questionable base for programmatic evolution
OPPORTUNITIES	**THREATS**
• High profile focal point for State investment • Strong base for programmatic evolution • Likelihood of attracting outside donations	• Principal susceptible to "raiding" • Earnings susceptible to "raiding"

Attachment 12

"Rolling Fund" Structure

Example A: **Progressive Capitalization**

Equivalent: Community Revenue Sharing

Operation:

- Progressive fund capitalized up to $160 million
- Interest bearing fund
- Principal and interest earnings pay for scholarships
- Yearly appropriations used to maintain value of fund corpus

STRENGTHS	WEAKNESSES
• Low capitalization hurdle • Tried mechanism • Lower administrative cost than endowment • Greater pay-out stream predictability than Default • Principal acts as fixed-term programmatic insurance policy	• Susceptible to budget volatility • Susceptible to budgetary process • Less than predictable pay-out funding stream • Lower likelihood of attracting outside donations than Endowment
OPPORTUNITIES	**THREATS**
• Responsive to programmatic evolution • Some likelihood of attracting outside donations	• Declining oil production/revenue • Declining federal spending • Increasing demand for services • Principal susceptible to "raiding" • Earnings susceptible to "raiding"

Attachment 13

"Rolling Fund" Structure

Example B: **Immediate Capitalization**

Equivalent: Community Revenue Sharing

Operation:

- Immediate fund capitalized up to $200 million
- Interest bearing fund
- Principal and interest earnings pay for scholarships
- Yearly appropriations* used to maintain value of fund corpus
  *Dividends, program receipts and other funds (AIDEA, AK Housing, ACPE) designated to Scholarship Fund

STRENGTHS	WEAKNESSES
• Moderate capitalization hurdle • Tried mechanism • Identified fund replenishment stream • Lower administrative cost than Endowment • Greater pay-out stream predictability than Default • Principal acts as fixed-term programmatic insurance policy	• Necessity for substantial Initial investment • Susceptible to budget volatility • Susceptible to budgetary process • Less than predictable pay-out funding stream • Lower likelihood of attracting outside donations than Endowment
OPPORTUNITIES	**THREATS**
• Responsive to programmatic evolution • Some likelihood of attracting outside donations	• Declining oil production/revenue • Declining federal spending • Increasing demand for services • Principal susceptible to "raiding" • Earnings susceptible to "raiding"

Attachment 14

Default Structure

Example: **Pay-As-You-Go**

Equivalent: Senate Bill 221

Operation: Yearly appropriation to support programmatic costs

STRENGTHS	WEAKNESSES
• Most routine funding mechanism • No need for account creation • Lowest administrative cost • Yearly funding most directly matches yearly programmatic cost • Leaves greatest level of budgetary flexibility	• Most susceptible to budget volatility • Most susceptible to budgetary process • Least predictable pay-out funding stream • Lowest likelihood of attracting outside donations
OPPORTUNITIES	**THREATS**
• Most responsive to programmatic evolution	• Declining oil production/revenue • Declining Federal spending • Increasing demand for services

Attachment 15

WORK DRAFT WORK DRAFT WORK DRAFT

27-LS0078\M
Mischel
9/7/10

HOUSE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to Alaska scholarship awards; and establishing the Alaska scholarship award income account and the Alaska scholarship fund."

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

*** Section 1.** AS 14.43.825(f) is repealed and reenacted to read:

(f) Payment of a scholarship is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible scholarships, the commission may not award a scholarship to a new applicant and the commission shall pay existing awards on a pro rata basis for that fiscal year.

*** Sec. 2.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.835. Alaska scholarship award income account. The Alaska scholarship award income account is created as an account in the general fund. Money may be appropriated into the account from the Alaska scholarship fund under AS 37.14.750 and from other sources. The commission may use the money in the

Attachment 15

account to pay scholarships awarded to students under AS 14.43.810 - 14.43.849. The amount determined under AS 37.14.750(c) each year and deposited into the account is the maximum amount that may be used to pay scholarships for the immediately succeeding fiscal year.

*** Sec. 3.** AS 37.14 is amended by adding a new section to read:

Article 8A. Alaska Scholarship Fund.

Sec. 37.14.750. Alaska scholarship fund established. (a) The Alaska scholarship fund is established in the general fund for the purpose of making scholarship payments to qualified postsecondary institutions and students under AS 14.43.810 - 14.43.849. The fund consists of money appropriated to the fund. Income earned on money in the fund and donations to the fund may be appropriated to the Alaska scholarship income account established in AS 14.43.835. Money in the fund does not lapse.

(b) Each fiscal year, the legislature may appropriate to the Alaska scholarship fund an amount equal to 20 percent of the money received by the state during the previous calendar year under AS 43.55.011(g). The amount may not exceed the greater of

(1) $40,000,000; or

(2) the amount that, when added to the fund balance on June 30 of the previous fiscal year, equals $160,000,000.

(c) The balance in the Alaska scholarship fund shall be determined on June 30 of each year. The department shall distribute one-third of that amount or $40,000,000, whichever is less, for deposit into the account established in AS 14.43.835. If the fund balance is less than $80,000,000 in a fiscal year, payments may be made only to satisfy obligations from previous fiscal years.

(d) Notwithstanding the limitation in (b) of this section, the legislature may appropriate any amount to the Alaska scholarship fund. Nothing in this section creates a dedicated fund.

(e) In this section, unless the context requires otherwise, "fund" means the Alaska scholarship fund established in (a) of this section.

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

Attachment 15

read:

TRANSITION: ALASKA SCHOLARSHIP FUND BALANCE. Notwithstanding the $40,000,000 limit in AS 37.14.750(b), the following amounts shall be substituted for that amount as follows for

(1) fiscal year 2012, $15,000,000;

(2) fiscal year 2013, $30,000,000.

Attachment 16

WORK DRAFT WORK DRAFT WORK DRAFT

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9/8/10

HOUSE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to AlaskAdvantage education grant funding and to Alaska scholarship funding; and establishing an account and fund for those purposes."

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

*** Section 1.** AS 14.43.410 is amended by adding a new subsection to read:

(c) Notwithstanding the provisions of this section, payment of a grant is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible grants, the commission may not award a grant to a new applicant, and the commission shall pay existing awards on a pro rata basis for that fiscal year.

*** Sec. 2.** AS 14.43.825(f) is repealed and reenacted to read:

(f) Payment of a scholarship is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible scholarships, the commission may not award a scholarship to a new applicant, and the commission shall pay existing awards

Attachment 16

on a pro rata basis for that fiscal year.

*** Sec. 3.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.915. AlaskAdvantage education grant and Alaska scholarship award income account. The AlaskAdvantage education grant and Alaska scholarship award income account is created as an account in the general fund. Money may be appropriated into the account from the AlaskAdvantage education grant and Alaska scholarship fund under AS 37.14.750 and from other sources. The commission may use the money in the account to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships awarded to students under AS 14.43.810 - 14.43.849. The amount determined under AS 37.14.750(c) each year and deposited into the account is the maximum amount that may be used to pay scholarships for the immediately succeeding fiscal year.

*** Sec. 4.** AS 37.14 is amended by adding a new section to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Scholarship Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska scholarship fund established. (a) The AlaskAdvantage education grant and Alaska scholarship fund is established in the general fund for the purpose of making grant payments under AS 14.43.400 - 14.43.420 and scholarship payments to qualified postsecondary institutions and students under AS 14.43.810 - 14.43.849. The fund consists of money appropriated to the fund. Income earned on money in the fund and donations to the fund may be appropriated to the AlaskAdvantage education grant and Alaska scholarship award income account established in AS 14.43.915. Money in the fund does not lapse.

(b) Each fiscal year, the legislature may appropriate to the AlaskAdvantage education grant and Alaska scholarship fund an amount equal to 20 percent of the money received by the state during the previous calendar year under AS 43.55.011(g). The amount may not exceed the greater of

(1) $40,000,000; or

(2) the amount that, when added to the fund balance on June 30 of the previous fiscal year, equals $160,000,000.

(c) The balance in the AlaskAdvantage education grant and Alaska

Attachment 16

scholarship fund shall be determined on June 30 of each year. The department shall distribute one-third of that amount or $40,000,000, whichever is less, for deposit into the account established in AS 14.43.915. If the fund balance is less than $80,000,000 in a fiscal year, payments may be made only to satisfy obligations from previous fiscal years.

(d) Notwithstanding the limitation in (b) of this section, the legislature may appropriate any amount to the AlaskAdvantage education grant and Alaska scholarship fund. Nothing in this section creates a dedicated fund.

(e) In this section, unless the context requires otherwise, "fund" means the AlaskAdvantage education grant and Alaska scholarship fund established in (a) of this section.

* **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: ALASKADVANTAGE EDUCATION GRANT AND ALASKA SCHOLARSHIP FUND BALANCE. Notwithstanding the $40,000,000 limit in AS 37.14.750(b), the following amounts shall be substituted for that amount as follows for

(1) fiscal year 2012, $15,000,000;

(2) fiscal year 2013, $30,000,000.

Attachment 17

SENATE EDUCATION COMMITTEE

CO-CHAIRMEN:

SENATOR KEVIN MEYER

SENATOR JOE THOMAS

MEMBERS:

SENATOR BETTYE DAVIS

SENATOR CHARLIE HUGGINS

SENATOR DONALD OLSON

SENATOR GARY STEVENS

Letter of Intent for Senate Bill 224

An Act establishing the Alaska Student Achievement Program...

It is the intent of the legislature to establish a scholarship program with the following goals:

(1) improving preparedness of Alaska students for postsecondary education;

(2) improving the postsecondary academic achievement;

(3) improving the postsecondary graduation rates of students in the state;

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

(5) improving the quality of the educational programs offered by high schools in the state;

(6) improving academic performance of students in grades kindergarten through 12 in the state;

(7) increasing high school graduation rates in the state;

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

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

(10) increasing participation of Alaska high school graduates in Alaska postsecondary institutions; and

(11) increasing job training opportunities in the state

Jomo Stewart, Committee Aide
(907) 465-6874

Murray Richmond, Committee Aide
(907) 465 - 6443

Senate_Education@legis.state.ak.us

Attachment 18

February 21, 2010 The Chronicle of Higher Education

Need That Class, Desperately? The Course Concierge Will See You Now

Jean Dixon, University of Nevada

Paul Neill, whom students think of as the "course concierge" at the U. of Nevada at Reno, can cut red tape that might be beyond advisers' reach.

By Eric Hoover

Paul Neill's title is director of the core curriculum at the University of Nevada at Reno, but students there know him as the "course concierge." He's the one they contact when they can't get into a class they need.

A few years ago, officials at the university decided that they had to do more to reduce the hassles of registering for courses. They imagined a kind of registration czar, someone who could communicate well with faculty members but who had the authority of an administrator. Mr. Neill, a faculty member who works in the provost's office, fit the bill.

Soon Nevada was promoting Mr. Neill as the course concierge, the man advisers and students could turn to when stuck. Each semester, he helps 50 to 60 students solve their scheduling problems, working one on one with those who need a particular course to graduate, or who have trouble getting into classes they must take in a sequence. Often he creates a spot in a class that's full, or steers students to suitable alternatives.

"In the past, it was often left up to the student and the professor to see who could get in where," Mr. Neill says. "It was very informal."

Attachment 18

Even in times of plenty, students often learn a tough lesson when they register for courses: You can't always get what you want. In this era of budget cuts, however, students on some campuses have scrambled to get not only the courses they would like but also those they need for their majors and to satisfy core requirements.

As colleges pack more students into fewer courses, the scheduling puzzle has become more challenging for administrators, instructors, and students alike. Institutions are using a variety of strategies to alleviate the course crunch, and often that begins with improving the registration process.

Nevada's president, Milton D. Glick, proposed the course-concierge program as a way to improve timely progression toward degrees at the university, which has about 13,000 undergraduates. Over the years he has learned that even small scheduling snags can discourage students, delay their progress, and make them more likely to transfer or drop out.

After he arrived, in 2006, Mr. Glick developed a plan to improve Nevada's retention and graduation rates. He pledged publicly that students would get the courses they needed to graduate on time. To that end, his course-concierge program provides a backstop for the university's academic advisers.

Mr. Neill is not a replacement for advisers, who continue to meet with students and help them select courses. But they sometimes encounter dilemmas that they can't handle on their own. "They don't always have the ability to cut through red tape, to get through to the department, to get something done," Mr. Glick says. "Paul can get a phone call through."

'A Relief Valve'

When Natica Rudavsky contacted Mr. Neill this winter, she was frantic. Ms. Rudavsky, a transfer student who has a bachelor's degree from another university, wanted to pursue a second degree, in nutrition, at Nevada, but she was confused about which core requirements would apply to her. Would the university waive that required mathematics course?

By the time she and her adviser had sorted that out, it was late in the registration cycle, and all the courses she needed were full. Mr. Neill evaluated her record, then discussed her options with her. Ultimately, he found Ms. Rudavsky a spot in three of the four courses she sought. "If he hadn't helped, " Ms. Rudavsky says, "I probably would have just waited until the next semester to enroll."

Attachment 18

The course concierge doesn't cater to whims. A student who just wants to avoid that 8 a.m. class would not get help from Mr. Neill. The same might go for a senior who had never bothered to register for a required course that he had every opportunity to take.

The service does cater to those who truly have a need, or are simply stuck or confused. "We've taken some of the burden off the shoulders of advisers," he says. "It's a relief valve."

The course concierge has also helped the university plan more effectively during a difficult time. For the current fiscal year, the state cut the university's budget by $33-million, or 15 percent. Last semester, Nevada offered 96 fewer course sections than it did in the fall of 2008, a 6-percent reduction.

Recently, Mr. Neill's work with students helped him identify scheduling conflicts that made it difficult for them to register for the right courses. For instance, freshmen and sophomores taking biology or chemistry courses are supposed to enroll simultaneously in Math 127. Yet Mr. Neill realized that that math lecture overlapped with several of the laboratory sections.

He discussed the issue with the three departments, which adjusted their schedules accordingly. "The departments probably would have become aware of this," he says, "but the concierge service helped them understand it quickly."

Better Communication

Elsewhere, administrators have looked for ways to make small but meaningful changes in the registration process. This fall the University of California at Santa Barbara, which has seen substantial budget cuts and an enrollment surge, created an online waiting list for courses. The system formalized the process of determining who gets a spot, allowing advisers to better evaluate students' needs and communicate with them more effectively.

"It was a huge help," says Mary Nisbet, acting dean of undergraduate education. "Now faculty aren't getting hundreds of e-mails, and students know there is somewhere to go where advisers will get back to them."

This past fall, the university reduced the number of credits students could sign up for during the second round of registration. As a result, juniors and seniors, who have priority, can snag a total of four classes, instead of five, at that time.

Attachment 18

In the past, many students eventually dropped their fifth course anyway. The new policy has encouraged older students to focus on getting the courses they really need, and the change recently freed up at least 1,500 class spots for other students, Ms. Nisbet says.

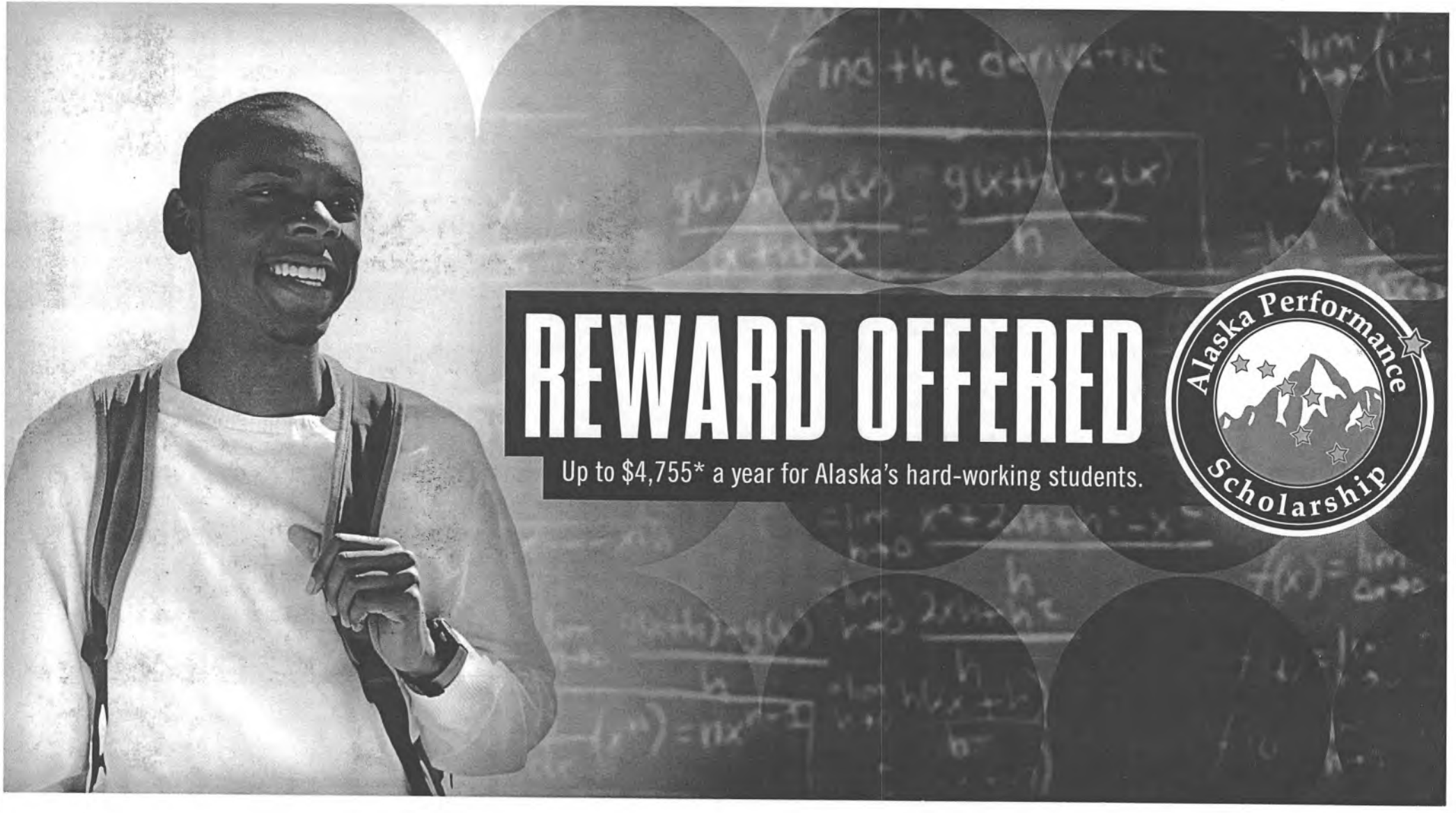
For the first time, the university is offering schedule-planning workshops, in which students learn how to prioritize. "We're trying to help students weather a storm," she says.

Many institutions have turned to sophisticated data analysis to better anticipate course demand. At the University of California at Berkeley, Catherine P. Koshland helps lead a task force that will determine which courses students will need—and how many—in the coming years.

To do that, Ms. Koshland and her colleagues have begun to examine a decade's worth of enrollment data, which help them predict how many freshmen will need to take a specific math sequence, for instance, or how many sections of pre-med physics courses the university will need.

"We can bring some rationality to the offerings, rather than having departments guesstimate," says Ms. Koshland, vice provost for teaching, learning, academic planning, and facilities. "We're bringing more and more discipline to something that could grow organically before, when there was elasticity in the system. There's no elasticity now."

(Head Count explores the changing enrollment landscape. Please send ideas to eric.hoover@chronicle.com)


REWARD OFFERED
Up to $4,755* a year for Alaska's hard-working students.
Alaska Performance Scholarship

Alaska Performance Scholarship

What should I do now ?

- ✓ Discuss the APS curriculum with your high school counselor or academic advisor.
- ✓ Sign up for the SAT and/or ACT ASAP! Have your scores sent to your high school. They must be received before you graduate.

SAT	Fall Test Dates	Registration Deadlines
	Oct 1	Sep 9
	Nov 5	Oct 7
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ACT	Fall Test Dates	Registration Deadlines
	Sep 10	Aug 12
	Oct 22	Sep 16
	Dec 10	Nov 4

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The Alaska Performance Scholarship (APS) is an invitation to excellence for Alaska's students, parents, and educators. To be eligible, students must take a specific, rigorous high school curriculum; earn a minimum 2.5 GPA; and do well on a qualifying college or career-readiness exam. Three award levels are offered and any future Alaska high school graduate may become eligible!

For more information and specific requirements go to: **APS.alaska.gov**

To apply, most qualified students need to complete only the Free Application for Federal Student Aid (FAFSA). Awards can be used at participating colleges or universities in Alaska, or for approved career and technical education programs in the state.

***Administered by the Alaska Commission on Postsecondary Education, the APS is a program of the State of Alaska and subject to annual approval of funding**

7/2011

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2/02/11 PRESENTATION HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE

<TARGET><BILL></BILL><SUBJECT>2-02-11 PRESENTATION HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE</SUBJECT><COMM>HEDC27</COMM></TARGET>

LAWS OF ALASKA

2010

Source
HCS CSSB 221(FIN)

Chapter No.
_____

AN ACT

Relating to the AlaskAdvantage education grant program; relating to professional student exchange program availability; establishing the Alaska merit scholarship program and relating to the program; relating to student records; making conforming amendments; establishing a Joint Legislative Higher Education Scholarship Funding Task Force; establishing an advisory task force on higher education and career readiness in the legislative branch of government; and providing for an effective date.

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

THE ACT FOLLOWS ON PAGE 1

AN ACT

Relating to the AlaskAdvantage education grant program; relating to professional student exchange program availability; establishing the Alaska merit scholarship program and relating to the program; relating to student records; making conforming amendments; establishing a Joint Legislative Higher Education Scholarship Funding Task Force; establishing an advisory task force on higher education and career readiness in the legislative branch of government; and providing for an effective date.

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

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of an Alaska merit scholarship program scholarship under AS 14.43.810 - 14.43.850. If a student is eligible, the district shall state in the student's permanent record the highest level of funding for which the student is

eligible. A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

* **Sec. 2.** AS 14.42.030(e) is amended to read:

(e) The commission may

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

(A) carry out the purposes of

(i) **AS 14.43.091 - 14.43.850** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48; and

(ii) AS 14.43.910 and 14.43.920 as they relate to the purposes of **AS 14.43.091 - 14.43.850** [AS 14.43.091 - 14.43.750], 14.43.990, AS 14.44, and AS 14.48;

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

(C) establish standards for the

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

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

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

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

(4) contract with or use existing institutions of postsecondary education or other individuals or organizations to make studies, conduct surveys,

submit recommendations, or otherwise contribute to the work of the commission;

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

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

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

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

* **Sec. 3.** AS 14.43.420(a) is amended to read:

(a) A grant made under AS 14.43.400 - 14.43.420 may not be in an amount less than $500 nor more than **$3,000** [$2,000] for each school year.

* **Sec. 4.** AS 14.43.420(c) is amended to read:

(c) A student may receive not more than a total of **$12,000** [$8,000] in grants awarded under AS 14.43.400 - 14.43.420.

* **Sec. 5.** AS 14.43 is amended by adding new sections to read:

Article 11A. Alaska Merit Scholarship Program.

Sec. 14.43.810. Alaska merit scholarship program established; regulations. (a) The Alaska merit scholarship program is established to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state.

(b) The department shall, in consultation with the commission, adopt regulations necessary to implement the program. The commission shall administer the daily operations of the program and financing of the program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other nonloan financial aid, consistent with federal law.

Sec. 14.43.820. Alaska merit scholarship program; eligibility. (a) Subject to appropriation, the commission shall award an Alaska merit scholarship program scholarship to an applicant who

(1) is a resident of the state as defined in AS 01.10.055;

(2) graduated or will graduate within six months from a high school in the state;

(3) has completed a core academic curriculum in high school that includes

(A) four years of mathematics, four years of language arts, four years of science, and four years of social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or

(B) three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language;

(4) has a minimum grade-point average in high school of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(5) has achieved a minimum score on a

(A) college entrance examination; or

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

(6) is enrolled in good standing in a course of study at a qualified postsecondary institution in this state that is intended to result in the award of a certificate or degree.

(b) The commission shall establish in regulation standards for continuing and regaining eligibility for a scholarship.

Sec. 14.43.825. Maximum annual awards. (a) The maximum annual awards for the Alaska merit scholarship program scholarships are as follows:

(1) the first award level is $4,755 and requires a 3.5 grade-point average or above and a very high minimum score on a college entrance examination;

(2) the second award level is $3,566 and requires a 3.0 grade-point average or above and a high minimum score on a college entrance examination;

(3) the third award level is $2,378 and requires a 2.5 grade-point average or above and a moderately high minimum score on a college entrance examination.

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

(c) Except as provided in (b) of this section, a student receiving a scholarship may remain eligible for up to eight semesters of enrollment in good standing at a qualified university or college, which may include graduate courses.

(d) Scholarships may be awarded to a full-time student or, if a student is enrolled part time, prorated based on the number of credits. In this subsection, "full time" means enrollment in a course of study that is not less that 12 credits, and "part time" means enrollment in a course of study that is not less than six credits but less than 12 credits.

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

(f) Payment of a scholarship is subject to appropriation. If insufficient funds are appropriated to pay all eligible scholarships, the commission shall pay existing awards on a pro rata basis.

Sec. 14.43.830. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions for purposes of awarding an Alaska merit scholarship program scholarship:

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

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

(B) accredited by a regional accreditation association;

(2) a career and technical school program physically located in the state that has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission

shall publish the list on or before June 30 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 (Administrative Procedure Act) establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the Alaska merit scholarship program.

Sec. 14.43.840. Report to the legislature. (a) To the extent permitted under law, the department, the commission, the University of Alaska, and the Department of Labor and Workforce Development shall share data necessary to prepare public reports regarding the program.

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

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

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

(3) data and trends in the data regarding high school and postsecondary student performance, programmatic changes, and retention and graduation rates over time.

Sec. 14.43.850. Definitions. In AS 14.43.810 - 14.43.850, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

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

(3) "high school" means a public or accredited secondary school in the

state and a home school program that is approved by the department;

(4) "program" means the Alaska merit scholarship program established under AS 14.43.810 - 14.43.850;

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

*** Sec. 6.** AS 14.44.025 is amended by adding a new subsection to read:

(b) Notwithstanding the funding priorities established under (a) of this section, the Alaska Commission on Postsecondary Education shall provide adequate funding for not fewer than five students each year to attend four-year programs in each of the following fields:

(1) dentistry;

(2) optometry; and

(3) pharmacy.

*** Sec. 7.** AS 14.45.130(a) is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, [AND] courses taken at the school**, and level of eligibility for an Alaska merit scholarship program scholarship under AS 14.43.810 - 14.43.850**.

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

TRANSITION: PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 (Administrative Procedure Act) to implement their respective duties under the Alaska merit scholarship program established in AS 14.43.810, enacted by sec. 5 of this Act, so that a student

(1) may be eligible for the program even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2014; and

(2) who graduated from high school in this state after January 1, 2011, and before July 1, 2011, and meets eligibility requirements for the program may apply for a scholarship on or after January 1, 2011, for enrollment in a program of study beginning on or after July 1, 2011.

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

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, and the Alaska Commission on Postsecondary Education may proceed to adopt regulations necessary to implement changes made to their respective authorities by secs. 1, 2, 5, 7, and 8 of this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before July 1, 2011, except that regulations pertaining to applications for scholarships may take effect on or after January 1, 2011.

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

JOINT LEGISLATIVE HIGHER EDUCATION SCHOLARSHIP FUNDING TASK FORCE. (a) The legislature finds that

(1) there is a growing problem of students entering degree programs at postsecondary institutions in Alaska but not completing the degree programs;

(2) at 22.4 percent, Alaska ranks last in the nation for first-time full-time bachelor degree-seeking students who complete their degrees within six years;

(3) it is estimated that, by 2025, 50 percent of all jobs in the United States will require a college-level degree;

(4) having an educated population is integral to economic development and promotion of lifetime success;

(5) the cost of attending postsecondary institutions continues to rise while financial aid for students fails to alleviate their unmet financial need so that they may attend college;

(6) improving financial aid opportunities for Alaska students would likely improve postsecondary graduation rates in the state; and

(7) establishing a state scholarship program to improve access to student

financial aid requires a more thorough examination by the legislature.

(b) The Joint Legislative Higher Education Scholarship Funding Task Force is established in the legislative branch for the purpose of examining higher education costs and identifying the best approach in providing financial aid to assist students in the state.

(c) The duties of the task force established under this section include

(1) evaluating how best to provide long-term and sustainable funding for state-provided financial aid for postsecondary institutions in the state, including scholarship opportunities;

(2) evaluating proposals that are based on available facts and conclusions pertaining to financial aid opportunities at postsecondary institutions in the state;

(3) recommending improvements or additions to the laws providing for financial aid at postsecondary institutions; and

(4) taking public comments on financial aid opportunities in the state.

(d) The task force consists of 15 members, as follows:

(1) five members of the senate appointed by the president of the senate;

(2) five members of the house of representatives appointed by the speaker of the house of representatives; and

(3) five members appointed by the governor, as follows:

(A) the commissioner of education and early development or the commissioner's designee;

(B) the president of the University of Alaska or the president's designee;

(C) the director of the office of management and budget or the director's designee;

(D) a member of the state Board of Education and Early Development;

(E) the executive director of the Alaska Commission on Postsecondary Education.

(e) The president of the senate and the speaker of the house of representatives shall jointly appoint the chair and vice-chair of the task force.

(f) The task force shall meet during the interim between legislative sessions.

(g) The task force shall submit a report of its findings and proposed legislative

changes to the governor, the Alaska Commission on Postsecondary Education, the Department of Education and Early Development, and the legislature by December 1, 2010, and may make any additional reports it considers advisable.

(h) The Joint Legislative Higher Education Scholarship Funding Task Force is terminated on January 1, 2011.

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

ESTABLISHMENT OF ADVISORY TASK FORCE ON HIGHER EDUCATION AND CAREER READINESS; COMPOSITION. (a) An advisory task force on higher education and career readiness is established in the legislative branch of state government for the purpose of compiling data and advising the legislature on matters pertaining to college and career readiness of students who graduate from public secondary schools in the state and students who are nontraditional students.

(b) The task force established under this section consists of 20 members, as follows:

(1) the governor or the governor's designee;

(2) the executive director of the Alaska Commission on Postsecondary Education or the executive director's designee;

(3) the commissioner of education and early development or the commissioner's designee;

(4) one member appointed by the governor who represents vocational, technical training, or apprenticeship programs in the state;

(5) a student representative appointed by the state Board of Education and Early Development;

(6) the student member of the Board of Regents of the University of Alaska or the student's designee;

(7) the president of the University of Alaska or the president's designee;

(8) the executive director of the Association of Alaska School Boards or the executive director's designee;

(9) the executive director of the Alaska Association of School Administrators or the executive director's designee;

(10) the president of the National Education Association of Alaska or the

president's designee;

(11) the president of the Alaska Federation of Natives or the president's designee;

(12) two members of the house of representatives, appointed by the speaker of the house of representatives, one of whom shall be appointed co-chair;

(13) two members of the senate, appointed by the president of the senate, one of whom shall be appointed co-chair;

(14) one member appointed by the governor who represents private colleges or universities;

(15) one member appointed by the governor who represents public postsecondary institutions and who is not affiliated with the University of Alaska;

(16) three members appointed by the governor who have specialized knowledge, skill, or experience in education remediation and who are employed as faculty at postsecondary institutions located in separate major administrative units in the state, at least one of whom resides outside of Anchorage, Fairbanks, and Juneau.

(c) A majority of the members of the task force constitutes a quorum. A vacancy on the task force shall be filled in the same manner as the original selection or appointment.

(d) Members of the task force serve without compensation but are entitled to per diem and travel expenses authorized for boards and commissions under AS 39.20.180, except that per diem and travel expenses shall be paid from the budget of the agency or institution the member represents on the task force. The agency or institution may opt out of participating to avoid payment of per diem and travel expenses. The staff of the legislative members of the task force shall serve as staff for the task force.

(e) The task force shall meet at the call of the chair not less than once every three months. The co-chairs shall call the first meeting of the task force not later than 30 days after the effective date of this section. The members of the task force shall elect other officers as needed to conduct the business of the task force.

(f) The task force shall

(1) compile research conducted in the state and nationally on reducing remediation, improving retention, and increasing college and postsecondary vocational or technical program graduation rates;

(2) summarize data on

(A) types of testing used to determine college and career readiness;

(B) remediation rates;

(C) effectiveness of remediation for students entering college or postsecondary vocational or technical training programs with skill deficits;

(D) characteristics of programs that are most effective in addressing skill deficits;

(3) create a definition of remediation to ensure consistency in reporting of remediation rates by postsecondary institutions in the state;

(4) identify the contributing causes of a lack of college and career readiness of students who graduate from public secondary schools in the state and the course topics taken in college or postsecondary vocational or technical training programs for which students require remediation;

(5) identify best practices examples of school systems, colleges, and postsecondary vocational or technical training programs that are succeeding in reducing the need for remedial education;

(6) explore new approaches that may be effective in producing increased levels of college and career readiness;

(7) determine the availability of broadband and Internet capabilities and the effect of the use of electronic, Internet, and virtual instruction on student learning and success in schools;

(8) determine the role various types of postsecondary institutions may play in addressing the need for remediation;

(9) review graduation rates of colleges, universities, and postsecondary vocational or technical training programs located in the state for the six years preceding the effective date of this section;

(10) prepare for the legislature a set of written recommendations to improve remediation, retention, and graduation rates at colleges, universities, and postsecondary vocational or technical training programs in the state;

(11) review completion rates for career skill certificate programs, disaggregated by program and postsecondary campus.

(g) The task force shall submit the assessment and recommendations developed under (f) of this section in a report to the legislature not later than April 1, 2011.

* **Sec. 12.** Section 11 of this Act is repealed on July 1, 2011.

* **Sec. 13.** Sections 3, 4, 6, and 8 - 11 of this Act take effect immediately under AS 01.10.070(c).

* **Sec. 14.** Except as provided in sec. 13 of this Act, this Act takes effect July 1, 2011.

Effective 11/4/2010
DEED

4 AAC is amended by adding a new chapter to read:

Chapter 43. Alaska Performance Scholarship Program.

Section

10. Requirements for school districts and certain religious or private schools

20. Standardized testing and grade point average requirements

30. Curriculum requirements

40. Procedures for home-based education and certain religious or other private schools

900. Definitions

4 AAC 43.010. Requirements for school districts and certain religious or private schools. In administering a school district's duties under the scholarship program established in AS 14.43.810 – 14.43.850, a school district, or a religious or other private school accredited under 4 AAC 04.300(c) that elects to comply with AS 14.45.100 - 14.45.130, shall

(1) determine a student's level of eligibility for the Alaska performance scholarship based on curriculum, standardized examination scores, and grade point average for each of its graduating students;

(2) record a student's level of eligibility on the student's permanent record;

(3) require a student seeking Alaska performance scholarship eligibility certification to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility; and

(4) no later than July 15 of each year, transmit to the department an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska performance scholarship. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.020. Standardized examination and grade point average requirements. (a) A student is eligible for an Alaska performance honors scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.5 or higher, and provides proof of

(1) an ACT score of 25 or higher;

(2) an SAT score of 1680 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(b) A student is eligible for an Alaska performance achievement scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.0 or higher, and provides proof of

(1) an ACT score of 23 or higher;

(2) an SAT score of 1560 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(c) A student is eligible for an Alaska performance opportunity scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 2.5, and provides proof of:

(1) an ACT score of 21 or higher;

(2) an SAT score of 1450 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(d) A student who qualifies for a scholarship using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.030. Curriculum requirements. (a) For a student graduating from high school in 2011, the curriculum requirements for all levels of the Alaska performance scholarship are completion of

(1) the subject matter requirements for high school graduation under 4 AAC 06.075(b); and

(2) one additional unit of credit from any of the following:

(A) mathematics – one unit of credit;

(B) science – one unit of credit;

(C) mathematics and science – one-half unit of credit in mathematics and one-half unit of credit in science. (Eff. __/__/____, Register___)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.040. Procedures for home-based education and certain religious or other private schools. (a) To establish eligibility for an Alaska performance scholarship, a student who is not enrolled in a public school program and who completes a home-based education program in the state, or who graduates from a religious or other private school accredited under 4 AAC 04.300(c) that does not elect to comply with AS 14.45.100 - 14.45.130, shall apply to the department no later than July 1 of the year the student intends to enroll at an eligible postsecondary institution. The application must be in writing, on a form provided by the department, and must include documentation demonstrating

(1) proof of results achieved on a standardized examination that meet the requirements of 4 AAC 43.020(a), (b), or (c); and

(2) completion of the curriculum requirements in 4 AAC 43.030.

(b) No later than 15 days after receipt of a complete application under (a) of this section, the department will provide the student with a written notice of eligibility. In this notice, the department will state whether the student is eligible for a scholarship, and, if eligible, the student's maximum level of scholarship eligibility.

(c) A student who is denied eligibility for a scholarship under this section or wishes to dispute the department's determination of the student's maximum level of scholarship eligibility may appeal the department's determination by sending a written request for appeal no later than 15 days after the department issues the notice of eligibility.

(d) A request for appeal under (c) of this section must include

(1) the name, mailing address, and telephone number of the appellant;

(2) the relief requested in the appeal;

(3) a short and concise statement identifying the reasons supporting a reversal or modification of the department's eligibility determination; and

(4) all documents, papers, or other materials that support a reversal or modification of the department's eligibility determination.

(e) The commissioner will designate a reviewer who did not participate in the department's initial determination of scholarship eligibility to review a timely request for appeal received under (c) of this section. The reviewer shall consider all information and materials submitted and issue a written decision that determines the student's eligibility for a scholarship, and if eligible, the student's level of eligibility. The reviewer's decision is the final decision of the department. Notice of the department's decision will be sent to the student no later than 45 days after the department receives the notice of appeal. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.900. Definitions. In this chapter, unless context indicates otherwise,

(1) "ACT" means the ACT high school achievement and college admissions examination administered by ACT, Inc.;

(2) "Alaska performance scholarship" means the scholarship program established under AS 14.43.810 – 14.43.850;

(3) "Alaska performance achievement scholarship" means an Alaska performance scholarship at the award level described under AS 14.43.825(a)(2);

(4) "Alaska performance honors scholarship" means an Alaska performance scholarship the top award level described under AS 14.43.825(a)(1);

(5) "Alaska performance opportunity scholarship" means an Alaska performance scholarship the award level described under AS 14.43.825(a)(3);

(6) "commissioner" means the Commissioner of Education and Early Development;

(7) "home-based education program" means an educational program that qualifies the student for an exemption under AS 14.30.010(b)(12) from the compulsory education requirement of AS 14.30.010(a);

(8) "SAT" means the SAT high school achievement and college admissions test administered by College Board, Inc.;

(9) "standardized examinations" means the ACT, SAT, or WorkKeys examinations;

(10) "unit of credit" has the meaning given in 4 AAC 06.075(e);

(11) "WorkKeys" means the WorkKeys Job Skills Assessment administered by ACT, Inc. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

Will be effective
2/25/2011
DEED

4 AAC 43.030 is amended by adding new subsections to read:

(b) For a student graduating from high school in 2012, the curriculum requirements for the Alaska performance achievement scholarship and Alaska performance opportunity scholarship are completion of either the 2012 mathematics and science curriculum or the 2012 social studies and language curriculum. The required courses are as follows:

(1) for the 2012 mathematics and science curriculum,

(A) either of the following:

(i) mathematics - four units of credit, and science - three units of credit;

(ii) mathematics - three units of credit, and science - four units of science;

(B) language arts - four units of credit;

(C) social studies - four units of credit; however, one unit of a foreign language, an Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies;

(2) for the 2012 social studies and language curriculum,

(A) mathematics - three units of credit;

(B) science - three units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit; and

(E) foreign, Alaska Native, or American sign language - one unit of credit.

(c) For a student graduating from high school in 2012, the curriculum requirements for the Alaska performance honors scholarship are completion of either, as described in (d) of this section,

(1) the 2013 and after mathematics and science curriculum;

(2) the 2013 and after social studies and language curriculum.

(d) For a student graduating from high school in and after 2013, the curriculum requirements for all levels of the Alaska performance scholarship are completion of either the mathematics and science curriculum or the social studies and language curriculum described in this subsection. The required courses are as follows:

(1) for the 2013 and after mathematics and science curriculum,

(A) mathematics - four units of credit;

(B) science - four units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit; however, one unit of a foreign language, an Alaska Native language, fine arts, or cultural heritage may substitute for one of the four units of credit of social studies;

(2) for the 2013 and after social studies and language curriculum,

(A) mathematics - three units of credit;

(B) science - three units of credit;

(C) language arts - four units of credit;

(D) social studies - four units of credit;

(E) foreign, Alaska Native, or American sign language - two units of credit.

(e) The curriculum requirements described in this section do not excuse a student from compliance with the high school graduation requirements in 4 AAC 06.075 or graduation requirements imposed by the student's district. (Eff. 11/4/2010, Register 196; am 2/25/2011, Register 197)

Authority: AS 14.07.060 AS 14.43.810 **Sec. 8, ch. 14, SLA 2010**

4 AAC 43 is amended by adding a new section to read:

4 AAC 43.035. Grace period for curriculum requirements. (a) The commissioner may grant a student a grace period to meet curriculum requirements for the Alaska performance scholarship, if the standards set out in this section are met. A grace period grants the applicant one extra year of eligibility after the date of the applicant's high school graduation to complete the curriculum requirements of 4 AAC 43.030. A student who is granted a grace period is not eligible for the scholarship during the year in which the grace period is granted.

(b) In order to be eligible for a grace period, a student must

(1) apply on a form prescribed by the department and the form must be received by the department no later than 30 days after the student graduates from high school;

(2) have graduated from a high school in this state in 2011 or 2012;

(3) have attained the required grade point average and ACT, SAT, or WorkKeys score as described in 4 AAC 43.020; and

(4) be unable to complete the curriculum requirements described in 4 AAC 43.030 because of circumstances outside of the control of the student; those circumstances

(A) include the required curriculum not being reasonably available to the student because the student attended a small and remote high school in the state;

(B) do not include the student's attendance at a high school outside of the state.

(c) The commissioner will issue a written decision denying or granting the application for a grace period. In evaluating the application, the commissioner must consider the curriculum requirements of 4 AAC 43.030 that were available to the student at the student's school.

(d) If the application for a grace period is granted, the student shall

(1) obtain a passing grade on a course to meet the curriculum requirement for which the grace period was granted; and

(2) submit documentation to the commissioner of compliance with (1) of this subsection, no later than 30 days after the one-year anniversary of the granting of the grace period.

(e) A student who received a grace period and does not satisfy the requirements of (d) of this section is not eligible for the scholarship. (Eff. 2/25/2011, Register 197)

Authority: AS 14.07.060 AS 14.43.810 Sec. 8, ch. 14, SLA 2010

Alaska State Legislature
Joint Legislative Higher Education Scholarship Funding Task Force

Senate
Senator Kevin Meyer, Chair
Senator Johnny Ellis
Senator Lyman Hoffman
Senator Gary Stevens
Senator Joe Thomas

House
Representative Paul Seaton, Vice-chair
Representative Peggy Wilson
Representative Wes Keller
Representative Anna Fairclough
Representative Chris Tuck

Administration
ACPE: Diane Barrans, Director
OMB: Karen Rehfeld, Director
AK State Board of Education: Esther Cox, Chair
University of Alaska: Saichi Oba, Associate Vice President
Department of Education: Eddy Jeans, Education Policy Coordinator

December 1, 2010

Senate President Gary Stevens
State Capitol Room 111
Juneau, AK 99801-1182

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

Dear President Stevens and Speaker Chenault,

This report is submitted to the Legislature by the Joint Legislative Higher Education Scholarship Funding Task Force, established by the 26th Alaska State Legislature under Senate Bill 221 to "examine higher education costs and identify the best approach in providing financial aid to assist students in the state".

Pursuant to this purpose, the Task Force has spent the interim performing three of the duties outlined in SB 221. These included evaluating how best to provide long-term and sustainable funding for state provided financial aid, evaluating proposals pertaining to financial aid opportunities and taking public comments on financial aid opportunities in the state.

Having completed all these assigned duties, the Task Force now respectfully submits the attached report in fulfillment of its fourth and final duty: "recommend improvements or additions to the laws providing for financial aid at postsecondary institutions." Those recommendations, along with supporting justifications and documentation, as included herein.

Respectfully,

Kevin Meyer

Senator Kevin Meyer,
Chairman, Joint Legislative Higher Education Scholarship Funding Task Force

Alaska State Legislature Joint Legislative Higher Education

Scholarship Funding Task Force

Report to the Legislature

Task Force Recommendations on

The Alaska Scholarship Program and

State-supported Educational Financial Assistance

Fall 2010

Executive Summary

Throughout the fall of 2010, the Scholarship Funding Task Force, established by Senate Bill 221 during the 26th Alaska State Legislature, performed an analysis of higher education financial aid policy in an effort to arrive at a set of recommendations for providing financial assistance for the post-high school education and training of Alaska students.

Specifically, the Task Force had been asked to consider options to ensure a long-term and sustainable funding stream for the newly created Alaska Scholarship program (Scholarship) and other state-provided financial aid. To do this, the Task Force solicited input from professionals with knowledge and expertise in education, administration, financial aid and governmental budgeting. It also took public testimony from groups and individuals (including current postsecondary students) who would benefit from or be impacted by the new program. The Task Force performed an in-depth analysis of the existing and potential components of the Scholarship and then, finally, reviewed the budgetary means and mechanisms available to the State to sustain programs like the Scholarship.

In a series of meetings, the Task Force reviewed the legislative history of the Scholarship, from inception to passage into law, and examined the form and function of the merit-based scholarship program created in statute with passage of SB 221. The Task Force also considered needs-based financial aid and examined the State's existing needs-based education assistance program – the AlaskAdvantage education grant program. Finally, the Task Force reviewed the budgetary tools available for supporting state-sponsored programs and analyzed structures the State might use to fund and finance the Scholarship.

Within the context of these reviews, evaluations and analyses, the Task Force formulated a consensus opinion on the funding strategy members agreed would be most efficient and effective in placing the Scholarship on a firm and enduring financial footing. It also considered numerous structural conditions and modifications through which the State's scholarship and financial aid systems might be strengthened to support the optimal functioning of the Scholarship.

This work of the Task Force formed the basis for the following recommendations to the Legislature and the State.

Implementation of these recommendations is expected to provide the structure necessary for the Scholarship to meet its two great promises: Its promise to Alaska that it can raise student academic performance by raising expectations, and its promise to students that, if they challenge themselves and achieve academic success under a highly rigorous curriculum, the State will reward them with a Scholarship.

Summary of Recommendations

Funding and Finance

- The Legislature should immediately create a Scholarship Fund for the Scholarship program.
- If possible, the Scholarship Fund should be immediately capitalized to the point where it can be both self-sufficient and self-sustaining.
- Otherwise, the Scholarship Fund should be incrementally capitalized to a minimum balance of $160 million using sources which have been positively identified and with revenues that have been affirmatively designated.

Merit-Based Component

Curriculum:

- No immediate amendment should be made to the Scholarship curriculum until its yearly reporting can provide the data to serve as a factual basis for such alterations.
- The Department of Education & Early Development should specify the "required courses" not specifically delineated in statute for each curricular subject area and define the content requirements and standards for those courses.

Distance Delivery:

- The Legislature should do an assessment of the State's existing distance delivery capacity and, should it be necessary, develop a plan (including cost estimates) for upgrading the Department of Education & Early Development's capacity to provide virtual program or distance-delivered secondary courses.

Needs-Based Component

- To directly support Scholarship awardees, a capped needs-based supplement should be reintegrated into the Scholarship.
- To assist all students, however, the Legislature should continue its support of the AlaskAdvantage grant program but do so at higher than historic levels.
- The supplemented Scholarship and AlaskAdvantage grant programs should be programmatically separate but should be funded through the same mechanism, under a funding formula which ensures adequate support for both.

Other Policy Recommendations

- Any institution which accepts Scholarship awards should integrate an advisor/advocate program to assist Scholarship awardees in expediting the students' time to education program completion.

Summary of Recommendations

- Institutions accepting Scholarship awardees should make their best effort to provide course delivery structures that allow for two and/or four year certificate/degree completion timelines.

Introduction

Throughout the fall of 2010, the Joint Legislative Higher Education Scholarship Funding Task Force (hereafter referred to as the "Task Force"), established by Senate Bill 221 during the 26th Alaska State Legislature and in accordance with the Purpose and Duties described therein (Attachment 1), performed an examination of higher education financial aid policy options relative to student success in its effort to arrive at a set of recommendations for providing state financial assistance to Alaska students for post-high school education and training. Specifically, the Task Force was asked to consider options for securing a long-term and sustainable funding stream for the Alaska Scholarship (hereafter referred to as the "Scholarship"), and other state-provided financial aid meant to assist students in attending postsecondary institutions within the State, and to offer guidance to the Legislature on how it might best achieve that goal.

In furtherance of its statutory mandate, the Task Force solicited input from professionals with knowledge and expertise in education, administration, financial aid and governmental budgeting, and took public testimony from impacted groups and individuals, as it performed an in-depth analysis of the existing and potential components of the Scholarship and the means and mechanisms available to the State to sustain it.

The Task Force reviewed the legislative history of the Scholarship (Attachments 2 – 6):

- the Taylor Plan, which served as its preliminary model
- the proposal submitted by the Governor
- the versions created by the House and Senate Education Committees
- the Alaska Performance Scholarship codified in statute today

The Task Force discussed the merit-based component of the Scholarship:

- how students become eligible
- how they apply and the level of awards they can achieve
- where and how recipients can use their scholarships
- how many students are likely to apply for and receive awards
- how much it is likely to cost the State to provide those awards (Attachment 7)

The Task Force discussed the needs-based complement to the Scholarship (Attachment 8):

- the rationale for needs-based assistance
- the proposals on the issue vetted by the Legislature
- the vehicle the Legislature used to mitigate the Scholarship's lack of an integrated needs-based assistance component - the AlaskAdvantage education grant program
- an estimate of the annual full cost of funding the current AlaskAdvantage grant program to serve as the state's needs-based assistance component

- potential modification of the AlaskAdvantage grant program to better align it with the student performance goals of the Scholarship

The Task Force discussed the budgetary tools available to the State for funding and financing the Scholarship (Attachment 9):

- the revenues available for appropriation for its support
- the fund and account structures the State can create or maintain to securely hold those funds
- the methods available to the State of ensuring the directed distribution of monies
- the advantages and disadvantages relative to each budgetary structure in relation to the goals of the Task Force

The Task Force analyzed, as representative examples, funding and financing structures submitted to the Task Force (Attachments 10 - 14):

- Two forms of Endowments
- Two Rolling-Account proposals
- the default, annual General Fund appropriation option

Finally, The Task Force discussed ideas for possible "improvements and additions" to the Scholarship, in areas including:

- mandatory curriculum
- assessment alternatives
- access to education programs through distance delivery
- the postsecondary educational system

Having concluded its fact finding and subsequent deliberations, and in accordance with its statutory mandate, the Task Force has generated a list of consensus recommendations regarding the State's postsecondary financial aid system in general and the Scholarship in particular. Those recommendations, and their supporting rationales, are included in the following report under their corresponding subject heading.

Funding and Finance

The first duty and priority for the Task Force was to "evaluate how best to provide long-term and sustainable funding for state provided financial aid for postsecondary institutions in the state" with particular emphasis being given to the performance-based Alaska Scholarship.

The Task Force analyzed – as representative examples – a number of funding and financing structures which were submitted to the Task Force. Those structures included: heavily capitalized, constitutionally protected endowment funds; heavily capitalized, statutorily created General Fund sub-accounts; moderately capitalized rolling-fund accounts; and, as a control group, the pay-as-you-go default case of annual General Fund appropriations. The Task Force also considered both the numerous revenue sources which could be tapped to provide monies for scholarships and the appropriation mechanisms available for directing such monies to specific programs, as well as the opportunities and challenges associated with each approach.

Relatively speaking, the ideal structure for ensuring a secure, long-term, sustainable funding source for the Scholarship would be a constitutional account, not unlike the Permanent Fund or Constitutional Budget Reserve, specific to the Scholarship and capitalized at a level where revenues generated from investment of the corpus would be sufficient to not only fully fund annual scholarship awards but also sufficient to inflation-proof the fund itself through reinvestment. Though subject to market volatility, such a mechanism (essentially a constitutionally protected endowment) would be highly durable, self-sustaining, more able to attract private donations through the newly augmented education tax-credit system and more likely to provide an adequate, predictable funding stream for the program.

However, such a constitutionally protected endowment account, due to the need for overwhelming legislative support and a further vote of the people, would be difficult and time consuming to create. Another substantial challenge would be capitalizing the account – identifying and appropriating the hundreds of millions of dollars in initial investment necessary to place the fund on the desired self-financing and self-sustaining footing.

One alternative to the constitutionally protected account was reflected in the Governor's original Scholarship proposal. Senate Bill 224 and House Bill 297 each called for the establishment of a "scholarship fund" - a statutorily created sub-account of the General Fund, to hold appropriations, donations and income earned on investments of fund assets. Such a statutory account would have offered, though to a lesser degree, many of the same benefits as its constitutionally protected counterpart yet, because it could be created through a purely legislative process, would have been far easier to make and could have been established on a timeline as compressed as a single legislative session.

This option, however, suffered from the same fund capitalization shortcomings (both in immediacy and scale) as its counterpart. As described in Fiscal Note 2 of SB 224, the purely

statutory endowment would still have required an initial, immediate, investment of no less than $400 million to approach fund self-sustainability.

Attempts to mitigate these capitalization challenges resulted in proposals which functionally resembled the revised School Bond Debt Reimbursement program. Under these designs, termed rolling-fund accounts by the Task Force, the fund capitalization threshold was reduced and the investment timeline extended. Under draft legislation requested for the Task Force (Attachments 15 and 16), the Scholarship Fund would be incrementally capitalized up to $160 million over a series of years as monies were deposited into the fund in excess of those required for distribution as scholarship awards. Such a system would represent a moderate continuing strain on the State's finances but would allow the Legislature to capitalize the fund without the budgetary shock of a large, one-time appropriation. Also, though a smaller account balance would not afford the fail-safe, in perpetuity funding security of a heavily capitalized endowment, the corpus of a rolling-fund would provide a reasonable level of mid-term programmatic funding assurance; allowing the State the potential of a program wind-down while still having sufficient funds to meet its obligations to Scholarship awardees already in the training/education pipeline.

The Task Force considered all of these account options to be preferable to the pay-as-you-go default case of making no specific accommodation for the Scholarship and simply allowing the Administration to submit yearly funding requests for legislative consideration.

Therefore, ***it is the recommendation of the Task Force that the Legislature immediately create, through statute, a Scholarship Fund as a sub-account within the General Fund***. As an account capitalization goal, ***the Task Force recommends the Scholarship Fund account balance to be an amount sufficient to allow the Scholarship Fund to be wholly self-sustaining both for award distribution and inflation-proofing replenishment***. As an optimal capitalization strategy, ***the Task Force would prefer, should sufficient funds be available, immediate account capitalization***. However, recognizing this may not be possible, ***the Task Force recommends, as an alternative, incremental capitalization of the Scholarship Fund to a minimum balance of $160 million***, or whatever amount the Legislature deems sufficient for it to act as a surety account for already obligated awards.

Possible funding sources for the Scholarship are many since the State has multiple sources from which it collects revenue (like severance taxes and corporate income taxes), multiple ways it generates income (like investment returns, dividends and program receipts) and dozens of existing accounts in which it is already holding money. Much of this income flows into the General Fund and is as available for appropriation to the Scholarship as it is for any other state program.

However, relying primarily on General Funds for support of a program is to subject it to the uncertainty of the budgetary process by placing it in competition with all other programs for yearly legislative prioritization and appropriation. This is a situation the Task Force, with an

overarching interest in assuring an adequate, secure and predictable funding stream to the Scholarship, would hope to avoid. Therefore, the Task Force advocates a funding regime which would require General Funds as supplemental funds only, if at all.

In general, and as much as is practicable, ***the Task Force recommends that sources of funding for the Scholarship by positively identified, "funds-in" revenue be affirmatively designated*** and General Funds be used as necessary and in supplement only. In order of preference, from "first place to go" to last, the Task Force advises the Legislature to fund the Scholarship Fund as follows:

1. Designating Interest from Specific, Existing Accounts
2. Designating Program Receipts and Dividends Revenue Sharing
3. Designating Revenues from Specific, External Sources Corporate Tax
4. Re-appropriated Assets from Liquidated Accounts
5. General Funds

Merit-based Component

Curriculum

It is the intent of the Scholarship (Attachment 17), through "increased academic rigor", to improve the academic performance of Alaska students in grades kindergarten through 12 and thereby improve preparedness for postsecondary education and successful performance at postsecondary educational institutions. As such, many Task Force discussions focused on the dual curricular offerings embedded in the codified Scholarship.

To some, the inclusion of a "liberal arts" option, allowing for the taking of three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or Alaska Native language, represented a diminishment of programmatic rigor, and it was argued that the State should return to the single curricular option described in House Bill 297. To others, the inclusion of the two curricular options better reflected the reality of individual scholastic propensity and represented no such diminishment.

Recognizing that other states, with longer established Taylor Plan-based scholarship programs, have wrestled with this issue, and that future adjustments regarding these broad curricular categories are always within the State's power, ***the Task Force recommends making no immediate amendment to the curricula of the Scholarship until its yearly reporting can provide the data to serve as a factual basis for alteration.***

The Task Force does, however, further recognize that broad statements regarding years of required schooling by discipline are relatively meaningless, and the State's goal of increasing academic proficiency is less likely to achieve success, without a clearer definition of precisely what courses are to be taken and what content is expected to be taught and learned. Succinctly, course rigor is dependent on content not course titles. Therefore, to ensure the quality and uniformity of statewide Scholarship curricular offerings, ***the Task Force recommends the Legislature direct, and statutorily allow, the Alaska State Department of Education & Early Development, in consultation with the Alaska State School Board and any other public or private parties deemed necessary or beneficial, to specify the required courses not specifically delineated in statute for each educational category*** (Ex. 4yrs Math = Algebra 1, Algebra 2, Geometry and Trigonometry, etc.) ***and define the content requirements and standards for those courses in regulation***. Although the State might experience resistance to such a move, the voluntary nature of the Scholarship vis-á-vis student curricular choices, coupled with the size of the State's required investment and the customary ability of scholarship sponsors to set whatever requirements it feels most likely to achieve its desired ends, are compelling justifications for such a move.

Distance Delivery

There is concern the State, due to a lack of physical infrastructure and/or virtual secondary-level educational content, may currently be unable to deliver, on a consistent basis, all facets of the rigorous curriculum required by the Scholarship to all students in all locations throughout Alaska. Therefore, recognizing that a robust, reliable distance delivery system is essential to ensuring all students will have a reasonable opportunity to compete for Scholarship awards, and to ensure equity in the Scholarship Program, ***the Task Force recommends the Legislature, in partnership with the State Department of Education and Early Development, the University of Alaska, and any other public or private parties deemed necessary or beneficial, do an assessment of the State's existing distance delivery capacity and,*** *should it be necessary,* ***develop a plan*** (including cost estimates***) for upgrading the Department's capacity to provide virtual program or distance-delivered secondary courses.***

Needs-Based Component

The original scholarship proposal (SB 224/HB297), as submitted, provided only for merit-based financial assistance but was later amended to include a needs-based component that was supplemental to the merit-based Scholarship. By supplemental, it is meant that the needs-based component was integrated within the merit-based Scholarship, creating a single program whereby a student would have to be a Scholarship recipient to be eligible to receive needs-based assistance. The goal of integrating a needs-based component into the merit scholarship was to ensure that the lesser socio-economically advantaged students who qualified for the merit scholarship would have the ability to use their merit-based award.

However, the statute that created the Scholarship (SB 221) used the AlaskAdvantage education grant program – an existing, stand alone program which, as a function of historic funding levels, had only been able to provide grants to those students demonstrating the highest level of financial need based on the methodology used in the Free Application for Federal Student Aid: primarily non-traditional, older students - to address the possible necessity for added assistance by Scholarship awardees specifically and the acknowledged insufficiency of state-funded needs-based financial assistance in Alaska generally.

This was not a perfect fit as these programs were not designed to work in concert and generally target groups which are not aligned. The AlaskAdvantage grant program has much broader eligibility standards than the Scholarship. Seeking to make the Scholarship's qualifications the same as for AlaskAdvantage would greatly impair, or even eliminate, its efficacy related to its broad-based programmatic goals just as seeking to amend AlaskAdvantage education grant's qualifications to mirror those of the Scholarship would render it unavailable to many of the groups it currently serves. However, the Task Force recognizes the value of the programs, their complementary natures and the statewide benefit of maintaining them both.

Therefore, ***the Task Force recommends the creation of a second needs-based assistance program: a needs-based component, similar or identical to the one proposed in Education Committee versions of SB224/HB297, to be reintegrated into the Scholarship.*** Such a supplement will allow the Scholarship to more fully serve its high achieving, traditional student population. However, recognizing the indeterminate funding liability potential of the need-based supplement, ***the Task Force recommends the integrated needs-based component be capped***, either at a 2010 amount of $4,755 (as the merit-based portion of the Scholarship award has been capped at the 2010 UA tuition amount) or some other reasonable figure. ***The Task Force further recommends continued funding, at a level commensurate with its full functioning, of the AlaskAdvantage grant program***, allowing it to serve the non-traditional, General Education Development (GED), and older students as prioritized for grants under the program's current criteria. Finally, though they are to be programmatically separate***, the Task***

Force recommends the supplemented Scholarship and AlaskAdvantage grant programs be funded through the same mechanism, perhaps, though not necessarily, ***under a funding formula which will ensure adequate support for both***.

Other Policy Recommendations Regarding Scholarship Investments

It is recognized that remedial courses delivered at the postsecondary level may entail public and/or private expense but do not count for degree credit. Also, by delaying progress toward completion, the need for remediation substantially reduces the probability a student will ever complete a degree/certificate program. Therefore, a goal of the Legislature in establishing a merit scholarship program was to create a source of transformational pressure on Alaska's K-12 system - a renewed impetus for it to adequately prepare students for successful entry into college and career/tech - and, in so doing, ensure scholarship awardees will not need to expend time or personal capital on developmental education (remedial) courses.

Degree/certificate completion – not simply attendance – is the investment objective of the State. It should therefore look at factors that produce delay in progress or otherwise contribute significantly to non-completion. What other policies should be instituted in the scholarship program to stimulate postsecondary education changes to incentivize completion and make our money count? On-time completion will also become vital to Alaska institutions as a scholarship program becomes fully implemented because the anticipated growth in student enrollment may well overwhelm available capacity if students do not progress more rapidly. The following suggestions are programmatic recommendations to advance that goal:

The Task Force recommends that any institution which accepts Scholarship awards should integrate an advisor/advocate program to assist Scholarship awardees.

Evidence shows that advisor/advocate programs work at all education levels. Many designs are in use across the nation. Private institutions with traditionally high completion rates almost always incorporate a rigorous advising model. The University of Nevada even aids students through a Course Concierge program (Attachment 18). Some initiatives such as Complete College America presume advising programs as evidenced in discussion of retention rate metrics by the statement that colleges "can actively work to better engage those students during their first year...." The Task Force heard testimony that University of Alaska Fairbanks (UAF), with mandatory advising for all degree seekers, has a five-year completion rate which is 50% higher than University of Alaska Anchorage (UAA) with optional advising for degree candidates. As the State will be making a significant investment in the scholarship student, it is reasonable for the State to request that institutions receiving those funds advise that student on how to remain on track toward graduation.

The Task Force recommends that institutions accepting Scholarship awardees should assist them in maximizing the value of their awards by providing timely course offerings (or courses

of study) that allow for completion of certificate and/or degree programs within a two- or four-year course of study.

This would not guarantee that all students would progress perfectly but would mean that those who desire to move forward would be provided that opportunity. The diversity of methods for providing access to courses for on-time completion has never been more available to Alaska institutions. Programs such as the Western Interstate Commission for Higher Education's Internet Course Exchange (WICHE ICE) or other programs through participating institutions permit students to take courses not otherwise available to them. It will be important for all programs requiring more than 60 units for an AA certificate and more than 120 credits for a BA/BS degree to provide students the estimation of time for completion so they can reasonably assess the probability of their Scholarship funding their education through completion and make further arrangements as appropriate or necessary.

Scholarship Funding Task Force Report to the Legislature

ATTACHMENTS

List of Attachments **Page**

Attachment 1: Task Force Membership, Purpose and Duties..... 2

Attachment 2: Taylor Plan Synopsis..... 3

Attachment 3: Governor's Performance Scholarship Synopsis..... 4

Attachment 4: Senate Education Committee Scholarship Synopsis..... 5

Attachment 5: House Education Committee Scholarship Synopsis..... 6

Attachment 6: Alaska Scholarship Program Synopsis..... 7

Attachment 7: Updated Scholarship Cost Estimate (DEED) 8/17/10..... 8

Attachment 8: Needs-Based Financial Assistance Presentation (ACPE)..... 9 — 19

Attachment 9: State Fiscal "101" (Legislative Finance Division)..... 20 — 27

Attachment 10: Endowment Structure Analysis— Constitutional Fund..... 28

Attachment 11: Endowment Structure Analysis— Statutory Fund..... 29

Attachment 12: Rolling Fund Structure Analysis— Progressive Capitalization..... 30

Attachment 13: Rolling Fund Structure Analysis— Immediate Capitalization..... 31

Attachment 14: Default Structure Analysis..... 32

Attachment 15: Bill Work Draft—Scholarship fund account..... 33 — 35

Attachment 16: Bill Work Draft—AlaskAdvantage/Scholarship fund account..... 36 — 38

Attachment 17: Letter of Intent for Senate Bill 224..... 39

Attachment 18: Academic Advising article..... 40 — 43

Attachment 1

Joint Legislative
Higher Education Scholarship Funding
Task Force

Membership:

Chair: Senator Meyer
Vice-chair: Representative Seaton

Senate	House
Senator Johnny Ellis	Representative Peggy Wilson
Senator Lyman Hoffman	Representative Wes Keller
Senator Gary Stevens	Representative Anna Fairclough
Senator Joe Thomas	Representative Chris Tuck

Administration

Department of Education: Eddy Jeans, Education Policy Coordinator
University of Alaska: Saichi Oba, Associate Vice President
OMB: Karen Rehfeld, Director
ACPE: Diane Barrans, Director
AK State Board of Education: Esther Cox, Chair

Purpose: Examine higher education costs and identify the best approach in providing financial aid to assist students in the state.

Duties:

- Evaluate how best to provide long-term and sustainable funding for state provided financial aid for postsecondary institutions in the state, including scholarship opportunities
- Evaluate proposals that are based on available facts and conclusions pertaining to financial aid opportunities at postsecondary institutions in the state.
- Recommend improvements or additions to the laws providing for financial aid at postsecondary institutions.
- Take public comments on financial aid opportunities in the state.

Attachment 2

TAYLOR PLAN – Louisiana (2014 Graduates)

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Four (4) years of Social Studies
One (1) year Fine Arts
Two (2) years Foreign Language

*Specific required courses spelled out in publications

MINIMUM ACHIEVEMENT

- 2.5 or higher cumulative GPA
- Composite ACT of 20 or above

STANDARD AWARD

State-paid tuition at any public two- or four-year college, university or vocational/technical school or equivalent award at any in-state private institution.

ADDITIONAL AWARDS

- $400 for students with a GPA of 3.5 or better, and ACT of 23 or higher
- $800 for students with a GPA of 3.5 or better, and ACT of 27 or higher

Attachment 3

GOVERNOR'S PERFORMANCE SCHOLARSHIP

QUALIFICATIONS OF APPLICANTS

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Three (3) years of Social Studies

*Specifics TBA

AWARD LEVELS ***

- 3.5 and up - 100% of qualified tuition
- 3.0-3.49 - 75% of qualified tuition
- 2.5-2.99 - 50% of qualified tuition

*Minimum test scores per tier, and how they would impact awards, TBA
**Career Scholarship award not to exceed $3,000 per school year

ESTIMATED PROGRAMMATIC COST

FY 2012 - $8,221,935
FY 2016 - $20,556,621

Attachment 4

SENATE EDUCATION COMMITTEE

QUALIFICATIONS OF APPLICANT

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math	Three (3) years of math
Four (4) years of Language Arts	Four (4) years of Language Arts
Four (4) years of Science	Three (3) years of Science
Four (4) years of Social Studies, one may include a non-English language, art, etc.	Four (4) years of Social Studies
	Two (2) years of foreign or Alaska Native language

*Specifics TBA

AWARD LEVELS ***

Academic

- 3.5 and up - 100% of qualified tuition
- 3.0-3.49 - 75% of qualified tuition
- 2.5-2.99 - 50% of qualified tuition

Need

- 50% of outstanding "unmet financial need" after grants, awards and $2,000 student contribution

*Minimum test scores per tier, and how they would impact awards, TBA

**Career Scholarship award not to exceed $3,000 per school year

ESTIMATED PROGRAMMATIC COST

FY 2012 - $25,341,600*

FY 2015 - $40,106,600

*Reflects inclusion of 2010 graduates in first cohort

Attachment 5

HOUSE EDUCATION COMMITTEE

QUALIFICATIONS OF APPLICANTS

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Three (3) years of Social Studies

*Specifics TBA

AWARD LEVELS ***

Academic

- 3.5 and up - 100% of qualified tuition
- 3.0-3.49 - 75% of qualified tuition
- 2.5-2.99 - 50% of qualified tuition

Need

- 50% of outstanding "unmet financial need" after grants, awards and $2,000 student contribution

*Minimum test scores per tier, and how they would impact awards, TBA
**Career Scholarship award not to exceed $3,000 per school year

ESTIMATED PROGRAMMATIC COST

FY 2012 - $14,480,000
FY 2016 - $37,169,600

Attachment 6

ALASKA SCHOLARSHIP PROGRAM

QUALIFICATIONS OF APPLICANTS

- Alaska Residents who have applied, or will apply, no more than six (6) months before or after date of graduation.
- Will use the scholarship at a qualified (Alaskan) post secondary institution no later than 6 years after the beginning of the first school year after graduation.

ELIGIBILITY

- Completed Core Curriculum
- Met minimum grade-point average threshold
- Met minimum career-skills assessment or college entrance examination threshold
- Be enrolled in a certificate or degree-seeking program

*CURRICULUM**

Four (4) years of math
Four (4) years of Language Arts
Four (4) years of Science
Four (4) years of Social Studies, one may include a non-English language, art, etc.

Three (3) years of math
Four (4) years of Language Arts
Three (3) years of Science
Four (4) years of Social Studies
Two (2) years of foreign or Alaska Native language

*Specifics TBA

*AWARD LEVELS**

Academic

- 3.5 and up - $4,755
- 3.0-3.49 - $3,566
- 2.5-2.99 - $2,378

Need

- $400,000 one-time appropriation to AlaskAdvantage to accommodate increased maximum award

*Minimum test scores per tier, and how they would impact awards, TBA

ESTIMATED PROGRAMMATIC COST

FY 2012 - $9,321,900
FY 2016 - $21,656,600

Attachment 7

Department of Education Updated Scholarship Cost Estimate – 8/17/10:

District_Name	2010 Graduates	3.5+	3.0-3.49	2.5-2.99	3.5 +	3.0-3.49	2.5-2.99	Percentage of Graduates with GI 2.5 or better
North Slope Borough School District	81	9	19	23	11.11%	23.46%	28.40%	62
Northwest Arctic Borough School District	99	16	19	19	16.16%	19.19%	19.19%	54
Petersburg City School District	38	8	18	8	21.05%	47.37%	21.05%	89
Matanuska-Susitna Borough School District	1,092	233	234	269	21.34%	21.43%	24.63%	67
Kenai Peninsula Borough School District	666	171	173	150	25.68%	25.98%	22.52%	74
Juneau Borough School District	356	94	70	68	26.40%	19.66%	19.10%	65
Fairbanks North Star Borough School District	889	213	193	219	23.96%	21.71%	24.63%	70
Anchorage School District	3,082	714	681	742	23.17%	22.10%	24.08%	69
				Averages	19.78%	26.39%	23.45%	69
Total Statewide Graduates 2010	8,256		Estimated number of Students on GPA		1,633	2,179	1,936	
Est # students eligible and using Scholarship	2,244							
% of graduates utilizing scholarship	27.2%		5 yr avg # of students ACT cuts		29.31%	12.14%	12.87%	
			Estimated number of Students on ACT		2,420	1,002	1,063	

		Difference between ACT and GPA			787	-1,177	-873
		Scholarship Type >>>			Honors	Achievement	Opportunity
		Estimated number of students eligible for scholarships by category			1,633	1,789	1,063
Variable for eligible students >>>>>	Percentage of eligible students using scholarship		50%		817	895	532
		scholarship rates			$4,755	$3,566	$2,378
					$3,884,835	$3,191,570	$1,265,096

	Participation rates	number of Students	Est. annual cost	Year 1 Estimated cost	Year 2 Estimated cost	Year 3 Estimated cost
Year 1	100%	2,244	$8,341,501	$8,341,501		
Year 2	75%	1,683	$6,256,126		$14,597,627	
Year 3	50%	1,122	$4,170,751			$18,768,378
Year 4	25%	561	$2,085,375			
Estimated annual cost when fully implemented		5,610	$20,853,753			

According to Education Trust, the average graduation rate for 5 year graduation for UAF is 25% and UAA is 16.5%.
The four year graduation rate is significantly lower.

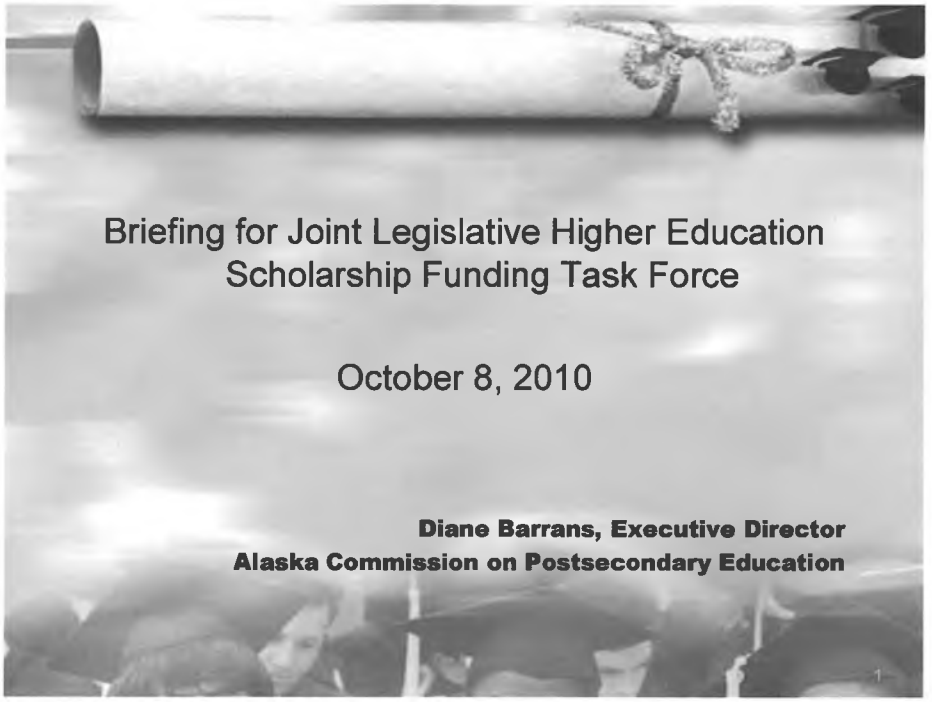
Preliminary 2010 District Graduation Rate

Estimated

$8,34

Attachment 8

ACPE Needs-Based Assistance Presentation:



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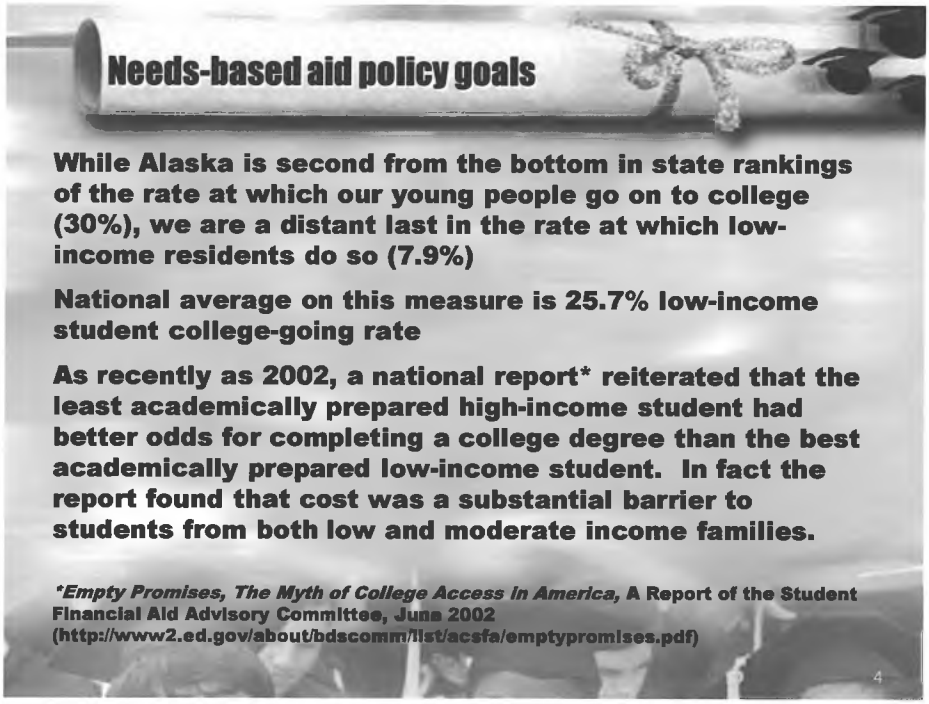


Attachment 8

2010 Legislative models

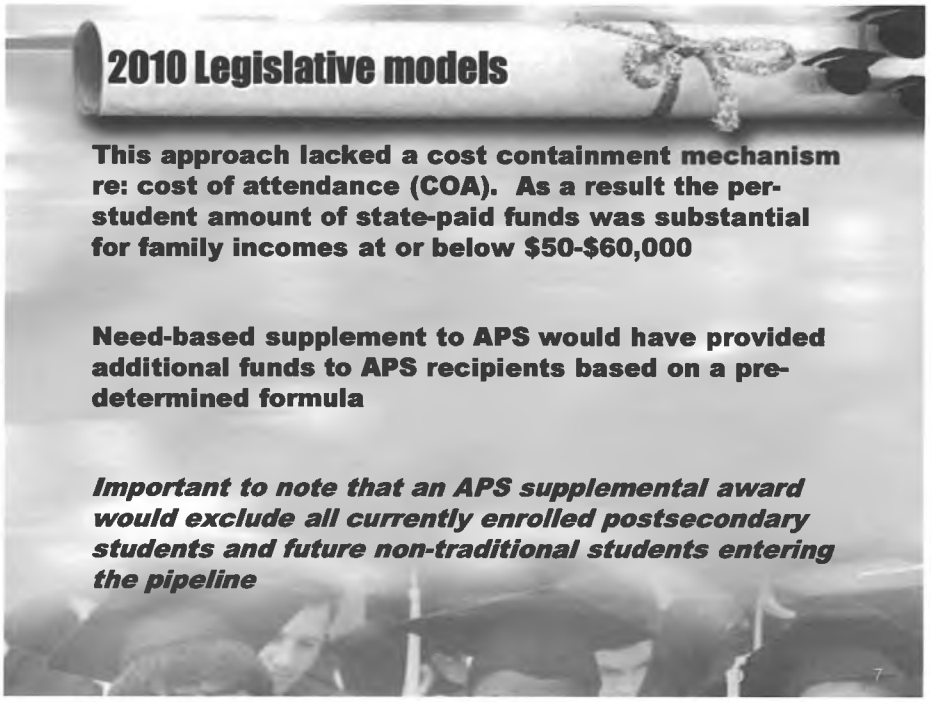
HB297(EDC)/SB224(EDC) entitled scholarship recipients to an additional 50% of unmet cost of attendance (COA) > $2,000

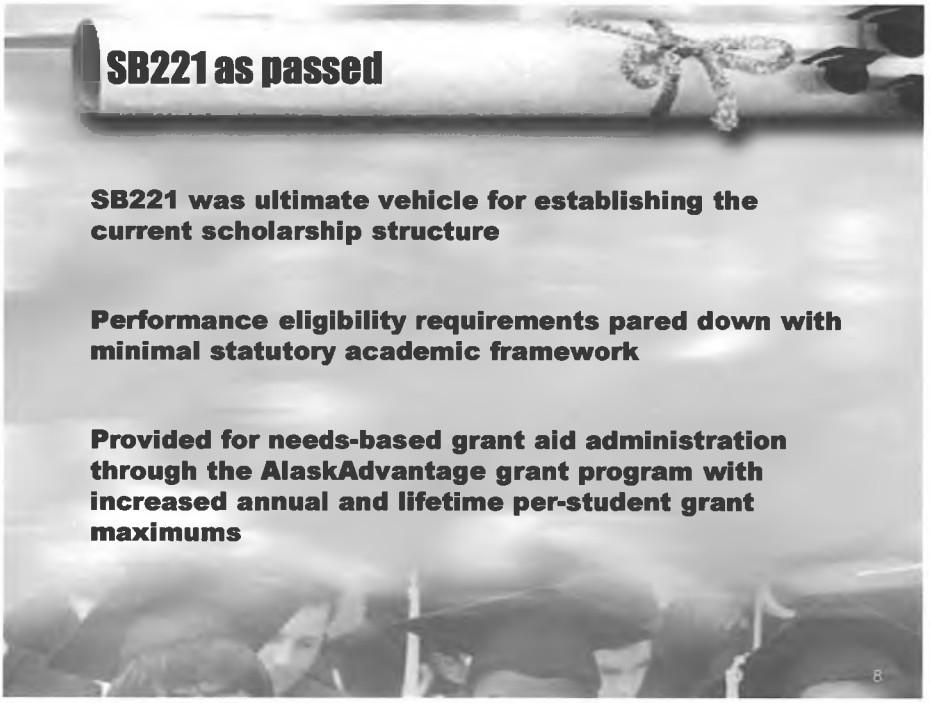
B-level Award Distribution by Family Income Level

Family AGI	$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 APS award	-$3,566	-$3,566	-$3,566	-$3,566
Remaining costs	$9,385	$14,934	$14,934	$14,934
Less EFC+$2,000	-$2,000	-$6,772	-$14,157	-$15,401
Unmet need	$7,384	$8,212	$777	$0
Less needs award @ 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 costs	$5,692	$10,878	$14,546	$15,401

6

Attachment 8





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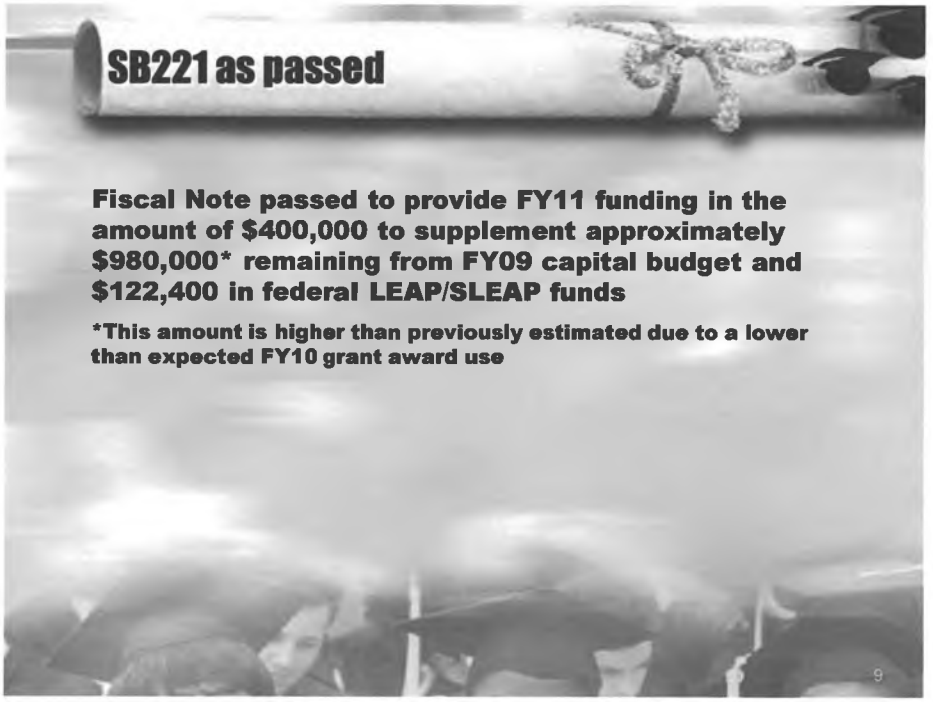

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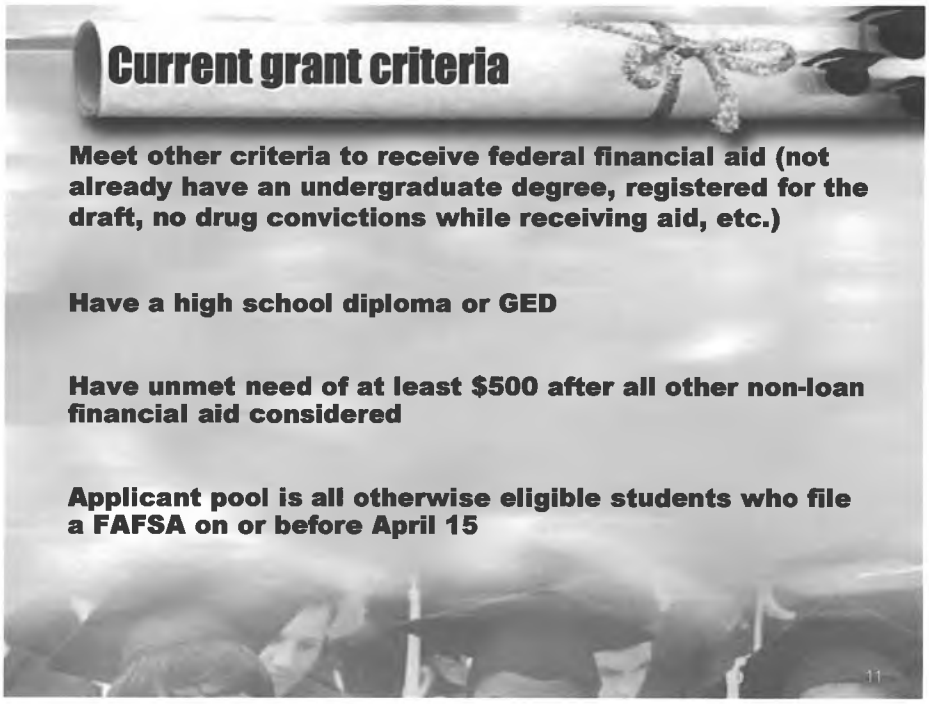

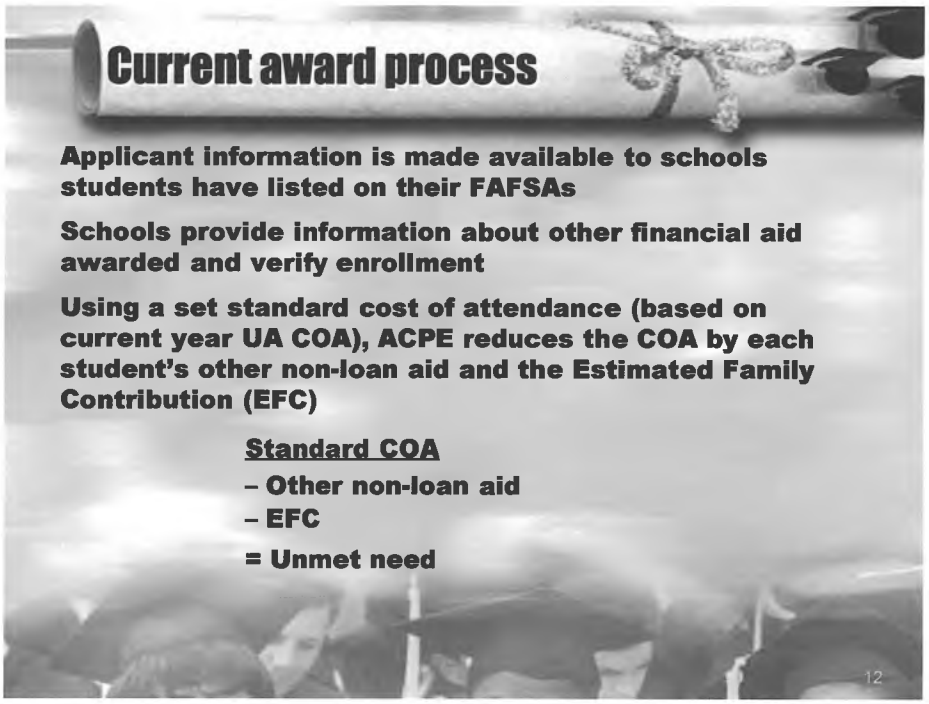

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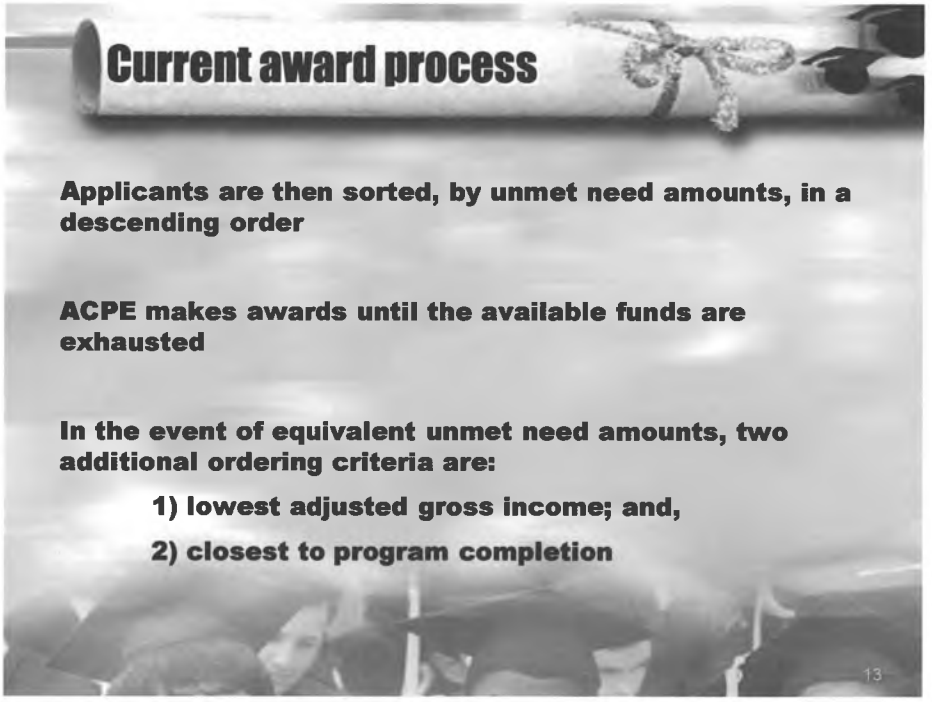

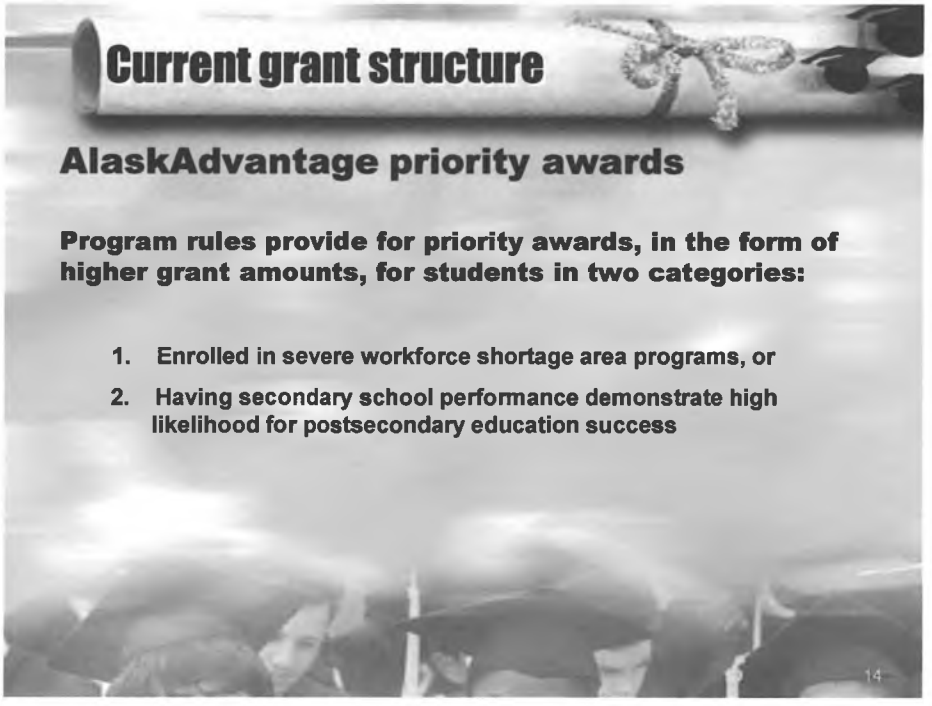

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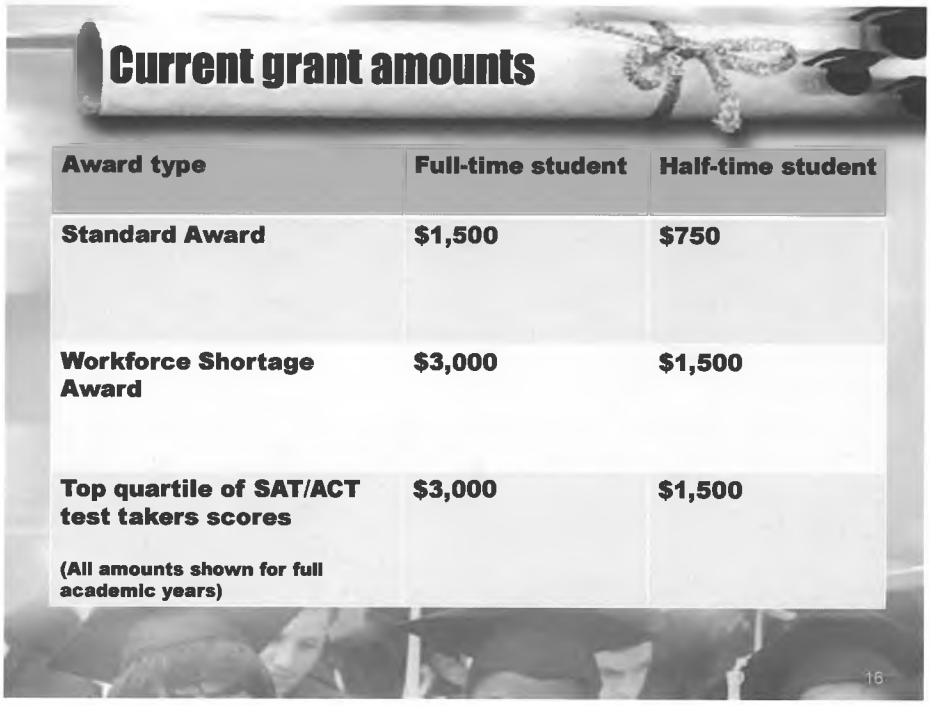


Award type	Full-time student	Half-time student
Standard Award	$1,500	$750
Workforce Shortage Award	$3,000	$1,500
Top quartile of SAT/ACT test takers scores	$3,000	$1,500

(All amounts shown for full academic years)

Attachment 8

Population served in 2009-2010

Population characteristics	Alaska FAFSAs	Eligible population	Awarded	Certified & disbursed
# of students	17,284	4,960	1,543	870
Average Age	27.8	27.7	30.3	32.6
Average AGI	$53,954	$34,994	$18,527	$16,617
Average unmet need	$8,333	$10,966	$14,965	$14,538

Alaska FAFSAs – number of Alaska resident filers for attendance at Alaska schools

Eligible population – a total population subset having filed by the April 15 deadline, indicating enrollment at a participating school and w/unmet need of $500 or greater

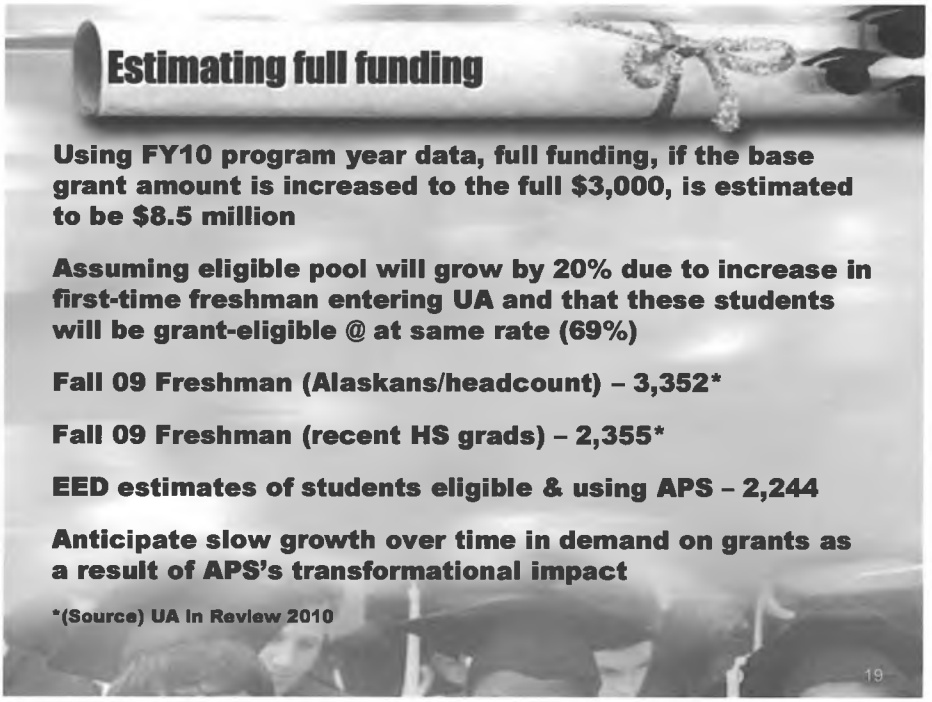
Awarded – the portion of the population with unmet need in excess of $14,000

Certified & disbursed – enrolled and eligible as certified by school officials

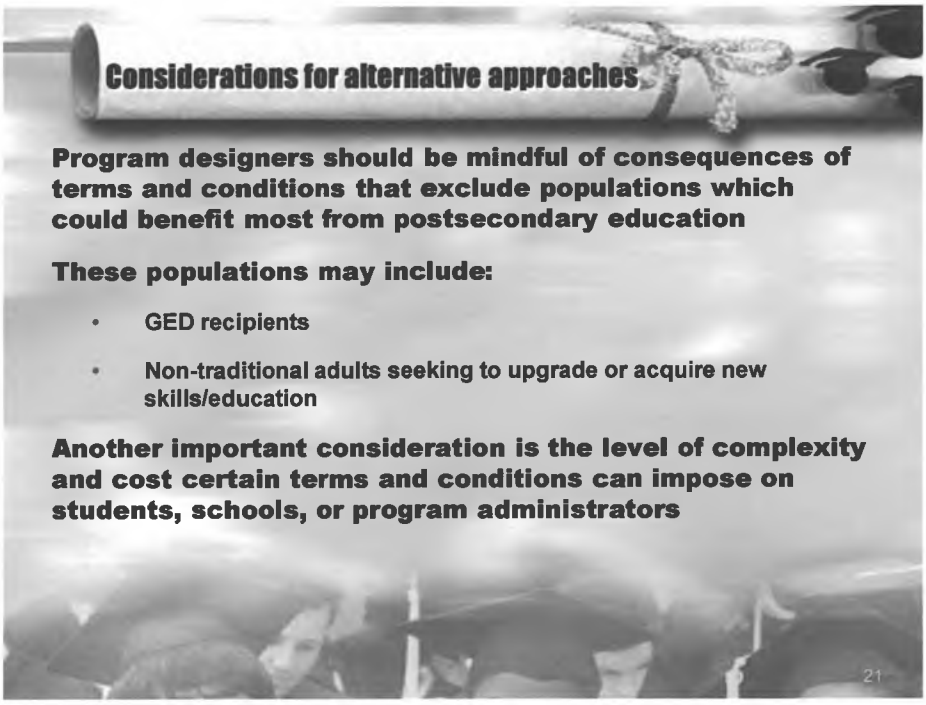
AGI – adjusted gross income

18

Attachment 8

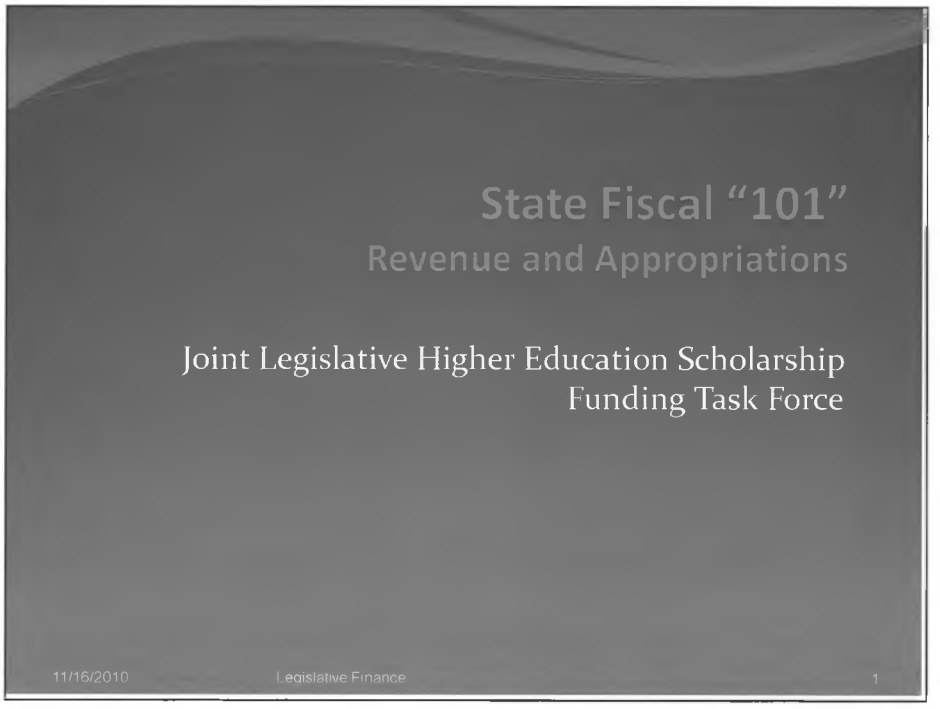


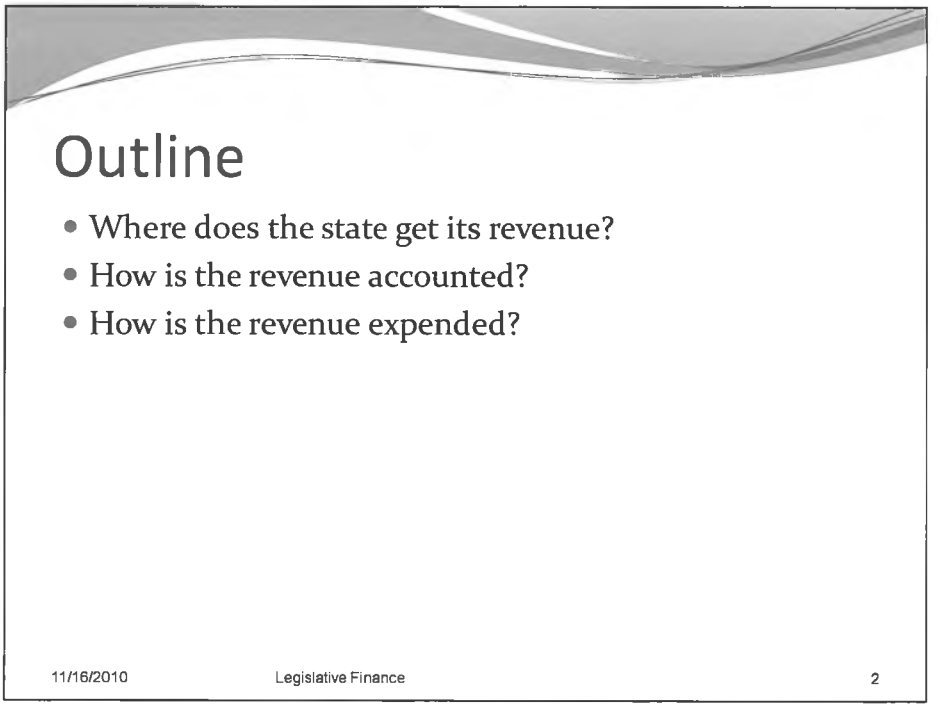
Attachment 8



Attachment 9

Legislative Finance ***State Fiscal "101"*** Presentation:





Attachment 9

Revenue Sources

- Oil
- Non-Oil (excluding Investment)
- Investment
- Federal

Oil Revenue

- Royalty
  - Leasing of state land and royalty payment as land owner
- Production Tax
  - Net profits tax on production
- Petroleum Property Tax
  - Property tax on oil and gas property in state
- O&G Corporate Income Tax
  - Income tax on oil and gas corporations

Attachment 9

Non-Oil (excluding investment)

- Corporate Income Tax (non-oil companies)
- Excise Taxes
  - Tobacco, alcoholic beverages, motor fuel
- Licenses and Permits
  - Fishing Hunting, Motor Vehicle
- Charges for Services
  - Marine Highway, other program receipts

Investment Income

- GF Earnings (relatively new)
- CBR
- Permanent Fund

Attachment 9

How is revenue accounted?

- The primary operating fund of the state is the General Fund
  - The general fund has numerous sub-funds created by law
- Other fund types outside the general fund include (but not limited to):
  - Permanent Funds
  - Fiduciary Funds
  - Component Units

11/16/2010 Legislative Finance 7

Accounting ≠ Budgeting

Both accounting and budgeting are fiscal systems

- Accounting focuses on recording financial transactions
- Budgeting is more the enactment of a fiscal plan
  - Budget processes are dependent upon the accounting of past and current year expenditures and revenue
- Accounting follows generally accepted accounting practices (GASB)
- Budgeting does not follow a stringent set of rules

11/16/2010 Legislative Finance 8

Attachment 9

How is revenue expended?

- Legislature has the **Power of Appropriation**
  - No expenditure of state funds w/o an appropriation
- Legislature appropriates funds based on levels of discretion

Levels of Discretion (Highest to Lowest)

Fund sources (revenues) grouped according to levels of discretion

- Unrestricted General Funds
- Designated General Funds
- Other State Funds
- Dedicated Funds

Attachment 9

Dedicated

- Very little discretion how appropriated
- Article IX, Section 7 of the Constitution prohibits the dedication of revenue to any special purpose
  - Exceptions:
    - Article IX, Section 15 – Permanent Fund
    - Dedication prior to Statehood
    - Federal

Other State Funds

- Little discretion how appropriated
- Although not dedicated, funding sources in the group typically are restricted in some fashion
  - Contractual obligation
    - Bonds
  - Held in trust
    - PERS, TRS, etc.
  - Court order
    - Mental Health Trust
  - Legal separation
    - Corporate receipts

Attachment 9

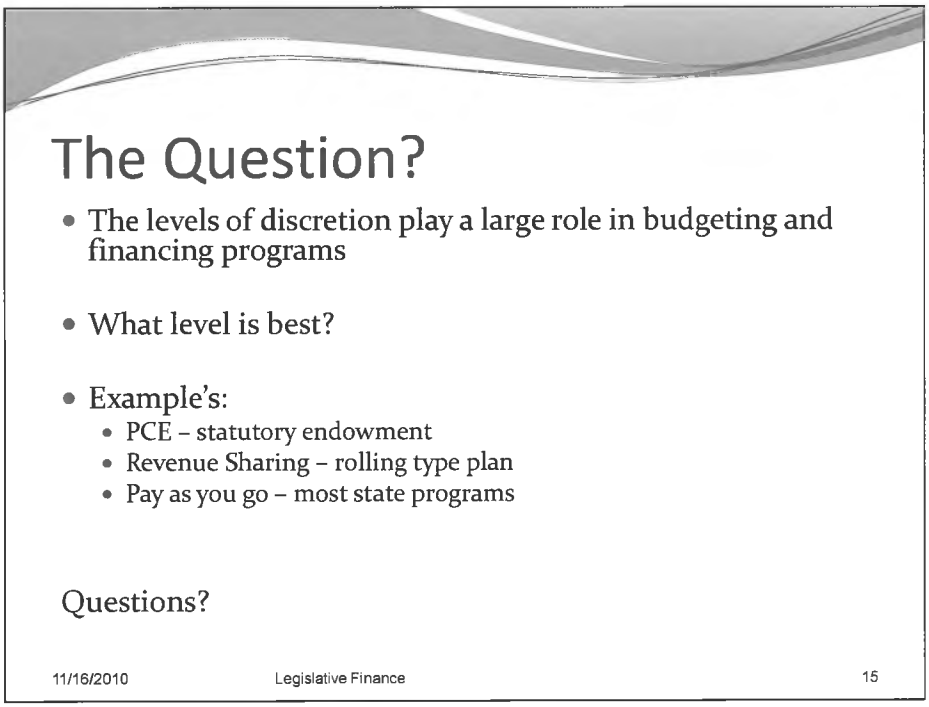
Designated General Funds

- Designated General funds consist of fund sources that have been "designated" for a special purpose in statute
- Constitutional prohibition "trumps" statutory designation
- Therefore, Legislature has complete discretion on use of funding
- However, Legislature typically follows statutory "guidelines"

Unrestricted General Funds

- Complete discretion how appropriated
- Typically referenced as a measure of state spending
- Utilized when calculating the Fiscal Surplus or Fiscal Gap
  - General Fund Revenue less General Fund Appropriations = Fiscal Surplus or (Gap)
- Approximately 90% of GF revenue is derived from Oil

Attachment 9



Attachment 10

Endowment Structure

Example A: **$400 Million Constitutional Fund**

Equivalent: Permanent Fund

Operation:

- $400 deposited to capitalize constitutionally created fund
- Invested for long-term return
- Earnings ($20 M/yr at assumed 5% ROI) accrue to account
- Excess earnings inflation-proof fund
- Account pays scholarships

STRENGTHS	WEAKNESSES
• Highest potential for long-term programmatic sustainability • Principal is safe • Inflation proof • Earnings provide predictable pay-out funding stream • Earnings: Very safe from "raiding" if const. protected	• Necessity for large Initial investment • Necessity for constitutional amendment • Account is rare • Higher administrative cost? • Subject to market volatility • Questionable base for programmatic evolution
OPPORTUNITIES	**THREATS**
• High profile focal point for State investment • Highest likelihood of attracting outside donations	• Pandora's box and the Christmas tree effect • Earnings susceptible to "raiding" if not const. protected • Subject to market volatility

Attachment 11

Endowment Structure

Example B: **$400 Million Statutory Fund (General Fund Sub-account)**

Equivalent: Power Cost Equalization Fund

Operation:

- $400 deposited to capitalize fund
- Invested for long-term return
- Earnings ($20 M/yr at assumed 5% ROI) accrue to account
- Excess earnings inflation-proof fund
- Account pays scholarships

STRENGTHS	WEAKNESSES
• High potential for long-term programmatic sustainability • Tried mechanism • Principal offers strongest programmatic insurance policy of unprotected fund-types • Earnings provide predictable pay-out funding stream	• Necessity for large initial investment • Higher administrative cost? • Subject to market volatility • Questionable base for programmatic evolution
OPPORTUNITIES	**THREATS**
• High profile focal point for State investment • Strong base for programmatic evolution • Likelihood of attracting outside donations	• Principal susceptible to "raiding" • Earnings susceptible to "raiding"

Attachment 12

"Rolling Fund" Structure

Example A: **Progressive Capitalization**

Equivalent: Community Revenue Sharing

Operation:

- Progressive fund capitalized up to $160 million
- Interest bearing fund
- Principal and interest earnings pay for scholarships
- Yearly appropriations used to maintain value of fund corpus

STRENGTHS	WEAKNESSES
• Low capitalization hurdle • Tried mechanism • Lower administrative cost than endowment • Greater pay-out stream predictability than Default • Principal acts as fixed-term programmatic insurance policy	• Susceptible to budget volatility • Susceptible to budgetary process • Less than predictable pay-out funding stream • Lower likelihood of attracting outside donations than Endowment
OPPORTUNITIES	**THREATS**
• Responsive to programmatic evolution • Some likelihood of attracting outside donations	• Declining oil production/revenue • Declining federal spending • Increasing demand for services • Principal susceptible to "raiding" • Earnings susceptible to "raiding"

Attachment 13

"Rolling Fund" Structure

Example B: **Immediate Capitalization**

Equivalent: Community Revenue Sharing

Operation:

- Immediate fund capitalized up to $200 million
- Interest bearing fund
- Principal and interest earnings pay for scholarships
- Yearly appropriations* used to maintain value of fund corpus

  *Dividends, program receipts and other funds (AIDEA, AK Housing, ACPE) designated to Scholarship Fund

STRENGTHS	WEAKNESSES
• Moderate capitalization hurdle • Tried mechanism • Identified fund replenishment stream • Lower administrative cost than Endowment • Greater pay-out stream predictability than Default • Principal acts as fixed-term programmatic insurance policy	• Necessity for substantial Initial investment • Susceptible to budget volatility • Susceptible to budgetary process • Less than predictable pay-out funding stream • Lower likelihood of attracting outside donations than Endowment
OPPORTUNITIES	**THREATS**
• Responsive to programmatic evolution • Some likelihood of attracting outside donations	• Declining oil production/revenue • Declining federal spending • Increasing demand for services • Principal susceptible to "raiding" • Earnings susceptible to "raiding"

Attachment 14

Default Structure

Example: **Pay-As-You-Go**

Equivalent: Senate Bill 221

Operation: Yearly appropriation to support programmatic costs

STRENGTHS	WEAKNESSES
• Most routine funding mechanism • No need for account creation • Lowest administrative cost • Yearly funding most directly matches yearly programmatic cost • Leaves greatest level of budgetary flexibility	• Most susceptible to budget volatility • Most susceptible to budgetary process • Least predictable pay-out funding stream • Lowest likelihood of attracting outside donations
OPPORTUNITIES	**THREATS**
• Most responsive to programmatic evolution	• Declining oil production/revenue • Declining Federal spending • Increasing demand for services

Attachment 15

WORK DRAFT WORK DRAFT WORK DRAFT

27-LS0078\M
Mischel
9/7/10

HOUSE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to Alaska scholarship awards; and establishing the Alaska scholarship award income account and the Alaska scholarship fund."

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

*** Section 1.** AS 14.43.825(f) is repealed and reenacted to read:

(f) Payment of a scholarship is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible scholarships, the commission may not award a scholarship to a new applicant and the commission shall pay existing awards on a pro rata basis for that fiscal year.

*** Sec. 2.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.835. Alaska scholarship award income account. The Alaska scholarship award income account is created as an account in the general fund. Money may be appropriated into the account from the Alaska scholarship fund under AS 37.14.750 and from other sources. The commission may use the money in the

Attachment 15

account to pay scholarships awarded to students under AS 14.43.810 - 14.43.849. The amount determined under AS 37.14.750(c) each year and deposited into the account is the maximum amount that may be used to pay scholarships for the immediately succeeding fiscal year.

*** Sec. 3.** AS 37.14 is amended by adding a new section to read:

Article 8A. Alaska Scholarship Fund.

Sec. 37.14.750. Alaska scholarship fund established. (a) The Alaska scholarship fund is established in the general fund for the purpose of making scholarship payments to qualified postsecondary institutions and students under AS 14.43.810 - 14.43.849. The fund consists of money appropriated to the fund. Income earned on money in the fund and donations to the fund may be appropriated to the Alaska scholarship income account established in AS 14.43.835. Money in the fund does not lapse.

(b) Each fiscal year, the legislature may appropriate to the Alaska scholarship fund an amount equal to 20 percent of the money received by the state during the previous calendar year under AS 43.55.011(g). The amount may not exceed the greater of

(1) $40,000,000; or

(2) the amount that, when added to the fund balance on June 30 of the previous fiscal year, equals $160,000,000.

(c) The balance in the Alaska scholarship fund shall be determined on June 30 of each year. The department shall distribute one-third of that amount or $40,000,000, whichever is less, for deposit into the account established in AS 14.43.835. If the fund balance is less than $80,000,000 in a fiscal year, payments may be made only to satisfy obligations from previous fiscal years.

(d) Notwithstanding the limitation in (b) of this section, the legislature may appropriate any amount to the Alaska scholarship fund. Nothing in this section creates a dedicated fund.

(e) In this section, unless the context requires otherwise, "fund" means the Alaska scholarship fund established in (a) of this section.

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

Attachment 15

read:

TRANSITION: ALASKA SCHOLARSHIP FUND BALANCE. Notwithstanding the $40,000,000 limit in AS 37.14.750(b), the following amounts shall be substituted for that amount as follows for

(1) fiscal year 2012, $15,000,000;

(2) fiscal year 2013, $30,000,000.

Attachment 16

WORK DRAFT WORK DRAFT WORK DRAFT

27-LS0078\B
Mischel
9/8/10

HOUSE BILL NO.

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act relating to AlaskAdvantage education grant funding and to Alaska scholarship funding; and establishing an account and fund for those purposes."

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

*** Section 1.** AS 14.43.410 is amended by adding a new subsection to read:

(c) Notwithstanding the provisions of this section, payment of a grant is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible grants, the commission may not award a grant to a new applicant, and the commission shall pay existing awards on a pro rata basis for that fiscal year.

*** Sec. 2.** AS 14.43.825(f) is repealed and reenacted to read:

(f) Payment of a scholarship is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible scholarships, the commission may not award a scholarship to a new applicant, and the commission shall pay existing awards

Attachment 16

on a pro rata basis for that fiscal year.

*** Sec. 3.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.915. AlaskAdvantage education grant and Alaska scholarship award income account. The AlaskAdvantage education grant and Alaska scholarship award income account is created as an account in the general fund. Money may be appropriated into the account from the AlaskAdvantage education grant and Alaska scholarship fund under AS 37.14.750 and from other sources. The commission may use the money in the account to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships awarded to students under AS 14.43.810 - 14.43.849. The amount determined under AS 37.14.750(c) each year and deposited into the account is the maximum amount that may be used to pay scholarships for the immediately succeeding fiscal year.

*** Sec. 4.** AS 37.14 is amended by adding a new section to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Scholarship Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska scholarship fund established. (a) The AlaskAdvantage education grant and Alaska scholarship fund is established in the general fund for the purpose of making grant payments under AS 14.43.400 - 14.43.420 and scholarship payments to qualified postsecondary institutions and students under AS 14.43.810 - 14.43.849. The fund consists of money appropriated to the fund. Income earned on money in the fund and donations to the fund may be appropriated to the AlaskAdvantage education grant and Alaska scholarship award income account established in AS 14.43.915. Money in the fund does not lapse.

(b) Each fiscal year, the legislature may appropriate to the AlaskAdvantage education grant and Alaska scholarship fund an amount equal to 20 percent of the money received by the state during the previous calendar year under AS 43.55.011(g). The amount may not exceed the greater of

(1) $40,000,000; or

(2) the amount that, when added to the fund balance on June 30 of the previous fiscal year, equals $160,000,000.

(c) The balance in the AlaskAdvantage education grant and Alaska

Attachment 16

scholarship fund shall be determined on June 30 of each year. The department shall distribute one-third of that amount or $40,000,000, whichever is less, for deposit into the account established in AS 14.43.915. If the fund balance is less than $80,000,000 in a fiscal year, payments may be made only to satisfy obligations from previous fiscal years.

(d) Notwithstanding the limitation in (b) of this section, the legislature may appropriate any amount to the AlaskAdvantage education grant and Alaska scholarship fund. Nothing in this section creates a dedicated fund.

(e) In this section, unless the context requires otherwise, "fund" means the AlaskAdvantage education grant and Alaska scholarship fund established in (a) of this section.

* **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: ALASKADVANTAGE EDUCATION GRANT AND ALASKA SCHOLARSHIP FUND BALANCE. Notwithstanding the $40,000,000 limit in AS 37.14.750(b), the following amounts shall be substituted for that amount as follows for

(1) fiscal year 2012, $15,000,000;

(2) fiscal year 2013, $30,000,000.

Attachment 17

SENATE EDUCATION COMMITTEE

CO-CHAIRMEN:

SENATOR KEVIN MEYER

SENATOR JOE THOMAS

MEMBERS:

SENATOR BETTYE DAVIS

SENATOR CHARLIE HUGGINS

SENATOR DONALD OLSON

SENATOR GARY STEVENS

Letter of Intent for Senate Bill 224

An Act establishing the Alaska Student Achievement Program...

It is the intent of the legislature to establish a scholarship program with the following goals:

(1) improving preparedness of Alaska students for postsecondary education;

(2) improving the postsecondary academic achievement;

(3) improving the postsecondary graduation rates of students in the state;

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

(5) improving the quality of the educational programs offered by high schools in the state;

(6) improving academic performance of students in grades kindergarten through 12 in the state;

(7) increasing high school graduation rates in the state;

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

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

(10) increasing participation of Alaska high school graduates in Alaska postsecondary institutions; and

(11) increasing job training opportunities in the state

Jomo Stewart, Committee Aide
(907) 465-6874

Murray Richmond, Committee Aide
(907) 465 - 6443

Senate_Education@legis.state.ak.us

Attachment 18

February 21, 2010 The Chronicle of Higher Education

Need That Class, Desperately? The Course Concierge Will See You Now

Jean Dixon, University of Nevada

Paul Neill, whom students think of as the "course concierge" at the U. of Nevada at Reno, can cut red tape that might be beyond advisers' reach.

By Eric Hoover

Paul Neill's title is director of the core curriculum at the University of Nevada at Reno, but students there know him as the "course concierge." He's the one they contact when they can't get into a class they need.

A few years ago, officials at the university decided that they had to do more to reduce the hassles of registering for courses. They imagined a kind of registration czar, someone who could communicate well with faculty members but who had the authority of an administrator. Mr. Neill, a faculty member who works in the provost's office, fit the bill.

Soon Nevada was promoting Mr. Neill as the course concierge, the man advisers and students could turn to when stuck. Each semester, he helps 50 to 60 students solve their scheduling problems, working one on one with those who need a particular course to graduate, or who have trouble getting into classes they must take in a sequence. Often he creates a spot in a class that's full, or steers students to suitable alternatives.

"In the past, it was often left up to the student and the professor to see who could get in where," Mr. Neill says. "It was very informal."

Attachment 18

Even in times of plenty, students often learn a tough lesson when they register for courses: You can't always get what you want. In this era of budget cuts, however, students on some campuses have scrambled to get not only the courses they would like but also those they need for their majors and to satisfy core requirements.

As colleges pack more students into fewer courses, the scheduling puzzle has become more challenging for administrators, instructors, and students alike. Institutions are using a variety of strategies to alleviate the course crunch, and often that begins with improving the registration process.

Nevada's president, Milton D. Glick, proposed the course-concierge program as a way to improve timely progression toward degrees at the university, which has about 13,000 undergraduates. Over the years he has learned that even small scheduling snags can discourage students, delay their progress, and make them more likely to transfer or drop out.

After he arrived, in 2006, Mr. Glick developed a plan to improve Nevada's retention and graduation rates. He pledged publicly that students would get the courses they needed to graduate on time. To that end, his course-concierge program provides a backstop for the university's academic advisers.

Mr. Neill is not a replacement for advisers, who continue to meet with students and help them select courses. But they sometimes encounter dilemmas that they can't handle on their own. "They don't always have the ability to cut through red tape, to get through to the department, to get something done," Mr. Glick says. "Paul can get a phone call through."

'A Relief Valve'

When Natica Rudavsky contacted Mr. Neill this winter, she was frantic. Ms. Rudavsky, a transfer student who has a bachelor's degree from another university, wanted to pursue a second degree, in nutrition, at Nevada, but she was confused about which core requirements would apply to her. Would the university waive that required mathematics course?

By the time she and her adviser had sorted that out, it was late in the registration cycle, and all the courses she needed were full. Mr. Neill evaluated her record, then discussed her options with her. Ultimately, he found Ms. Rudavsky a spot in three of the four courses she sought. "If he hadn't helped, " Ms. Rudavsky says, "I probably would have just waited until the next semester to enroll."

Attachment 18

The course concierge doesn't cater to whims. A student who just wants to avoid that 8 a.m. class would not get help from Mr. Neill. The same might go for a senior who had never bothered to register for a required course that he had every opportunity to take.

The service does cater to those who truly have a need, or are simply stuck or confused. "We've taken some of the burden off the shoulders of advisers," he says. "It's a relief valve."

The course concierge has also helped the university plan more effectively during a difficult time. For the current fiscal year, the state cut the university's budget by $33-million, or 15 percent. Last semester, Nevada offered 96 fewer course sections than it did in the fall of 2008, a 6-percent reduction.

Recently, Mr. Neill's work with students helped him identify scheduling conflicts that made it difficult for them to register for the right courses. For instance, freshmen and sophomores taking biology or chemistry courses are supposed to enroll simultaneously in Math 127. Yet Mr. Neill realized that that math lecture overlapped with several of the laboratory sections.

He discussed the issue with the three departments, which adjusted their schedules accordingly. "The departments probably would have become aware of this," he says, "but the concierge service helped them understand it quickly."

Better Communication

Elsewhere, administrators have looked for ways to make small but meaningful changes in the registration process. This fall the University of California at Santa Barbara, which has seen substantial budget cuts and an enrollment surge, created an online waiting list for courses. The system formalized the process of determining who gets a spot, allowing advisers to better evaluate students' needs and communicate with them more effectively.

"It was a huge help," says Mary Nisbet, acting dean of undergraduate education. "Now faculty aren't getting hundreds of e-mails, and students know there is somewhere to go where advisers will get back to them."

This past fall, the university reduced the number of credits students could sign up for during the second round of registration. As a result, juniors and seniors, who have priority, can snag a total of four classes, instead of five, at that time.

Attachment 18

In the past, many students eventually dropped their fifth course anyway. The new policy has encouraged older students to focus on getting the courses they really need, and the change recently freed up at least 1,500 class spots for other students, Ms. Nisbet says.

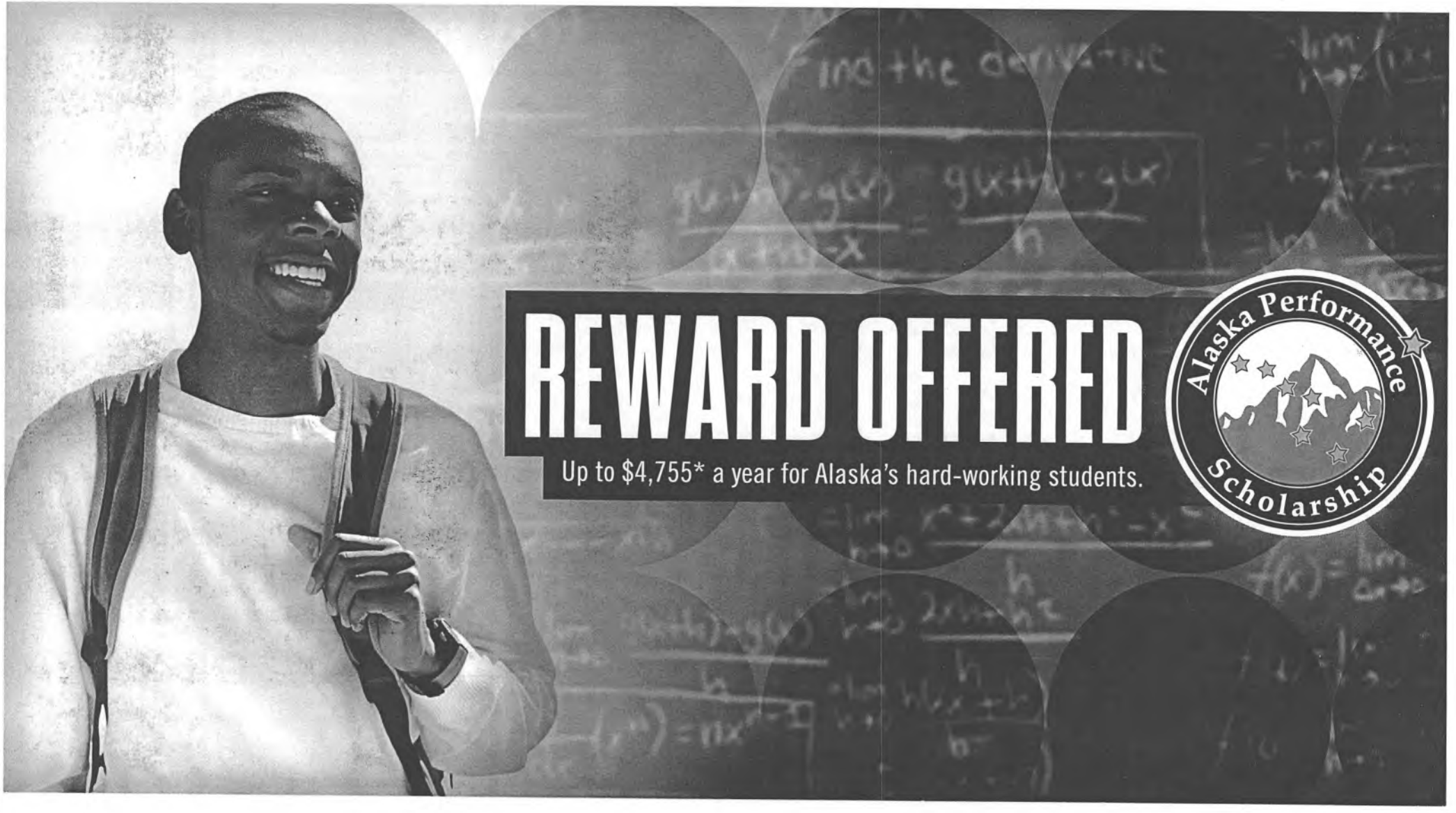
For the first time, the university is offering schedule-planning workshops, in which students learn how to prioritize. "We're trying to help students weather a storm," she says.

Many institutions have turned to sophisticated data analysis to better anticipate course demand. At the University of California at Berkeley, Catherine P. Koshland helps lead a task force that will determine which courses students will need—and how many—in the coming years.

To do that, Ms. Koshland and her colleagues have begun to examine a decade's worth of enrollment data, which help them predict how many freshmen will need to take a specific math sequence, for instance, or how many sections of pre-med physics courses the university will need.

"We can bring some rationality to the offerings, rather than having departments guesstimate," says Ms. Koshland, vice provost for teaching, learning, academic planning, and facilities. "We're bringing more and more discipline to something that could grow organically before, when there was elasticity in the system. There's no elasticity now."

(Head Count explores the changing enrollment landscape. Please send ideas to eric.hoover@chronicle.com)


REWARD OFFERED
Up to $4,755* a year for Alaska's hard-working students.
Alaska Performance Scholarship

Alaska Performance Scholarship

What should I do now ?

- ✓ Discuss the APS curriculum with your high school counselor or academic advisor.
- ✓ Sign up for the SAT and/or ACT ASAP! Have your scores sent to your high school. They must be received before you graduate.

SAT	Fall Test Dates	Registration Deadlines
	Oct 1	Sep 9
	Nov 5	Oct 7
	Dec 3	Nov 8

sat.collegeboard.org

ACT	Fall Test Dates	Registration Deadlines
	Sep 10	Aug 12
	Oct 22	Sep 16
	Dec 10	Nov 4

actstudent.org

The Alaska Performance Scholarship (APS) is an invitation to excellence for Alaska's students, parents, and educators. To be eligible, students must take a specific, rigorous high school curriculum; earn a minimum 2.5 GPA; and do well on a qualifying college or career-readiness exam. Three award levels are offered and any future Alaska high school graduate may become eligible!

For more information and specific requirements go to: **APS.alaska.gov**

To apply, most qualified students need to complete only the Free Application for Federal Student Aid (FAFSA). Awards can be used at participating colleges or universities in Alaska, or for approved career and technical education programs in the state.

***Administered by the Alaska Commission on Postsecondary Education, the APS is a program of the State of Alaska and subject to annual approval of funding**

7/2011

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1/25/12 PRESENTATIONS: ALASKA EARLY CHILDHOOD COORDINATING COUNCIL AND STATE INTERVENTION IN SCHOOLS

<TARGET><BILL></BILL><SUBJECT>1-25-12 PRESENTATIONS ALASKA EARLY CHILDHOOD COORDINATING COUNCIL AND STATE INTERVENTION IN SCHOOLS</SUBJECT><COMM>HEDC27</COMM></TARGET>

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman

HOUSE EDUCATION COMMITTEE

AGENDA
Jt. House/Senate Education Committee
Wednesday, January 25, 2012
8 a.m. – 9 a.m.
Ramona Barnes Committee Room 124, Capitol Building

8 a.m.
+Presentation by Alaska Early Childhood Coordinating Council

8:30 a.m.
*+Presentation by Representative Dick on Intervention Districts and HB 256: REPEAL STATE INTERVENTION IN SCHOOLS

*First Hearing
=Previously Heard
+Teleconferenced

State Capitol, Room 104 Juneau, AK 9980 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

Alaska State Legislature
Senate Education Committee

Senator Meyer, Co-Chair
State Capitol, Room 103
Juneau, Alaska 99801-1182
(907) 465-4945 Phone
(907) 465-3476 Fax
Senator_Kevin_Meyer@legis.state.ak.us

Senator Thomas, Co-Chair
State Capitol, Room 514
Juneau, Alaska 99801-1182
Phone (907) 465-2327
Fax (907) 465-5241
Senator_Joe_Thomas@legis.state.ak.us

AGENDA

JOINT HOUSE/SENATE EDUCATION COMMITTEE

Wednesday, January 25, 2012

8:00 a.m. – 9:00 a.m.

Ramona Barnes Committee Room, #124 Capitol Building

\+ ***Presentations:***
Alaska Early Childhood Coordinating Council

\+ Representative Dick – State Intervention in Schools (HB 256)

* First Hearing
= Previously Heard
\+ Teleconferenced

Introduction and Background Preceding Testimony Regarding Intervention in Alaskan Schools

Statewide, there are many districts that need help. Some are in intervention status.

Under NCLB, *EVERY* district in the Nation will be out of compliance by 2014.

Our current Intervention model needs a huge change-
from punitive to cooperative.

During the interim, I did my best to work with DEED to resolve the problems, but failed.

Therefore, we are here today.

Intervention School Districts

Elements that impact Alaska's intervention model

- History of REAA's
- NCLB
- Moore/Kasaylie Cases

Brief History of REAA's

- 1905 Territorial and Federal systems.
- 1951 Shift began from BIA to Territorial schools.
  (Johnson-O'Malley Act 1931-34)
- 1971 SOS Created- Rural schools only
- 1975 AUBSD …… a time of transition
- 21 REAA's created in 1976 (Tobeluk Consent Decree. Anna Tobeluk)

In 1985 Akiak, Akiachak and Tuluksak became Yupiit School District. Other shuffling went on.

- The good, total local control the bad, & the school boards

  (AASB 1957/ Carl Rose 1988)

- 1991 Former Governor Walter Hickel directed former Commissioner of Ed. Jerry Covey to develop a plan to improve state schools including content standards.

During the early years of REAA's, we discovered that school districts need accountability.

During more recent years, we have also discovered that total authority cannot be given to DEED. The Department also needs accountability.

The Problem

DEED strategies are not working in Yupiit and other intervention districts.

Test scores have gone down in Yupiit in the past three years.

The frustration level on the ground is high.

DEED personnel have brought division between the local administration and teachers.

Teacher turnover is high, so professional development brings only short term benefit.

Simple requests for cooperation have been ignored.

Judge Gleason in the Moore Case:

- Called for a trustee to oversee the workings of the district
- Insisted, over fifty times, on cooperation and collaboration.

DEED installed a trustee that has not been able to work with the district, yet DEED continues to ignore requests for collaboration and cooperation by the district.

School Board Relationships

Originally, the Alaska State Legislature was the school board for the REAAs.

In 1975 the Alaskan Legislature delegated that authority to an elected school board of each REAA district, providing local control and oversight for local schools.

Each REAA school has an advisory school board that makes recommendations to the REAA Board.

The State of Alaska has a Board of Education to whom the Department of Education answers.

Not one member of Alaska BOE lives in a REAA.

Not one BOE member lives in an intervention district… *Good folks*, but little personal knowledge of intervention districts.

NCLB (2001-2002)

States must show a timeline of how every student will be proficient by 2014.

Fact: By 2014 every district in the Nation will be out of compliance.

Schools must make AYP (Annual Yearly Progress)

All states choose their own tests and decide what "proficient" means.

Students are tested in grades 3-8, and again in HS.

There are a few (+) and many (-) of NCLB.

NCLB: If a district doesn't make AYP

- Year 1 Notification
- Year 2 Right to transfer schools
- Year 3 Free Tutoring
- Year 4 Corrective Action: Change staff or curriculum
- Year 5 Restructure. The district must choose from the following:
    1. Convert to charter school
    2. Replace principal and staff
    3. Turn over to private management
    4. Turn over to the State
    5. Other Restructuring.

Again, by 2014, *no* district will be in compliance with NCLB.
There is a real *and* deep fear in Alaska, even among some of the best school districts that, as 2014 approaches, DEED will use its authority to intervene and interfere with the local school budget.

MOORE & KASAYLIE CASES

KASAYLIE CASE 1997 said: State's method of funding capitol projects for education violates the education clause and the equal protection clause of the Alaska State Constitution and Title VI of the Federal Civil Rights Act of 1964.

The Kasaylie Case is about buildings.

MOORE CASE 2007 said: State violated Education Clause… it failed to identify the schools that are not according children a meaningful opportunity and is not providing a concerted effort to remedy the situation. (CEAAC- Citizens for the Educational Advancement of Alaska's Children.)

The Moore Case is about instruction.

Governor Parnell, Former Attorney General John Burns and Commissioner Hanley must truly be congratulated for their efforts on both cases.

Moore Case

State said "You wanted and got local control. Now you want us to fix your problem?" "We have spent a tremendous amount of money on this case, and that money could have gone to instruction."

CEAAC said, "Every child, both urban and rural has a right to a quality education in preparation for higher education or a meaningful career of choice. The State has a role in insuring that teachers are prepared, and districts receive the support they need to provide that education." "If you had worked with us in the beginning, we would not have needed this court case."

The educational atmosphere has been highly toxic with emotion and contention. Educational issues have gone to court that should have been settled "in house."

Other

- $7M from 2010. How $ dispersed? Over $4M went back to the Public School fund with three districts still in intervention.
- Trustee Darrel Sanborn. Icon of Department's authority. $193K/year for 10-14 days a month on the ground.

My strategy

- Show how DEED in Intervention districts, especially Yupiit, is counterproductive and has not followed its own SOSS manual.
- Suggest positive strategies for helping the districts that need it.

SOSS Ops Manual

6 domains- 10 elements

6 Domains:

1. Curriculum
2. Assessment
3. Instruction
4. Professional Development
5. Leadership
6. Supportive learning environment

1) Alignment of Curriculum to Standards
2) Accurate Assessment
3) Educational and Financial Plans
4) Expertise Through Coaches
5) Good Instructional Techniques
6) Supportive Learning Environment
7) Parent Involvement
8) Good Professional Development
9) Visionary Leadership
10) Instructional strategies that are aligned to curriculum and address the needs of diverse learners.

Coming...

- Demonstration of how I believe DEED has not followed its own manual for the best interest of intervention districts.
- Positive suggestions for action in intervention districts that must include collaboration and cooperation.
- "What's wrong and how to fix it." Aligning Mission, methodology and metric in all of Alaska's schools.

Just as tone of voice is important in interpersonal communication,

the “Spirit” in which intervention is carried out is critical in dealing with school districts that need help.

Alaska Early Childhood Coordinating Council

Presentation to Joint House and Senate Education Committees

January 25, 2012

Acknowledgement of Council Members

Establishment of Council

As part of the Head Start Reauthorization Act of 2007, states were required to establish State Advisory Councils on Early Childhood Education and Care, which have also come to be known as Early Childhood Advisory Councils

Mission

Promote positive development, improved health outcomes, and school readiness for children prenatal through age eight by creating a culturally responsive, comprehensive, and accessible service delivery system that links service providers, empowers families, and engages communities. The AECCC shall support the creation of a unified, sustainable system of early care, health, education, and family support for young children and their families.

Purpose of Council

Facilitate the integration and alignment of services, planning efforts, resources, policy development, and funding as well as establish connections between health, mental health, education, and family support systems and public and private partners.

Accomplishments of Council

- Met face-to-face four times
- Committees established to carry out Council work between meetings
- Identified Council priorities
- Inventory Project
- Early Childhood Resource Directory

Council Priorities

1. Expand early childhood services to 5,000 new children and families through in home and out of home services.

2. Identify methods to increase the pay in early childhood settings, particularly for those with higher degrees.

3. Implement the QRIS (Quality Rating and Improvement System) plan including an implementation time-line of activities and funding.

Priorities continued

4. Increase awareness of the Alaska Early Learning Guidelines (ELGs) by coordinating efforts (public and private) to include the "universal" early care and learning workforce (parents; extended family, community).

5. Embed "Strengthening Families" protective factors through systems across the board to include grant proposals, policies, materials development, and sustainability of long-term funding efforts.

Priorities continued

6. Support and promote a local partnerships grant process to invest in early childhood and family support.

7. Seek to ensure every child will have full access to well-child exams that follow the Alaska Periodicity Schedule which is based on the recommendations of the American Academy of Pediatrics.

Committees

- Policy
- Workforce Development
- Family Support
- Early Care and Learning
- Health and Mental Health

Inventory Project

- Identify early care and learning services
- Program types identified in the Inventory include:
  - Head Start/Early Head Start
  - Licensed Child Care Centers, Homes, and Group Homes
  - Military Child Care Centers and Homes
  - Parents as Teachers
  - Infant Learning/Early Intervention
  - Pre-elementary programs including:
    - Pilot Pre-elementary Programs (AP3)
    - School District Pre-elementary Programs
    - Private Pre-elementary Programs

Inventory continued

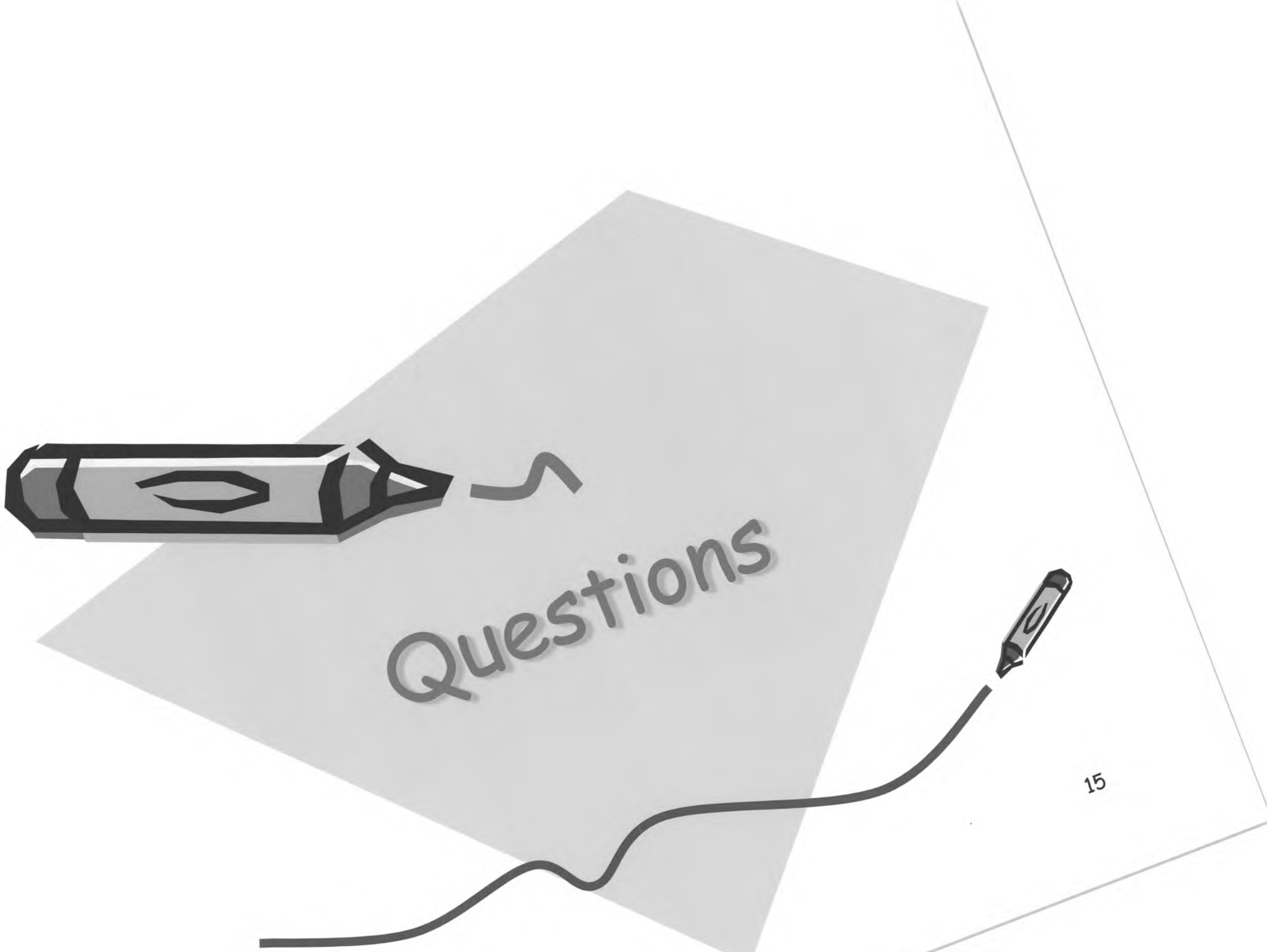
- Three phases to date:
  - Early Care and Learning Program Inventory [June 2011]
    - 394 communities in 53 school districts across 9 program types
  - Regional Analysis [Fall/Winter 2011-2012]
    - Regional numbers & percentages of children participating in programs by program type as compared to statewide numbers
  - Community Analysis [Winter/Spring 2011-2012]
    - numbers & percentages of children who participate in these programs by community
    - distribution by program type of all children participating in those programs
    - For communities of 2000 or more compare enrollment and distribution with aggregate regional and state data

Early Childhood Resources Directory

Strategic Report

The Council will produce a report for the Governor and Legislature that will:

- identify opportunities for, and barriers to, collaboration and coordination of early childhood programs and services.
- provide recommendations for:
  - increasing the overall participation of children in early childhood programs
  - a unified, statewide early childhood data collection system
  - a statewide professional development system
  - developing and improving high-quality comprehensive early learning standards
- assess the capacity and effectiveness of public and private institutions of higher education to prepare early childhood workforce


Questions

Alaska State System of Support (SSOS) Operations Manual

November, 2010

Building Local Capacity

2010-2011 Academic Year

This document is a publication of the Alaska Department of Education & Early Development (EED) and may be reprinted without permission. The department continuously seeks feedback regarding this document. Please email comments to SSOS team (alaskastepp@alaska.gov), or mail to:

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Table of Contents

Part I: Introduction

SSOS Purpose and Mission 3

SSOS Organizational System 4

Part II: Framework, Evidence, and Evolution

Tri-Tiered Model of Support 6

SSOS Services Available to Districts by Tier 7

Tier Identification Process 9

The Cycle of Support 10

Considerations made by the SSOS 11

Appendices

A. School Improvement Planning Calendar 13

B. Federal Law and Alaska Statutes Related to the SSOS 14

C. Alaska Administrative Codes Related to the SSOS 16

D. Six Domains of Effective Schools and Districts 23

E. Desk Audit vs. Instructional Audit vs. Self-Study 24

F. Elements of the Instructional Audit Tool 25

G. Elements of the Self-Study Tool 27

H. Alaska STEPP 28

I. Elements of the Alaska Peer Review Guidance Document 30

J. Consequences of not Making Adequate Yearly Progress 38

K. Menu of Available Services 39

L. Reporting Template for Technical Assistance Coaches 40

M. Reporting Template for Content Coaches 45

N. Reporting Template for Lead Technical Assistance Coaches 50

O. Cultural Standards for Alaska Students 59

P. List of Persons in the SSOS Structure 61

Glossary 62

Purpose and Mission

The mission of the State System of Support (SSOS) is to support districts as they build their capacity to implement sustainable school improvement strategies with fidelity. Authority for developing and implementing a system of support for districts and schools comes from both State and Federal law (see Appendices B and C). This document provides an overview of the SSOS program and resources that are available to districts and schools in Alaska.

SSOS was established to help all students (AS 14.03.015):

- Succeed in education and work,
- Shape a personally worthwhile and satisfying life,
- Exemplify the best values of society, and
- Be effective in improving the character and quality of the world.

The SSOS program goal is for all districts and schools to:

- Demonstrate yearly increases in student achievement in all subgroups,
- Show improvement in the school value table index growth score, and
- Exhibit gains in the growth of individual student achievement with the eventual goal of two consecutive years of meeting Adequate Yearly Progress (AYP).

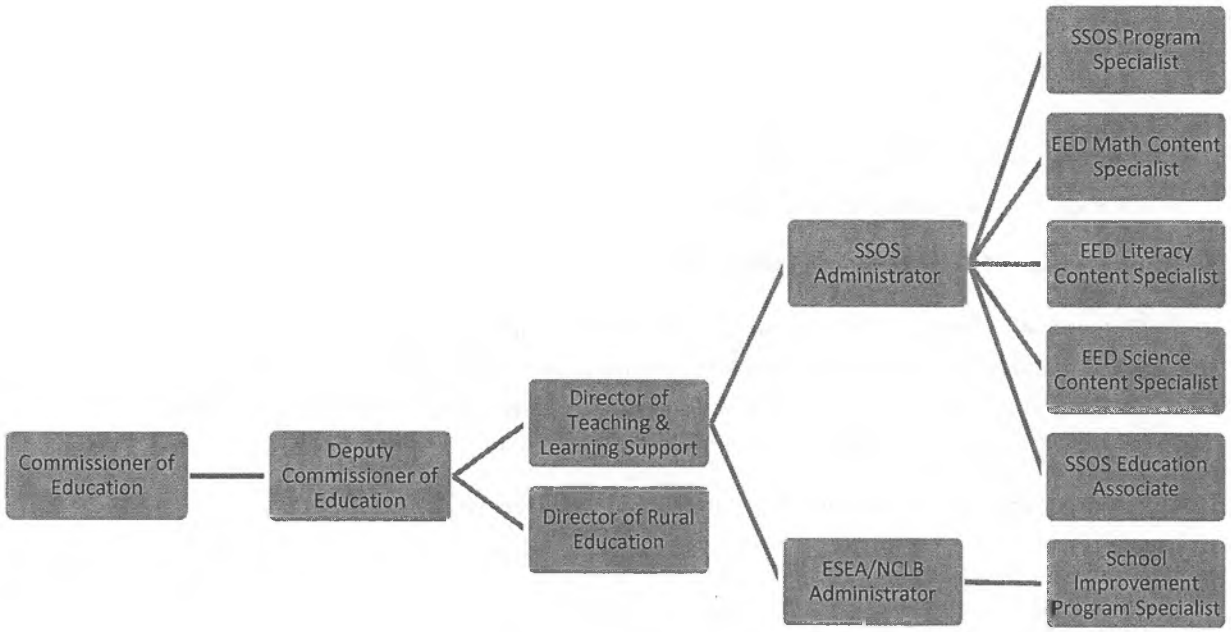
The SSOS specializes in helping Alaskan districts, schools, and school boards:

- Develop, sustain, and monitor improvement efforts,
- Build local capacity and increase staff retention rates,
- Align curriculum with Alaska Grade Level Expectations (GLEs),
- Gain meaningful exposure to all content areas,
- Use formative and summative assessment to make decisions and to inform instruction,
- Develop a multi-tiered approach to curriculum delivery that incorporates quality instruction and effective interventions for all students,
- Implement effective instructional strategies that are aligned to curriculum as well as addressing the needs of diverse learners,
- Implement effective High School Graduation Qualifying Exam (HSGQE) Remediation Plans,
- Foster a positive school climate and learning environment that is attentive to local culture,
- Foster staff collaboration through weekly staff meetings that discuss individual student progress,
- Align professional development policies and practices with resources and academic goals,
- Utilize instructional leaders to model and reinforce behavioral expectations, and
- Understand their role in improving student achievement.

SSOS Organizational System

The SSOS primary mission is to help districts build their capacity to sustain student growth. State and Federal government statutes require growth in student achievement and provide funds to ensure that the Alaska Department of Education & Early Development (EED) supports and holds districts accountable for the same.

EED's departmental SSOS organizational system is as follows:

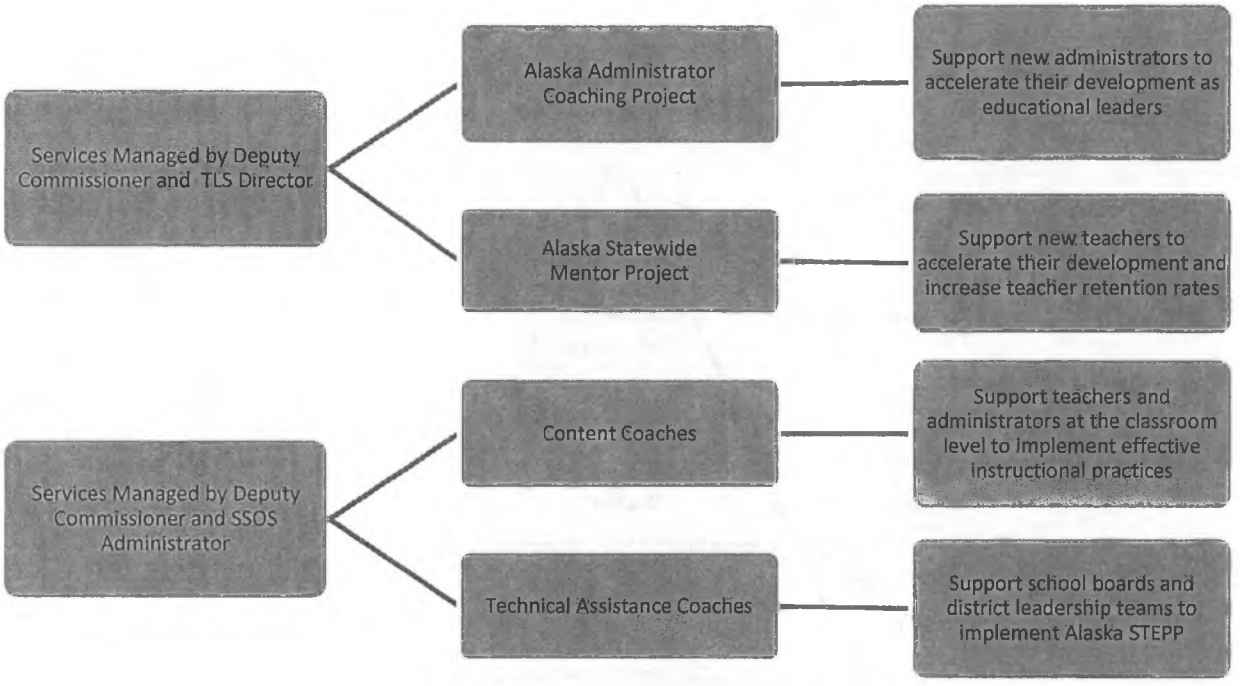


The SSOS collaborates with all divisions and sections of EED and works in partnership with the following agencies:

- Alaska Administrator Coaching Project (AACP)
- Alaska Comprehensive Center (ACC)
- Alaska Parent Information Resource Center (AKPIRC)
- Alaska Staff Development Network (ASDN)
- Alaska Statewide Mentor Project (ASMP)
- Alaska State Writing Consortium (ASWC)
- Assessment & Accountability Comprehensive Center (AACC)
- Association of Alaska School Boards (AASB)
- Center on Innovation and Improvement (CII)
- Consortium on Reading Excellence (CORE)
- Education Northwest
- Mid-Continent Research for Education & Learning (McRel)
- Measured Progress
- Rural Alaska Principal Preparation & Support (RAPPS)
- Special Education Service Agency (SESA)
- WestEd

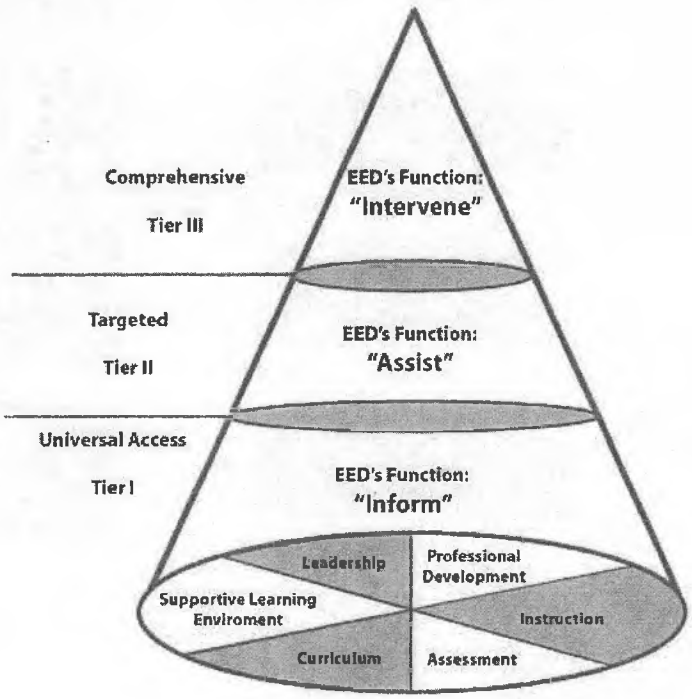
In addition, the SSOS is comprised of service providers who work in the field:

Alaska Administrative Coaches who work with new administrators to accelerate their development as educational leaders, Alaska Statewide Mentors who work with new teachers to accelerate their development and increase teacher retention rates, Content Coaches (CCs) who work at the classroom level with teachers and administrators to implement effective instructional practices, and Technical Assistance Coaches (TACs) who work with school boards and district leadership teams to implement Intervention District Improvement Plans (I-DIPs) created by Alaska STEPP (see Appendix H) or the Self-Study Tool (see Appendix G).



Tri-Tiered Model of Support

The SSOS uses a tri-tiered model to represent SSOS efforts to help districts build their capacity to implement sustainable school improvement strategies. EED provides aligned resources, information, professional development, content coaches, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance. The six domains are: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership (see Appendix D). Depending on which tier a district is in, EED provides the district with varying degrees of support within each domain.



SSOS Services Available to Districts by Tier

While all districts have access to the SSOS, the schools and districts designated at higher levels of accountability through more years of not making AYP, or as audit-identified "872" schools, will have targeted support or may be required to participate in comprehensive support activities.

At the Universal Access level of support, all districts and schools have access to information that supports the six domain areas. Examples of support provided at the Universal Access level are information provided through the ACC and EED websites (visit http://dev.alaskacc.org/ssos or http://www.eed.state.ak.us/), through audio or web conferences, and through regional or State conferences offered to participants from all districts. At the Targeted level of support, EED provides increased resources and support available to schools and districts identified in greater need. Examples of this support are on-site visits or workshops provided by CCs. At the Comprehensive level of support, EED provides focused support and requirements through the I-DIP for those districts and schools at the highest level of need. Examples of this support include CCs, TACs, and on-site professional development or training.

Tier I: Universal Access

- **Description:** Designed to provide **all** districts with access to information about the best practices in the six domains of effective schools (curriculum, assessment, instruction, supportive learning environment, professional development, and leadership).
- **Example:** Districts and schools meeting AYP.
- **EED Expectations:** Tier I sites use most effective practieds to improve student achievement and ask for support when they need it.
- **Support Provided by EED:** SSOS is available to help identify and leverage resources for school and district improvement. In addition, EED offers access to our website, audio and web conferences, and regional or State conferences.

Tier II: Targeted

- **Description:** Designed to provide districts and schools in **greater need** with additional assistance.
- **Example:** Districts and schools not meeting AYP, "872" schools, and most Level 4 Districts in Corrective Action.
- **EED Expectations:** Tier II schools and districts submit District Improvement Plans (DIPs), "872" schools and Title I schools at AYP Level 2 or above are required to submit School Improvement Plans (SIPs).
- **Support Provided by EED:** SSOS staff ensures that leadership teams identify the evidence of implementation as well as its impact on students. In addition to providing Tier II with a centralized pool of resources, EED offers expertise provided by Content Coaches (CCs) who work directly with teachers and administrators, in districts with limited capacity, on implementing effective instructional practices.

Tier III: Comprehensive

- **Description:** Designed to provide districts in the **highest level of need** with rigorous and explicit interventions.
- **Example:** High needs "872" schools; Level 4 Districts in Intervention.
- **EED Expectations:** Tier III schools and districts focus on key areas that will have an immediate impact on student achievement and to collaborate regularly to discuss assessment data and student work. Site leaders practice instructional leadership and implement: a core curriculum aligned to Alaska GLEs; a framework for Response to Instruction (RTI); a Curriculum Based Measure (CBM) system to monitor student growth; and to participate in a facilitated Self-Study process.
- **Support Provided by EED:** In addition to providing Tier III schools and districts with a centralized pool of resources and Content Coaches (CCs), SSOS provides on-site trainings and Technical Assistance Coaches (TACs) who work directly with school boards and district leadership teams to facilitate the Self-Study and to implement their intervention district improvement plan (I-DIP). Support teams composed of CCs and TACs visit assigned sites on a regularly scheduled basis.

Responsibilities of the Content Coaches and Technical Assistance Coaches

Content Coaches	Technical Assistance Coaches
Extend expertise in improving instructional practices at the building leadership and teacher level by: • Supporting curriculum alignment to Alaska standards • Modeling exemplary teaching • Advancing classroom implementation of DIP instructional components: content area curriculum, instruction, and assessment • Content focused staff/professional development • Support for GLE walkthroughs Content Coaches **are not** operational substitutes for school staff.	Extend expertise in improving instructional practices at the district or building leadership level by: • Advancing implementation of DIP components • Monitoring district-wide instructional practices • Briefing superintendents, district staff, the deputy commissioner with assessment data • Supporting site GLE walkthroughs • Coordinating (ead technical assistance coach) coaching team efforts assigned to district Technical Assistance Coaches **are not** operational substitutes for district staff.

Tier Identification Process

All schools and districts are in one of three tiers; the following diagram outlines the tier identification process.

School Level Desk Audit

School Level Desk Audit based on SBA Results

- Each August, EED performs a desk audit on all schools. **4 AAC 06.840 (j)(1).** The purpose of performing a desk audit is to identify "872" schools that belong in Tier II: schools that did not make AYP; and have fewer than 50% of their full-academic-year students proficient in reading, writing, or math; and have a school index point value of 85 or lower. **4 AAC 06.872.** NOTE: while some of these schools may be served as Title I schools, they're **not** required to be a Title I school to become an "872" school.

Conversation with Superintendent about "872" Schools

- In September and October EED has a conversation with superintendents about "872" schools. If superintendents have planned to do what EED would have recommended, **and** they commit to implementing these plans, EED offers them support to achieve their objectives. If it's apparent that districts could use additional support with their school improvement efforts, EED may intervene and require: weekly collaborative meetings of teaching staff to discuss individual student progress; regular use of assessements that provide feedback for adjustment of ongoing teaching and learning; and school-level instructional management that provides professional development and technical assistance to staff. **4 AAC 06.872 (c)(1)(2)(3).**

District Level Audit

District Level Desk Audit

- After a district has been designated as Level 2 or higher under 4 AAC 06.835(b), the department may conduct a desk audit or an instructional audit of the district or one or more schools within the district; these district level desk audits take place in August and September. **4 AAC 06.840 (j)(1).**

District Level Instructional Audit

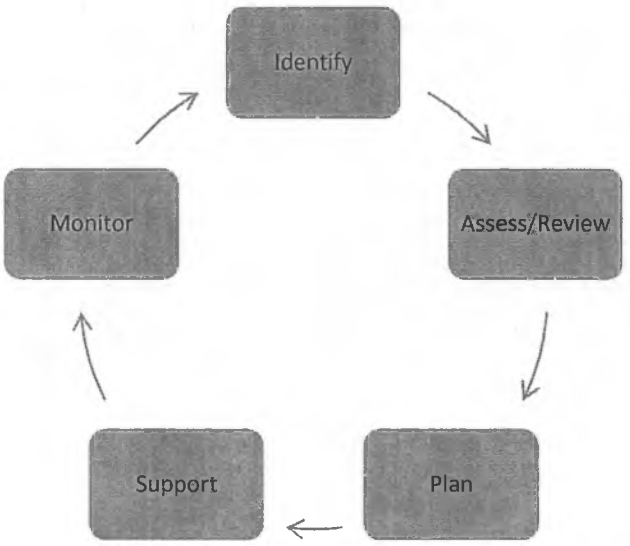
- When the prior year's Standards Based Assessment (SBA) results are released in August, EED compares the SBA results to the desk audit results to determine whether or not growth is occuring. If the comparison reveals that students are maintaining or declining in growth, EED may or may not conduct an instructional audit. In February and March EED may contract with independent consultants to perform instructional audits in identified districts. **4 AAC 06.840 (j)(2).** The team is trained in the components of the Instructional Audit Tool (see Appendix F) and they complete an on-site examination of selected schools within the district. The team gathers information about the district's curriculum, including whether the curriculum is aligned with the State's standards and grade level expectations; assessment policy and practice; instruction; supportive learning environment; professional development policy and practices; and leadership. The team examines documents, observes classroom instruction, and interviews teachers, administrators , and students. The team leader submits a Report of Findings (ROF) to the Commissioner of Education; EED reviews the ROF and shares it with the district.

Instructional Audit Findings Compared to SBA Results

- When the current year's SBA results are released in May, EED compares the SBA results to the ROF results to determine whether or not intervention is necessary. If intervention **is** necessary, districts move into Tier III status; if it **is not** necessary, districts remain in Tier II and EED works in concert with them to identify additional measures they might take to improve student achievement. For example, Title I districts in Level 4 Corrective Action are in Tier II, but if the State intervenes, they move to Tier III status.

The Cycle of Support

In an effort to support sustainable school improvement in Alaskan schools, EED's Cycle of Support is outlined below:



Identify

- Review SBA and desk audit results
- Identify Tier II and Tier III schools and districts
- Notify schools and districts of status

Assess/Review

- EED Commissioner or designee has a conversation with "872" schools to find out the components of their program to improve instruction practices, their needs, what their action plans are, and how EED can best support their efforts to implement their plans
- EED reviews I-DIPs, and Title I DIPs and SIPs
- SSOS Support Teams are assigned to Tier III schools and districts

Plan

- Lead TAC begins site visits to help modify I-DIP as needed
- Lead TAC works with district to schedule regular site visits for SSOS Support Team
- EED approves I-DIP or provides district with additional support to refine I-DIP

Support

- Direct services provided as required in I-DIP
- State-approved vendor services for academic programs provided as required by I-DIP

Monitor

- CCs report to TAC and EED on district's progress towards implementing effective classroom practices
- Lead TAC reports to district and EED on district's progress towards meeting I-DIP requirements
- EED provides district and SSOS Support Team with continual feedback on efforts to meet I-DIP objectives

*** NOTE: districts participating in Alaska STEPP will have a more unique implementation timeline and process.**

Considerations made by the SSOS

EED asks service providers to report back regularly on their districts' progress towards meeting the following targets/objectives:

1. Districts and schools will demonstrate yearly increases in student achievement in all subgroups, will show improvement in the school index score, and will exhibit gains in the growth of student achievement, with the eventual goal of two consecutive years of meeting AYP.
2. Districts and schools will provide evidence of curriculum aligned to Alaska GLEs and Content and Performance Standards, use of progress monitoring assessments and using data to make instructional decisions, use of effective instructional strategies, promotion of supportive learning environments, executing professional development based on district needs, and supporting effective instructional leadership.

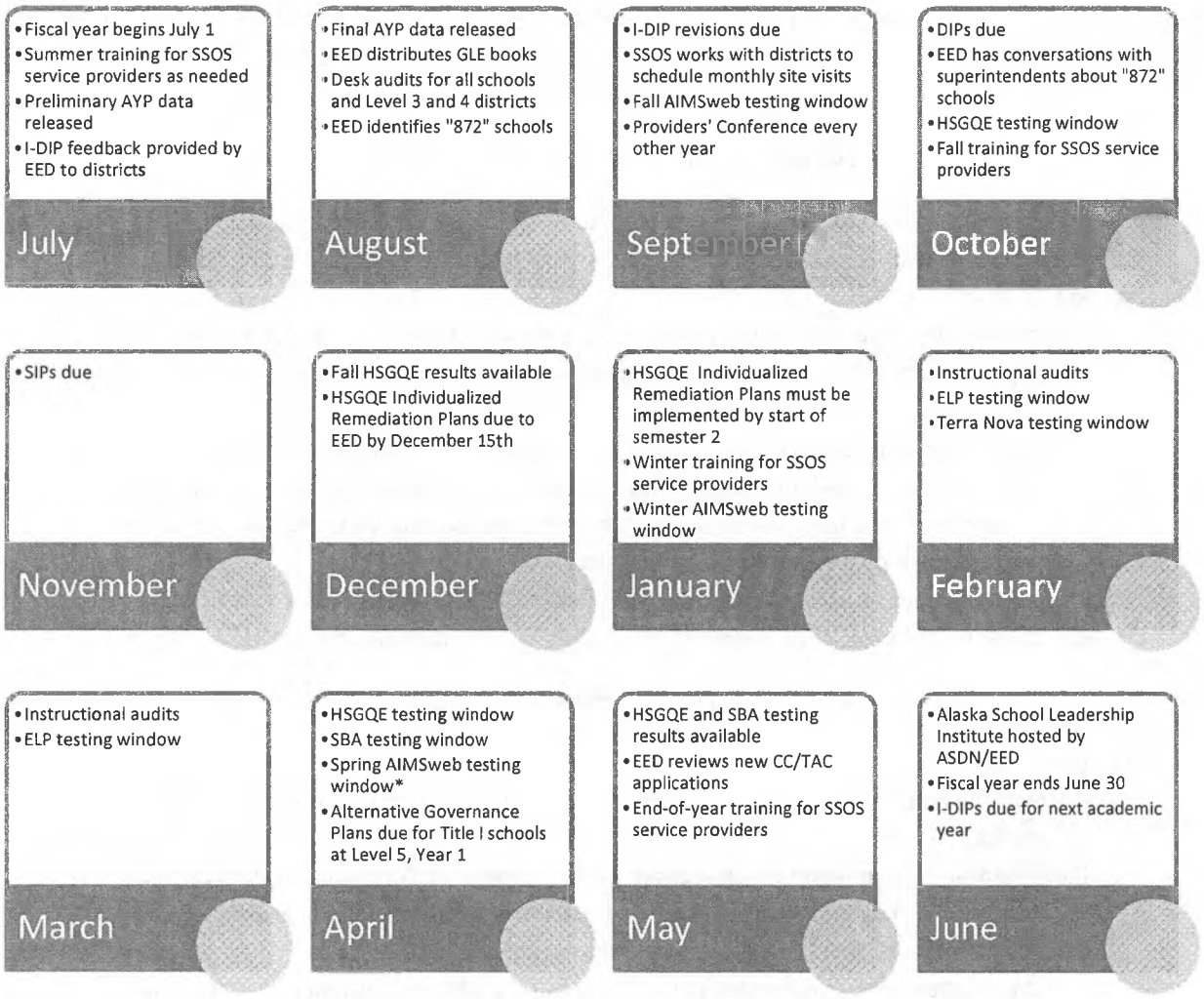
In an effort to create sustainable school improvement in Alaskan schools, service providers have considered the following concepts to help districts meet the above-stated targets/objectives:

Communication	1.	Find ways to address Federal mandates while removing burdens from the district.
	2.	Reinforce the value of the services available in order to identify and remove barriers.
	3.	Establish a single point of contact for the district and team.
	4.	Establish transparent communication between all stakeholders (District, EED, TACs, and CCs).
	5.	Promote inter-district collaboration on improvement efforts.
	6.	Emphasize results-driven consultation.
	7.	Emphasize sites' progress on I-DIP goals while celebrating growth.
	8.	Develop a time-bound framework for reassessing and reprioritizing work as needed.
Deployment	9.	Make time in the spring to map out how the stakeholders will work together throughout the year. Identify details related to dates, sites, goals/purpose for visits, types of service, and how these services are connected to the goals stated in the I-DIP/SIP.
	10.	Ensure that all parties can articulate the vision stated in the I-DIP and that the I-DIP is a continuous improvement process which is evaluated and revised, not rewritten every year.
	11.	Schedule site visits and professional development opportunities in advance.
	12.	Make informed decisions based on district needs and capacity.
	13.	Facilitate prioritization of needs within the school/district.
	14.	Provide districts with coordinated and explicit efforts versus offering "random acts of service".
Assessment	**15.**	Get the necessary AIMSweb* passwords for the appropriate staff (EED, TACs, and CCs).
	16.	Schedule AIMSweb* professional development sessions for TACs, CCs, and district personnel.
	17.	Schedule quarterly data driven debriefing sessions to examine and share performance data with EED.
		*** NOTE: or other curriculum based measurement system utilized by the district**
Leadership	18.	Reinforce school reform to improve student achievement.
	19.	Emphasize results-driven leadership and instill systems-wide change.
	20.	Reinforce the need for GLE walkthroughs and providing teachers with feedback related to their work.
	21.	Assist districts in their efforts to improve staff retention rates.
	22.	Collaborate with school boards and community members.
	23.	Plan and support the implementation of the I-DIP and other needs as defined.

It is helpful for the SSOS team when district personnel:

24. Reinforce teacher, site leader, and district buy-in for research-based best practices and implementation of programs designed to increase student achievement.
25. Establish an open communication system about the intervention plan, players, process, and progress.
26. Differentiate coaching assignments based on site needs and identifying goals to be addressed before receipt of services.
27. Identify a contact person who can provide information about local accommodations, local customs, and logistical travel information.
28. Provide all Content Coaches and Technical Assistance Coaches with access to the appropriate staff, materials, and data information management systems.
29. Ensure that services provided to the district become embedded in the district's ways of practice.

Appendix A: School Improvement Planning Calendar



*** NOTE: the Spring AIMSweb testing window provides districts with teacher-centered results; should districts choose not to conduct spring universal AIMSweb screening, they are strongly encouraged to work with EED to analyze the prior year's AIMSweb data in comparison to final SBA results.**

Appendix B: Alaska Statutes and Federal Law Related to the SSOS

AS 14.03.015. State education policy.

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

AS 14.03.123. School and district accountability.

(a) By September 1 of each year, the department shall assign a performance designation to each public school and school district and to the state public school system in accordance with (f) of this section.

(f) In the accountability system for schools and districts required by this section, the department shall
  (1) implement 20 U.S.C. 6301 – 7941 (Elementary and Secondary Education Act of 1965), as amended;
  (2) implement state criteria and priorities for accountability including the use of
    (A) measures of student performance on standards-based assessments in reading, writing, and mathematics, and including competency tests required under AS 14.03.075;
    (B) measures of student improvement; and
    (C) other measures identified that are indicators of student success and achievement; and
  (3) to the extent practicable, minimize the administrative burden on districts.

AS 14.07.020. Duties of the department.

(a) The department shall
  (1) exercise general supervision over the public schools of the state except the University of Alaska;
  (16) establish by regulation criteria, based on low student performance, under which the department may intervene in a school district to improve instructional practices, as described in AS 14.07.030 (14) or (15); the regulations must include
    (A) a notice provision that alerts the district to the deficiencies and the instructional practice changes proposed by the department;
    (B) an end date for departmental intervention, as described in AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three consecutive years of improvement consisting of not less than two percent increases in student proficiency on standards-based assessments in math, reading, and writing as provided in As 14.03.123(f)(2)(A); and
    (C) a process for districts to petition the department for continuing or discontinuing the department's intervention;
  (17) notify the legislative committees having jurisdiction over education before intervening in a school district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15).

(b) In implementing its duties under (a)(2) of this section, the department shall develop

(1) performance standards in reading, writing, and mathematics to be met at designated age levels by each student in public schools in the state; and
(2) a comprehensive system of student assessments, composed of multiple indicators of proficiency in reading, writing, and mathematics...

AS 14.07.060. Regulations.

The board shall adopt regulations that are necessary to carry out the provisions of this title. All regulations shall be adopted under AS 44.62 (Administrative Procedure Act).

AS 14.50.080. Consent to reasonable conditions.

The governor or the board as the federal law may require may accept all reasonable conditions which may be required by the federal government as a condition to receiving federal money for education purposes.

NCLB. Section 1116. Academic assessment and local educational agency and school improvement.

NCLB. Section 1117. School support and recognition.

Appendix C: Alaska Administrative Codes Related to the SSOS

4 AAC 06.800-899. School and district accountability.

4 AAC 06.759. High school graduation qualifying examination: remediation.

(a) A district shall provide remediation to a student who has not passed one or more subtests of the state high school graduation qualifying examination (HSGQE) after the fall administration of the HSGQE in the student's 11th grade year. Remediation must begin no later than the start of the student's 11th grade year and continue as necessary for the student to pass all subtests of the HSGQE. Nothing in this subsection prevents a district from offering remediation at an earlier time.

4 AAC 06.800. Purpose.

The purpose of the school and district accountability system is to ensure that by school year 2013-14, all students will reach proficiency or better in language arts and mathematics.

4 AAC 06.840. Consequences of not demonstrating adequate yearly progress.

(j) At any time after a district has been designated as Level 2 or higher under 4 AAC 06.835(b), the department may conduct a desk audit or an instructional audit of the district or one or more schools within the district. The department may require a district to provide information, including a self-assessment, as part of either audit process. To the extent permitted under federal law, the department will use federal programmatic funds allocated to the district to pay the cost of an instructional audit.

(1) "desk audit" means a review of data to determine the reasons a district has not demonstrated adequate yearly progress;

(2) "instructional audit" means an on-site review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's

(A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 01.140 and 4 AAC 04.150;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices; and

(F) leadership.

(k) If a district is designated under 4 AAC 06.835(b) as Level 3, the department will prepare to take corrective action in the district consistent with this subsection. If the district is designated as Level 4, by the end of the school year in which the district receives the designation, the department will implement one or more of the following corrective actions in the district:

(3) defer programmatic funds or reduce administrative money provided to the district from federal sources;

(4) institute and implement a new curriculum based on state content standards adopted in 4 AAC 04.140 and performance standards adopted in 4 AAC 04.150, including the provision, for all relevant staff, of appropriate professional development that
   (A) is grounded in scientifically-based research; and
   (B) offers substantial promise of improving educational achievement for low-achieving students;
(5) replace the district personnel who are relevant to the district's receipt of the designation;
(6) remove schools from the jurisdiction of the district and provide alternative arrangements for public governance and supervision of these schools;
(7) in conjunction with at least one other action in this subsection
   (A) authorize students to transfer from a school operated by the district to a higher-performing public school operated by another district; and
   (B) provide to these students transportation, or the costs of transportation, to the other school;
(8) appoint a receiver or a trustee to administer the affairs of the district in place of the chief school administrator, and school board.

(l) Following the audit process described in (j) of this section, or, if no audit has been conducted, before implementing corrective action in a district under (k) of this section, the department will give notice to the district regarding the possible corrective actions, if any, under consideration for the district. A district has 15 days after receipt of notice to submit comments and evidence to the department before corrective action is implemented. When determining the appropriate corrective action under (k) of this section, the department will consider
   (1) the results of any audit conducted under (j) of this section;
   (2) the actions taken by the district to address the district's failure to demonstrate adequate yearly progress;
   (3) the growth that the district has shown in the proficiency level of its students;
   (4) the public interest; and
   (5) comments and evidence submitted by the district.

4 AAC 06.845. School improvement plan

(a) A school required to submit a school improvement plan under 4 AAC 06.840(c) shall submit the plan to its district for approval not later than 90 days after designation under 4 AAC 06.835(a).

(b) After receiving a plan from a school under (a) of this section, a district shall
   (1) establish a peer review process to assist with a prompt review of the plan;
   (2) work with the school as necessary to modify the plan; and
   (3) no later than 45 days after receiving a plan from a school, approve the plan for submission to the department if the plan meets the requirements of this section.

(c) In developing a school improvement plan, a school must
   (1) consult with parents, school staff, and other interested persons;

(2) cover a two-year period;
(3) incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the designation;
(4) adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all students will meet a proficiency level of proficient or advanced on the state assessments by school year 2013-14;
(5) provide assurance that the school will allocate and spend at least 10 percent of the funding allocated to the school under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) to provide the school's teachers and principal with high-quality professional development that directly addresses the academic performance problem that caused the designation;
(6) explain how the high-quality professional development will directly address the academic performance problem that caused the designation;
(7) establish specific annual, measurable objectives for continuous and substantial progress by all students collectively and each subgroup of students enrolled in the school that will ensure that all students will meet a proficiency level of proficient or advanced on the state assessments by school year 2013-14;
(8) describe how the school will provide written notice about the designation of the school to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand;
(9) specify the responsibilities of the school and district, and the responsibilities agreed to by the department, in implementing the improvement plan;
(10) include strategies to promote effective parental involvement in the school;
(11) incorporate, as appropriate, activities for students before school, after school, during the summer, and during any extension of the school year; and
(12) incorporate a teacher mentoring program.

(d) A school shall implement its plan immediately after receiving approval from the district. If the department determines that changes in the plan will improve the performance and progress of students at the school, the department will require changes to the plan at any time, including after implementation.

4 AAC 06.850. District improvement plan.

(a) A district required to submit a district improvement plan under 4 AAC 06.840(h) shall submit the plan to the department for approval not later than 90 days after designation under 4 AAC 06.835(b).

(b) In developing a district improvement plan, a district shall
(1) cover a two-year period;
(2) consult with parents, school staff, and other interested persons;

(3) incorporate scientifically based research strategies that strengthen the core academic program in the schools served by the district;
(4) identify actions that have the greatest likelihood of improving the achievement of students in meeting the academic performance requirements in 4 AAC 06.810;
(5) address professional development needs of the instructional staff;
(6) include specific measurable achievement goals and targets for all students collectively and each subgroup of students;
(7) address the fundamental teaching and learning needs in the schools of the district, and the specific academic problems of low-achieving students, including a determination of why any of the district's prior plans failed to bring about increased student academic performance;
(8) incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;
(9) specify the responsibilities of the department under the plan, including specifying the technical assistance to be provided by the department; and
(10) include strategies to promote effective parental involvement in the school.

(c) For each district for which the department has conducted an instructional audit under 4 AAC 06.840(j), the department will, after consultation with the district, draft a district improvement plan unless the department finds that the district has adequate instructional policies, practices, and methodologies. The district improvement plan may include
(1) adoption of the program described in 4 AAC 06.872(c);
(2) technical assistance to the district regarding the implementation of a program for improvement under the improvement plan; or
(3) one or more corrective actions described in 4 AAC 06.840, 4 AAC 06.865, or 4 AAC 06.870 for the district as a whole or at a school in the district.

(d) The technical assistance required under (c)(2) of this section may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect the district's funding under AS 14.17 to provide money to pay for services by a contractor that the commissioner determines are necessary under this section. If a district fails to take an action required under the district improvement plan, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. The department will not redirect a district's funding under this subsection, and will not impose corrective action that involves personnel under (c)(3) of this section, if in each of the three previous years the district demonstrated increases of at least two percentage points in the standards-based assessment in mathematics, reading, and writing under 4 AAC 06.737.

(e) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the
(1) factors described in 4 AAC 06.840(j)(2); and

(2) public interest.

(f) The department will not take action under (c) - (d) of this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.

(g) Compliance with (c) - (f) of this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899.

4 AAC 06.852. Technical assistance.

(a) If a school is designated as Level 2 or higher under 4 AAC 06.835(a), the district within which the school is located shall ensure that the school receives appropriate technical assistance as the school develops and implements its improvement plan under 4 AAC 06.845 and throughout the plan's duration.

(b) A district may arrange for the technical assistance to be provided by one or more of the following:
- (1) the district;
- (2) the department;
- (3) an institution of higher education;
- (4) a private or not-for-profit organization, a private for-profit organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

(c) Technical assistance must be based on scientifically based research and include assistance in
- (1) analyzing data from the state assessments, and other examples of student work, to identify and develop solutions to problems in
  - (A) instruction;
  - (B) implementing the requirements for parental involvement and professional development; and
  - (C) implementing the school improvement plan, including district-level and school-level responsibilities under the plan.
- (2) identifying and implementing professional development and instructional strategies and methods that have proved effective, through scientifically based research, in addressing the specific instructional issues that caused the district to designate the school; and
- (3) analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to
  - (A) increase student academic achievement; and
  - (B) remove the school from its designation.

4 AAC 06.872. School-level desk audits.

(a) Each year, at the same time the department is conducting district desk audits under 4 AAC 06.840(j), the department will conduct a school-level desk audit of all schools in the state. The department will identify a school as needing additional analysis if the school
- (1) did not make adequate yearly progress under 4 AAC 06.805;

(2) has fewer than 50 percent of its full-academic-year students score proficient or higher on the mathematics, reading, or writing standards-based assessment under 4 AAC 06.737; and

(3) has a school index point value under 4 AAC 33.540 of 85 or lower.

(b) The department will determine whether the schools identified in (a) of this section would benefit from being placed on a program for improvement of instructional practices as described in (c) of this section. In making this determination, the department will consult with the superintendent of the district in which the school is located and will consider

(1) the reasons the school has been identified, including whether the school serves a special population;

(2) whether the state has imposed a district improvement plan under 4 AAC 06.850(c) as a result of an instructional audit under 4 AAC 06.840(j);

(3) whether the district has implemented a comparable program in the school;

(4) whether the school has shown substantial growth in student achievement; and

(5) for a school with fewer than 20 tested students, multiple years of data.

(c) After the department has determined under (b) of this section that a school would benefit from a program for improvement of instructional practices, the department will send notice of this determination to the district in which the school is located. In the notice, the department will inform the district of the deficiencies that need to be remedied and a timetable for implementation of the program and for amendment of the school improvement plan developed under 4 AAC 06.845 for the school. Within 30 days after receiving the notice, the district shall take action under the timetable as required by the department, and shall verify in writing to the department that it has taken that action. A program for improvement of instructional practices must include

(1) weekly collaborative meetings of teaching staff to discuss individual student progress; logs of the meeting shall be recorded and sent to the superintendent;

(2) regular use of assessments that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes; and

(3) school-level instructional management that provides professional development and technical assistance to staff and addresses grade-level expectations in the instruction.

(d) The department will provide technical assistance to the district regarding the implementation of the program in (c) of this section, unless the commissioner determines that technical assistance is not required. Technical assistance may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect money from the district's funding under AS 14.17 to pay for services by a contractor that the commissioner determines are necessary under this section.

(e) The commissioner may require the district to implement or amend at a school under a program for improvement of instructional practices

(1) corrective action described in 4 AAC 06.840 or 4 AAC 06.865; or

(2) a remediation plan under 4 AAC 06.759 for students at the school who have not passed the state high school graduation qualifying examination (HSGQE).

(f) If a district fails to take the action required under this section, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. Before requiring action under this subsection, the commissioner will consider the

(1) comments from the superintendent of the district;

(2) action taken by the district to improve the school;

(3) number of years the school has been identified under this section; and

(4) factors listed in (b) of this section.

(g) The department will not redirect a district's funding under (d) or (f) of this section, and will not impose corrective action that involves personnel under (e) of this section, if in each of the three previous years the district demonstrated increases of at least two percentage points in the standards-based assessment in mathematics, reading, and writing under 4 AAC 06.737.

(h) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the
    (1) factors described in (b) and (f) of this section; and
    (2) public interest.

(i) Notwithstanding any other provision of this section, the department will not take action under this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.

(j) Compliance with this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899.

Appendix D: Six Domains of Effective Schools & Districts

Curriculum

A school or district curriculum is an educational plan that defines the content to be taught, the resources and instructional methods to be used, and the assessment processes to be employed to document student progress and achievement. It is aligned with Alaska Performance Standards and GLEs and allows for the collection of data to inform instruction. Ideally, the curriculum (a) coheres across grade levels so that the goals and objectives can be met, and (b) attends to the Cultural Standards for Alaska Students (Appendix N).

Assessment

Assessment is the process of collecting, recording, scoring, monitoring, and interpreting information about a student's progress, a teacher's instruction, and a school's overall effectiveness. Some assessments are used for a record of accountability, but a primary purpose of assessment at the classroom level is to inform instructional decisions and ultimately to improve student achievement. In addition to summative data collected through State assessments, each school must be engaged in formative assessments and assessments to monitor progress that provide ongoing information to teachers. Formative measures provide the basis for decisions about what each student is learning. Teachers must be supported in their efforts to collect progress monitoring data for students at regular increments throughout the school year.

Instruction

Instruction concerns the methods that are used to teach curriculum and to help students achieve performance targets. Effective instruction recognizes that every student has individual needs, interests, and learning styles. Therefore, it incorporates a variety of instructional strategies and progress monitoring techniques to further learning for all students, as well as targeted remediation for some students in areas of need as determined by data from progress monitoring and formative assessments.

Supportive Learning Environment

Factors that contribute to creating a supportive learning environment include safety and order, an emphasis on academic achievement, parent/community involvement strategies, attention to local culture, and attention to assessment and monitoring. Schools that foster a positive school climate create a culture of cohesiveness and a high level of morale among students as well as staff.

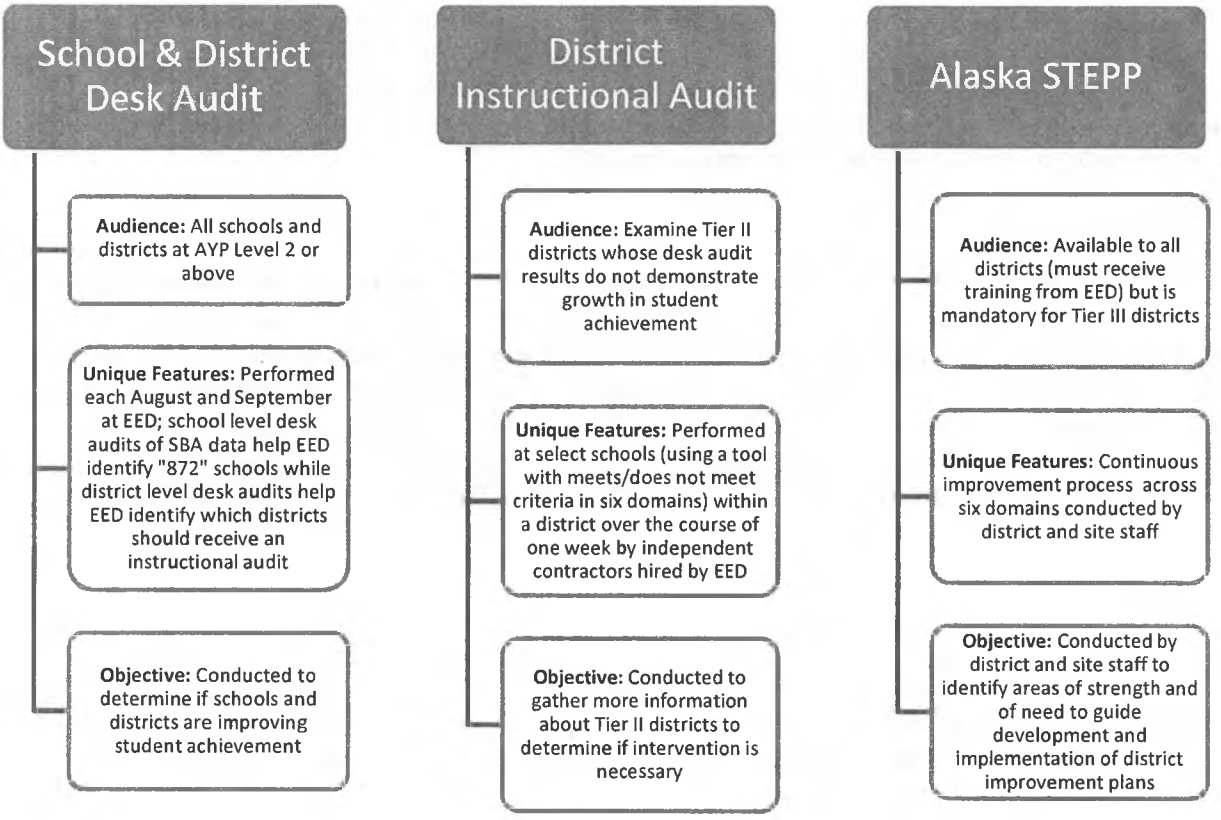
Professional Development

Well-planned, ongoing professional development involves school personnel in their own learning and ultimately leads to improved student achievement. It is practical, job-embedded, and results-oriented. Professional learning communities support effective staff development and allow for coaching, mentoring, collaborating, and a collective responsibility for student learning.

Leadership

School leadership is a process of influence leading to effective teaching and learning. Successful leaders develop a vision for their schools based on their personal and professional values. They choose to articulate this vision at every opportunity and they encourage their staff and community to share that vision. Management of the school's structures and activities is focused toward the achievement of this shared vision.

Appendix E: Desk Audit vs. Instructional Audit vs. Alaska STEPP



Appendix F: Elements of the Instructional Audit Tool

1.0 Curriculum.

1.1 Alaska state standards and GLEs are aligned with school/district curriculum.
1.2 A system is used regularly to measure implementation of Alaska state standards and GLEs.
1.3 There is a schedule for the review and/or development of the curriculum based on the Alaska content standards for each curriculum area and the schedule is consistently followed.
1.4 Statewide assessment data are used each year to identify gaps/areas of curriculum that are not being taught.
1.5 A review process is used to make the curriculum more responsive to the needs of the school's student population.

2.0 Assessment.

2.1 Assessments are aligned with Alaska's Performance Standards, GLEs, and district curriculum.
2.2 The school uses established systems for collecting, managing, analyzing, and reporting data.
2.3 Data from classroom assessments are used by school staff members as a source of information about student learning and to guide instructional decisions.
2.4 Assessments are administered in an ongoing fashion, multiple times a year, in order to determine student progress.
2.5 Formative assessments are used on a regular basis to inform instruction and to address the instructional needs of students.
2.6 School administrative leaders and instructional staff members review SBA data to evaluate school programs and student performance.

3.0 Instruction.

3.1 There is a system in place to ensure that classroom instructional activities are aligned to Alaska's content and performance standards and GLEs.
3.2 There are coordinated, school wide efforts to help low-performing students become proficient.
3.3 There is a system in place to provide timely/early instructional intervention to help low-performing students.
3.4 The use of research-based instructional practices dominates instructional planning and teaching.
3.5 Classroom instruction addresses diverse student learning needs.
3.6 High academic expectations for student learning are routinely conveyed to students so that they know what is needed for them to achieve at proficient levels.
3.7 Teachers use formative assessments to measure the effectiveness of instruction and to monitor student progress.
3.8 Teacher daily lesson plans demonstrate an alignment of instruction with Alaska content standards and GLEs.

4.0 Supportive Learning Environment.

4.1 Effective classroom management strategies that maximize instructional time are evident throughout the school.
4.2 School wide operational procedures are in place to minimize disruptions to instructional time.
4.3 School wide behavior standards are consistently communicated by staff and understood by the students.
4.4 The school has an established attendance policy that is used consistently.
4.5 Extended learning opportunities are made available and are utilized by students in need of additional support.
4.6 School and classroom environment reflects awareness and an understanding of local cultural values.

4.7 School staff communicates with parents about learning expectations, and ways to reinforce learning at home.
4.8 School staff members communicate with parents and community members to inform them about school priorities and to engage their support.
4.9 Physical facilities are safe and orderly.

5.0 Professional Development.

5.1 Student achievement data are a primary factor in determining professional development opportunities.
5.2 Written policies and procedures are consistently used in the evaluation of all personnel.
5.3 The teacher evaluation process is aligned to the Alaska Professional Teaching Standards.
5.4 Professional development is embedded into the daily routines and practices of school staff.
5.5 All teachers receive ongoing and systematic feedback and support for instructional improvement.
5.6 There is a mentoring program in place that supports new teachers in the development of instructional and classroom management skills.
5.7 Sufficient time and resources are allocated to support professional development and growth geared toward the goals outlined in the school improvement plan.

6.0 Leadership.

6.1 School administrative leaders facilitate the development and implementation of the school's goals.
6.2 School administrative leadership regularly analyzes assessment and other data, and uses the results in planning for improved achievement for all students.
6.3 School administrative leadership actively assists staff members in understanding formative and summative student achievement data and in how to use these data to make changes in instruction.
6.4 School improvement goals are Specific, Measureable, Attainable, Realistic, and Time-bound (SMART) and are based on student achievement data.
6.5 School administrative leaders systematically monitor the implementation of the school improvement plan.
6.6 School administrative leaders ensures that staff members, including new staff members, have access to and are trained to implement Alaska Content and Performance Standards and GLEs.
6.7 School administrative leaders conduct formal and informal observations and provide timely feedback to staff members on their instructional practices.
6.8 School administrative leaders build a positive relationship with parents and community members regarding school improvement efforts.
6.9 There is a process for the principal to receive support and guidance as part of the administrator evaluation procedures.
6.10 School administrative leaders oversee the progress of students who do not meet adequate yearly progress.

Appendix G: Overview of the Self-Study Tool

The Self-Study Tool (SST) was developed to help schools conduct an internal review as part of their school improvement effort. The SST materials are based on the Instructional Audit Tool that has been used throughout Alaska to conduct on-site school audits by external teams of educators. The SST process provides teams from a school community an opportunity to engage in discussion and evidence-based inquiry. It is not intended to be the basis for evaluation or for making comparisons across schools. The end product is not a score, but the identification of current strengths and limitations, which can assist school staff members in their school improvement efforts.

The tool is organized around six domains that represent important areas of successful school functioning: curriculum, assessment, instruction, supportive learning environment, professional development, and leadership.

Each domain consists of a series of key elements that are grounded in school improvement literature. It is not necessary for a school team to conduct the self-study across all six domains at once. For instance, a team might choose to begin by examining only one or two domains, such as instruction and/or supportive learning environment.

To complete this self-study, the entire school faculty, or a smaller leadership team, works in small groups to locate evidence, make ratings, and summarize findings. Parents, community members, and students may also be involved. When a team engages in the self-study process, it is important for each team member to begin with an open mind, setting aside assumptions and relying on evidence to make ratings on each of the elements. Some of the options for use of the SST include:

- Teams may start by examining a single domain area, using the initial discussion questions and then dividing up the elements they wish to tackle. In a subsequent meeting they can share their evidence, and then the whole group can come to a consensus on the rating of each element. Ultimately, the entire group needs to agree.
- Teams may focus on one or more, but not all, domains. Different teams might each work on the same domain and then compare their ratings, or the teams might "jigsaw" the effort so that each group looks at a different domain.
- Larger school districts with the capacity to do so, may wish to employ one team or several smaller teams in the use of the SST to review their status in all domains. Because this option requires collecting evidence to make ratings, it is the most thorough, yet time consuming of all the options.

The findings from any of these options can be useful for determining school direction and goal setting for school improvement planning. The three essential aspects of the process, which should remain consistent, are that 1) all ratings are based on evidence; 2) teams reach a consensus on the ratings; and 3) the process is transparent- findings are presented back to the entire school faculty and to the school community.

For complete details, please see the instructions in the Self-Study Tool booklet.

Appendix H: Outline of Alaska STEPP

Alaska STEPP is an online tool for school and district improvement planning. Implemented statewide in stages over three years, Alaska STEPP will be used by all districts and schools for improvement planning.

Alaska STEPP substitutes for the paper-based:

- District Improvement Plans (DIP)
- School Improvement Plans (SIP)
- Self Study Tool (SST)
- Title 1 Comprehensive Schoolwide Plan
- District and School Accreditation processes

Planning for improvement leads districts and sites to assess respective strengths and challenges, to celebrate strengths and to address needs effectively. Improvement plans have required elements in order to be in compliance with state and federal law. Alaska STEPP includes all state and federal requirements in the form of SMART indicators and of supplemental forms.

Alaska STEPP uses the research based indicators of the Instructional Audit Tool as its foundation. It then guides districts and schools into plan implementation to affect student learning in a positive manner.

This tool changes improvement planning in the following ways:

- Completed online in web-based environment instead of on paper
- Links self assessment and planning
- Provides research based ideas in areas of need
- Encourages constant and consistent use as a continuous improvement model
- Leads users through assessment, goal setting and task writing to break down big ideas into concrete tasks assigned to specific people with due dates
- Provides a longitudinal set of information that shows progress toward goals
- Links several programs and/or requirements of the state and federal programs so that schools/districts have less overall "paperwork" to complete

The Process of Alaska STEPP

Alaska STEPP includes 6 steps.

1. **Register a district or school** (done once).

2. **Enter District/School Information**. This information includes contact and demographic data (done yearly).

3. **Form a Team**. Each site forms a team made up of a cross-section of people. At a school this team should include the principal, a mix of staff, and parents of students. The optimal size for a team is 5-10. At the district level the team should include district administrators, parents, community members, site staff. The team may change from year to year, as needed. However, all the information about who was responsible for tasks will remain in STEPP for a record that can be referenced as needed.

4. **Assess Indicators**. There are 42 research based indicators to identify specific attributes, actions, and processes that lead to improvement in student achievement. Alaska STEPP uses a rubric or scoring guide

format in which schools/districts assess themselves on a four point scale. The process includes discussion of possible evidence that may lead the team to choose one rating over another.

The indicators are grouped into 6 domains: curriculum (what we teach), assessment (how we know how students know the material), instruction (how we teach), supportive learning environment (how we set up a school to optimize learning), professional development (how we support teachers to do their best work), leadership (how we organize, support, and lead school communities towards great student achievement).

The indicators are further grouped into two categories that specifically link to their use in STEPP. These are labeled Key and SMART.

- Key indicator: first step of a process and/or a high leverage activity.
- SMART indicator: state and federal school improvement requirements.

All participating schools and districts are required to complete the Key and SMART indicators in Alaska STEPP.

5. **Create School Plan**. Once an indicator is assessed the team creates a plan to improve or sustain efforts in that area. Alaska STEPP has a step-by-step process for creating tasks that include due dates, time frames, persons responsible, time frames, and notes.

   A powerful element of Alaska STEPP is the built-in resource called "WiseWays." These are research based, practical strategies linked to each indicator. They are accessed by clicking on the WiseWays button on the planning page.

6. **Monitor School Plan.** Alaska STEPP is a continuous improvement model. It calls for district or school self-monitoring of progress toward task completion by active review of data changes in data. The self-monitoring provides the essential action for continuous or ongoing improvement of a school/district.

EED Support For The Process

EED supports districts in this improvement planning model by offering onsite training for principals and other leaders in improvement planning and the use of the tool. Participating districts also will take part in monthly webinars that review technical aspects of the tool, present further information on school improvement, and encourage collegial support and problem solving across the district to work towards common goals.

Role of Technical Assistance Coaches and Content Coaches

In intervention districts the coaches will support implementation in several ways.

- Attend district trainings and supporting staff learn new process
- Attend/facilitate PLC meetings for which indicators are being assessed or planned,
- Read and reference site plans to support their advance
- Provide coaching comments on site plans as appropriate
- Provide feedback to EED to support these sites/districts more effectively

Appendix I: Elements of the Alaska Peer Review Guidance Document

Introduction

An Alaska school or district curriculum is an educational plan that defines the content to be taught, the resources (e.g., textbooks, kits, atlases, resource guides, etc) and instructional methods to be used, and the assessment processes to be employed for documenting student progress and achievement. Further, a district curriculum must include a plan for staff development. Overall, the curriculum is expected to be aligned with Alaska Performance Standards and Grade Level Expectations (GLEs) and allow for the collection and use of data to inform instruction. The Department of Education & Early Development also supports the inclusion of Alaska Cultural Content Standards adopted by the Alaska State Board of Education in school and district curricula.

Alignment of curriculum, instruction, and assessment with the Alaska GLEs is an essential element of focus for districts. Ideally, curricula are vertically aligned across grade levels and content areas. If standards-aligned curriculum is implemented with fidelity in each classroom, student achievement is fostered and instructional goals and objectives are met.

Purpose of Guidance

The Department of Education & Early Development (EED) issues this Guidance to provide districts with information to prepare for the department's peer review, as designated by state regulation 4 AAC 05.080 and enforced through regulation 4 AAC 06.840.

This Guidance represents the department's current thinking on this topic. Based on feedback from Alaska Peer Reviewers or other invited experts, new critical elements or important sources of evidence may be added to the Guidance. It does not create or confer any rights for or on any person. This Guidance does not impose any requirements beyond those required under applicable law and regulations. This document is intended to guide districts through a peer review process focused on examining evidence about curriculum-to-standards alignment but not to teach or instruct districts about the methods for performing curriculum-to-standards or curriculum-to-assessment alignment studies.

District Curricular System

A district may include in its curricular system multiple approaches to its design.

- A district's curricular system may employ either a uniform set of materials district-wide or a combination across schools. Districts using a combination of materials and resources must address issues of comparability and equivalency. For example, a student attending one elementary school must be able to continue to progress toward proficiency in the standards even if moved into another elementary school within the district that uses different materials.
- A district's curricular system may be supplemented through the use of correspondence course materials. These correspondence materials are approved by the Commissioner when evidence of alignment to standards and comparability and equivalency to other district course materials has been collected.
- A district's curricular system may include local standards which incorporate the local culture.

A district may support curriculum-to-standards alignment and fidelity of implementation of standards-based instruction by

- Identifying key resources and materials to be used for each grade and content area and verifying their alignment to state standards;
- Identifying or developing appropriate measures for gauging student progress toward achievement targets for each grade and content area and verifying their alignment to state standards;
- Indicating the processes for ensuring alignment to the state's academic content standards in each content area and grade and the timeframe for review;
- Providing information regarding the progress of teachers relative to staff development goals for effective curriculum implementation ;
- Establishing criteria to ensure that curricular materials, resources, and assessments are coherent, comprehensive, and synchronized with the levels of cognitive complexity (depth) and content breadth embodied by the state's academic standards;
- Demonstrating that all materials can be sufficiently differentiated to address the instructional needs of all students, including those who are currently performing at far below proficient, below proficient, proficient, and advanced levels;
- Receiving school board approval per regulation 4 AAC 05.080; and
- Receiving the department's final approval per state regulation 4 AAC 06.840.

The Peer Review Process

To determine whether districts have met curriculum-to-standards alignment requirements, EED will be using the Alaska Peer Review process. This process relies on involvement of local, state, and national experts and colleagues in the fields of standards and curriculum. The Alaska Peer Reviewers will evaluate districts' curricular systems only against state regulations and requirements. In other words, peer reviewers examine characteristics of a district's curricular system that will be used to hold the district accountable under regulation 4 AAC 06.840 *Consequences of not demonstrating adequate yearly progress.*

The Alaska Peer Review process does not directly examine a district's local standards or formative assessment instruments. Rather, it examines *evidence* compiled and submitted by each district that is intended to show that all facets of its curricular system (resources, materials, instruction, and assessment) meet state requirements. Such evidence may include, but is not limited to, final aligned curriculum documents, results from alignment studies, adopted policies, and curriculum committee meeting minutes. Peer reviewers will advise the department on whether a district's curricular system meets a particular level of sufficiency based on the totality of evidence submitted. Peer reviewers also provide constructive feedback to help districts strengthen their systems.

Role of Peer Reviewers

With this Guidance document as a framework, peer reviewers will use expert professional judgment to evaluate the evidence supplied by the district and determine the degree to which the district's final curricular system complies with the state requirements. Their evaluation of the final curricular system serves two purposes. First, the peer reviewers' comments are sent to the district as a technical assistance tool to support improvements in the system. Second, the peer reviewers' comments are used to inform the EED during final decision-making about each district's compliance status.

Review Process

- The Alaska Peer Review teams are trained in advance of the review process. They are facilitated through a mock review process by curriculum and instruction specialists and calibrated to ensure common understanding and interpretation of each critical element in the Guidance prior to reviewing any district's evidence.
- Districts will submit evidence of compliance consistent with the peer review schedule announced by the department. The evidence is then distributed by the department to each member of the Peer Review team in advance of a review meeting to allow for a thorough independent review based on the Guidance. At the review meeting, a team of at least three peer reviewers discusses the evidence provided by the district and records their opinions. Sufficient evidence must be provided to convince these experienced professionals that the curricular system is being implemented in a manner that meets state requirements.
- During this process, this Guidance is used as a framework to support a series of analytic judgments by peer reviewers. The review team addresses each of the critical elements in the Guidance document, evaluating the status of each component of the district's curriculum based on the evidence provided.
- To ensure common understanding of the value or usefulness of different pieces of evidence, decision rules will be recorded by peer reviewers. Decision rules are guidelines related to the application of Guidance criteria that explain how or why reviewers assigned a particular rating or reached a particular decision about a piece or type of evidence. That same rationale then is applied in all situations in which that type of evidence is presented, thereby promoting consistency in decisions over time and across reviewers.
- For each district evaluated, the peer reviewer team will provide a brief statement of the degree to which the curricular system meets state requirements and a summary of the changes needed, if any, to meet those requirements. The peer reviewers are responsible for providing feedback to each district that is informative and is consistent with professional standards and best practice. Generally, if changes in a district's curricular system are required in order to meet state requirements, peer reviewers present options rather than prescriptive instructions.
- The Alaska Peer Review team then prepares a report based on its examination of the evidence for all districts in that round of review.
- To ensure reliability of decisions over time (i.e., across rounds of review) and across peer reviewers, decisions will be monitored by the department. Peer reviewers also will be monitored to ensure ongoing calibration.

Review Teams

On each team, one person is designated team leader; this person is responsible for seeing that peer notes are clear, complete, and delivered to EED staff at the end of the review meeting. An EED staff person, assigned as a resource to each Peer Review Team, is responsible for (1) assisting the review team in obtaining adequate and appropriate information from the district prior to the review meeting; (2) contacting the district during the review meeting to obtain clarification or additional information needed by the reviewers; (3) securing resources needed to support the team during the meeting; and (4) accurately reporting the review team's deliberations as EED determines the district's compliance status. Department staff may question or even challenge the peer reviewers in order to promote clarity and consistency with the Guidance; they will not, however, impose their views or require substantive changes to the peer reviewers' judgments.

Role of the School District

Districts should familiarize themselves with instructions for completing the review document. To facilitate the peer review process, a district should organize its evidence with a brief narrative response to each of the critical elements in the Guidance (e.g., 1.1, 1.2, etc.). In the Guidance, the department has provided a suggested submission model to help districts develop their narratives and identify documents that constitute appropriate evidence of meeting the requirements for each critical element.

Districts are urged when possible to provide all acceptable evidence listed in the Guidance. In some occurrences the same evidence may be referenced in multiple sections. Further, districts can submit evidence that is not listed in the Guidance. Some sections identify specific evidence the department is requiring with the submission. These are marked with an asterisk.

Districts then submit final review documents and all evidence to the department in electronic and hard copy (one) formats.

Each district will be asked to designate a representative who can be contacted by telephone during the review process to provide clarification or additional information, if requested.

Once peer reviewers complete their review, feedback will be forwarded to the department and then to districts. If any critical elements are missing information that could not be secured through a telephone conversation with the designated representative, districts will be given a timeline for resubmitting evidence to meet the peer review requirements.

Section 1.0 School/district curriculum are aligned with Alaska Standards and Grade Level Expectations (GLEs).

Overview and Definitions

To establish common expectations for the academic achievement of all students, the State expects all public school districts to adhere to a set of challenging academic content standards and grade level expectations. These standards should guide the selection of appropriate district resources and materials for classroom instruction. Those materials and resources selected for use must be aligned to state standards and adaptable to allow for differentiated instruction and ensure inclusion of those students with disabilities and students who are not yet proficient in English.

Standards

Content standards are the overarching goals that describe, in the broadest terms, what all students in Alaska should know and be able to do. Performance standards state what students should know and be able to do at grades 5-7, 8-10, 11-14, and 15-18. Grade-level expectations are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress toward the performance standards and ultimately the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to explicate and clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which priorities for instruction and state assessment are drawn.

Stakeholders

Participants in the alignment process should be drawn from district personnel. These staff should be using the curriculum and know the GLEs and the content addressed. They may be experienced teachers, administrators, and other specialists working directly with students. In some cases, they may be drawn from a broader group of community stakeholders. Districts should consider cultural diversity and other demographic considerations when identifying alignment participants.

Proficiency Descriptors

Proficiency level descriptors are statements that describe the knowledge and skills expected at different proficiency levels with respect to the content standards, performance standards, and grade-level expectations. Alaska has four

proficiency levels: far below proficient, below proficient, proficient, and advanced. The proficiency level descriptors describe the expected level of performance at each of these four levels.

Evidence-Based Research

All materials/resources require a decision making process supported by the appropriate balance of sound theory and relevant empirical evidence. Most publications reference evidence of research. Overall, a district's decision needs to be thoughtful showing evidence of diligence in selecting materials.

Cognitive Complexity/Depth of Knowledge/Level of Rigor

Cognitive complexity, also known as depth of knowledge, refers to the level of rigor or cognitive demand required for a student to demonstrate mastery of a particular standard or GLE. Typically, standards for any grade or content area will include a range of levels of cognitive complexity (i.e., some more complex and some less complex). District curriculum should encourage the teaching of advanced skills as well as foundational skills and show a balanced progression toward higher levels of cognitive complexity as GLEs carry into the next grade.

Response to Instruction/Intervention

Response to Instruction/Intervention (RTI) is a framework for instruction that has a purpose: to improve the academic achievement and educational outcomes of *every student*. The RTI model supports the practice of providing high-quality instruction and interventions matched to students' individual needs, monitoring progress frequently to guide decision making about changes in instruction or educational goals, and using data to monitor each child's response to instructional strategies or interventions. The RTI concepts supported by EED make use of a multi-tiered approach that incorporates quality instruction and effective interventions for all students. The use of 'tiered' models is common in both education and mental health. The RTI model can be applied in all academic content areas, such as math, written language and reading. It can also be applied to social behavior and school environment.

Differentiation

To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests; and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

1.0 School/district curriculum are aligned with Alaska Standards and Grade Level Expectations (GLEs).

1.1 A process was used to identify appropriate resources and materials available for each GLE.

a) Who were the stakeholders involved and how often did they meet? Of the stakeholders, which have experience and knowledge in the content and GLEs?
b) How did proficiency descriptors guide resource selection?
c) What was the process to identify and select aligned, evidence-based researched materials? How were gaps in the resources and materials determined? How were materials selected to address gaps?
d) How are the resources/materials used in your district? Are the ways in which they are being used consistent with the developers' (or vendors') stated purpose?
e) What evidence supports claims that the materials are aligned to state standards? At what level were they found to align (e.g., was the unit of analysis the standard or GLE level)?

1.2 All learners were considered in the selection of resources and materials.

a) What considerations were made for students with disabilities, English language learners, and advanced learners?

1.3 A process was used to ensure that the full range of content (breadth) represented in the GLEs is represented in the collection of resources/materials.
   a) Who were the stakeholders and how often did they meet?
   b) How did the stakeholder group determine a full range of content for the collection of materials?

1.4 A process was used to ensure the full range of depth of knowledge (DOK) or cognitive complexity represented in the GLEs is represented in the collection of resources/materials.
   a) Who were the stakeholders involved and how often did they meet?
   b) How did stakeholders assign/identify the cognitive complexity (i.e., Blooms taxonomy descriptors or Webb's depth of knowledge levels) for each GLE?
   c) How did the stakeholder group determine an appropriate range of cognitive levels for the collection of materials?
   d) How does the curriculum framework show progression in student understanding?
   e) How do the materials support differentiated instruction so that the needs of struggling learners and gifted students can be addressed?

Section 2.0 School/district curriculum has aligned formative/summative assessment components.

Overview and Definitions

To ensure that districts are able to evaluate whether all students are progressing toward proficient and advanced levels, aligned formative and summative assessments are required to support classroom instruction and monitor student progress. All public school students must participate in the district assessment system, including those with disabilities and those who are not yet proficient in English.

Districts may choose to implement a variety of formative/summative assessments. The evaluative system might include common assessments, interim formative assessments, curriculum-based measures, and end-of-course assessments. If a district only uses assessments referenced against national norms at a particular grade (i.e., norm-referenced curriculum based measures), those assessments must be augmented with additional items to ensure the tool accurately measures the full depth and breadth of the state academic content standards.

Formative Assessments

Formative assessment is part of the instructional process. When embedded in classroom practice, formative assessment provides the information needed to adjust teaching strategies during the time of instruction to support optimal learning outcomes. In this sense, feedback from formative assessment informs both teachers and students about student understanding at a point where instruction can be adjusted and interventions implemented as needed.

Summative Standards-Based Assessments

Summative assessments are given periodically to determine at a particular point in time what students know and do not know in relation to state standards. Summative assessment at the district/classroom level is an accountability measure that is generally used at the end of a unit or course of instruction as part of the grading process.

Although the information that is gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are administered (1) at the end of instruction, not during, and (2) at less frequent intervals, e.g., every few weeks, months, or once a year, results from summative assessments can be used to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide the finely-grained information to guide instruction at the classroom level or to make adjustments and interventions to teaching strategies *during* the learning process.

2.0 School/district curriculum has aligned formative/summative assessment components.

2.1 Ongoing use of aligned classroom assessments document student progress and achievement.
- a) a) What types of formative assessment practices are used in your district?
- b) How are results from formative assessments used in your district? Are they providing instructional feedback to students and teachers?
- c) What evidence supporting claims of instructional sensitivity of formative assessments has been collected? Or means to support the implementation of instructional-sensitive formative assessments?

2.2 A structure is in place to support continued use of aligned formative/summative assessments.
- a) What is the process for collaboratively examining student work for alignment to proficiency descriptors and GLEs?
- b) How are tools and strategies for formative/summative assessments shared?
- c) How are formative/summative assessments connected to other school improvement initiatives?

Section 3.0 School/district curriculum is implemented with fidelity.

Overview and Definitions

The governing body of a district shall adopt, in the manner required by AS 14.14.100(a) a curriculum that describes what will be taught students in grades kindergarten through grade 12. The district curriculum can incorporate local standards along with required state standards.

Comparability and Equivalency

Students who move between schools must receive comparable instruction through materials that are equally aligned to the grade level expectations. Assurances are necessary that schools are pacing through materials at rates that are equivalent over time so students are able to maintain comparable progress toward the standards regardless of school attended.

Stakeholders

District level participants must include experienced teachers, administrators, and other specialists working directly with students at each grade level. Districts involving stakeholders in this process ensure cultural identities and other demographic considerations when designing or adopting a curriculum.

Fidelity

Fidelity (or integrity) of implementation is the delivery of instruction in the way in which it was designed to be delivered, i.e., in keeping with the intent of the standards, district and school policies for effective instruction, and community expectations.

3.0 School/district curriculum is implemented with fidelity.

3.1 The curriculum is fully adopted by the school board.
- a) The curriculum contains a statement that the document is used to guide for planning instructional strategies. Does the audience for the statement point to the teachers? Does the statement express the purpose of the curriculum?
- b) The curriculum contains a statement of goals that the curriculum is expected to accomplish. Will the listed goals be measured? Where do the goals reflect district philosophy?

c) The curriculum must set out content that can reasonably be expected to accomplish the goals. How does the curriculum support instruction in preparation of the summative spring assessments?
d) There is a review process to determine if the curriculum is responsive to the learning needs of all students. How will data be used to determine the curriculum is meeting the needs of all earners? Who are the stakeholders involved in reviewing the curriculum? What assurances exist that all subgroups are represented in the curriculum?
e) A schedule or plan to address each content area undergoing review at least once every six years. How does the timeline address grades K-12 in each specific content area?

3.2 A system is in place that guarantees teachers are prepared to use district curriculum.
a) How are teachers prepared to use curriculum materials with fidelity? How does this preparation provide multiple entry points for novice as well as experienced teachers?
b) How are new teachers to the district prepared to implement the curriculum with fidelity?
c) How does district leadership programs support and monitor for implementation of curriculum?

Appendix J: Consequences of Not Meeting Adequate Yearly Progress

For Schools Receiving Title I, Part A Funds

Level 1	**Alert:** Prepare and implement a school plan, consult with district and EED to receive technical assistance to meet AYP in next year.
Level 2	**School Improvement Status Year 1:** Develop a school improvement plan. After district review and approval, implement plan. District sends plan to EED. Provide school choice, if choice is available, or supplemental educational services (SES) and inform parents of designation and choice (or SES) options as appropriate.
Level 3	**School Improvement Status Year 2:** Continue to implement school improvement plan (revised as necessary), continue to provide choice, offer supplemental services if not already provided due to limited choice, and inform parents.
Level 4	**Corrective Actions:** Continue school improvement plan, choice, SES, and inform parents. *In addition, district must take one of the following actions:* replacement of staff; implementation of a new curriculum; decrease management authority at school level; appoint an outside expert; extend the school day or year; or restructure the internal organization of the school. [4 AAC 06.865 & NCLB 1116(b)(7)]
Level 5	**Restructuring: Year 1 -** Continue school improvement plan, choice and SES, and inform parents. *District required to prepare a restructuring plan for alternative governance using one of the following actions:* reopen as a charter school, replace all or most of the staff, enter into a contract with a management company, turn over operation of the school to the state, or any other major restructuring of a school's governance arrangement consistent with section 1116 of NCLB. **Restructuring: Year 2 -** Implement restructuring plan for alternative governance. Continue to implement school improvement plan, continue to provide school choice and supplemental services, inform parents. [4 AAC 06.870 & NCLB 1116(b)(8)]

For Schools Not Receiving Title I, Part A Funds

Level 1	**Alert:** Prepare and implement a school plan, consult with district and Department to receive technical assistance to meet AYP in next year.
Level 2 & Above	**School Improvement:** School shall develop & implement school plan, and notify parents.

For Districts

Level 1	**Alert:** Consult with the Department regarding reasons for not meeting AYP.
Level 3	**District Improvement:** District shall develop & implement a district improvement plan, submit the plan to EED, request technical assistance from EED, and provide notice to parents. [4 AAC 06.840(h), 06.850, & NCLB 1116(c)]
Level 4	**District Corrective Action:** Continue district improvement plan. *EED must take at least one corrective action:* defer programmatic funds or reduce administrative money from federal sources; institute new curriculum; replace district personnel; remove schools from jurisdiction of district; authorize students to transfer to another district; or appoint trustee to administer districts in place of school board. [4 AAC 06.840(k) & NCLB 1116(c)(10)(C)]

Financial Consequences

District	Set-aside 20% (or amount equal to) of district's Title IA allocation to provide choice/SES if **any** Title I school is in Level 2 or above
District	Spend 10% of district's Title IA allocation to provide professional development if **district** is identified at Level 2 or above and receives IA funds (may include 10% school-level allocation for professional development).
School	Spend 10% of school's Title IA allocation for professional development if school is in Level 2 or above.

Appendix K: Menu of Available Services

Curriculum

Resource	Tier I	Tier II	Tier III
Curriculum Alignment Institute	X	X	X
Content Coaches (CCs)		X	X
Technical Assistance Coaches (TACs)			X

Assessment

Resource	Tier I	Tier II	Tier III
Alaska Computerized Formative Assessments (ACFA)	X	X	X
Curriculum Based Measures: AIMSweb Training			X
Data Interaction for Alaska Student Assessments (DIASA)	X	X	X
Content Coaches (CCs)		X	X
Technical Assistance Coaches (TACs)			X

Instruction

Resource	Tier I	Tier II	Tier III
Response to Instruction/Intervention Guidance Document	X	X	X
Response to Instruction/Intervention PowerPoint	X	X	X
Content Coaches (CCs)		X	X
Alaska Statewide Mentor Project (ASMP)	X	X	X
Technical Assistance Coaches (TACs)			X

Supportive Learning Environment

Resource	Tier I	Tier II	Tier III
SESA's PBS Resource Center/Clearinghouse	X	X	X
SESA's PBS Implementation Support			X
Content Coaches (CCs)		X	X
Technical Assistance Coaches (TACs)			X

Professional Development

Resource	Tier I	Tier II	Tier III
Alaska Reading Course	X	X	X
Content Coaches (CCs)		X	X
Technical Assistance Coaches (TACs)			X

Leadership

Resource	Tier I	Tier II	Tier III
Alaska Administrator Coaching Project (AACP)	X	X	X
Rural Alaska Principal Preparation Project (RAPPS)	X	X	X
Alaska School Leadership Institute (ASLI)		X	X
Collaborative Meeting Training	X	X	X
GLE Walkthrough DVD	X	X	X
Observation Protocols	X	X	X
Content Coaches (CCs)		X	X
Technical Assistance Coaches (TACs)			X
Governance Technical Assistance Coach			X

Appendix L: Reporting Template for Technical Assistance Coaches

Technical Assistance Coach
Site Visit Report

Alaska Department of Education & Early Development
State System of Support

Project Log Information
Technical Assistance Coach (TAC) Reporting: **District:** **Site, *if applicable*:** **Focus of Visit:** **Participants:**

Site Visit Report Cycle Reports completed and posted 7 days after site visit ends.	
Service Dates:	Report Date:
The following dates reflect when the reports will be compiled and archived at EED.	
[ ] August 31, 2010 [ ] October 31, 2010 [ ]January 31, 2011 [ ]March 31, 2011 [ ] May 31, 2011	

Data Related to the District or Site for this Visit

Curriculum ***check boxes that correspond to work and observations in the domain during this visit***
Verification of Documents & Best Practice: *** Reported Every Cycle** [ ] Curriculum alignment framework document is complete for all SBA tested content areas [ ] Teachers use the district curriculum in their lesson planning [ ] Curriculum gaps are identified and filled with supplemental materials [ ] Materials have been purchased and distributed to staff [ ] Teachers implement the aligned reading, writing, math, and science curricula* [ ] School provides students with meaningful exposure to non-tested content areas*
Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Assessment ***check boxes that correspond to work and observations in the domain during this visit***
Verification of Documents & Best Practice: *** Reported Every Cycle** [ ]Professional development related to assessment literacy is scheduled and embedded throughout the year [ ] Universal screenings are administered multiple times a year for all students* [ ] Progress monitoring is used by teachers to address students' learning needs [ ] Collaborative meetings are focused on making data driven decisions to improve student achievement*
Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Instruction
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] School schedules designate a 90-minute-block for core reading instruction*
[ ] In addition to the 90-minute core reading block, school schedules designate 30-60 minutes for reading intervention*
[ ] District provides reading and math specialists to work with students and/or staff who need additional support
[ ] School has a schedule/system that ensures that there is designated time for intervention efforts in reading and math:
core, core + more, core + more + more
[ ] Research-based intervention materials have been purchased and are implemented to support low-performing students to become proficient
[ ] There is instruction in academic content areas such as Science, Social Studies, Writing, etc.
[ ] Teachers differentiate instruction based on student needs
[ ] Teachers use collaborative meetings to examine student work and share strategies

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Supportive Learning Environment
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:

[ ] School and classroom schedules emphasize uninterrupted instructional time
[ ] There is a unified approach to classroom management strategies; materials and professional development are provided to staff to ensure that the expectations are met
[ ] Local cultural values are incorporated in curriculum, instruction, learning environment
[ ] Principal and teachers communicate with parents about learning expectations, student progress, and ways to incorporate learning at home

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Professional Development
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:

[ ] Instructional Leader/Staff examine student data to determine what professional development is needed
[ ] Site in-service schedules are directly related to student achievement data
[ ] Site staff participates in EED sponsored professional development events
[ ] Principal/Instructional leader participates in RAPPS webinar series

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Leadership
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] Leaders conduct GLE walkthroughs and provide timely feedback to teachers*
[ ] Leaders monitor the progress of the school improvement plan*
[ ] Leaders participation in the Alaska Administrative Coaching Program, as appropriate
[ ] School leadership participates in collaborative meetings
[ ] Principal briefs Superintendent on AIMSweb and other screening assessment results
[ ] Leaders review and respond to coaches comments in reports and/or Alaska STEPP

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

HSGQE Individual Remediation Plans
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] There is a plan for each student who has not passed one or more sections of the HSGQE*
[ ] Teachers follow through on HSGQE plans in the classroom*

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Inservice/Professional Development Provided by Technical Assistance Coach

Upcoming Site Visits

Additional Comments
May include information reported by site. Include dates as appropriate

Signatures

Technical Assistance Coach's Signature	Date	Principal's Signature	Date
		[ ] I am including comments (see attached). [ ] I am not including comments.	

Principal comments

Appendix M: Reporting Template for Content Coaches

Content Coach
Site Visit Report

Alaska Department of Education & Early Development
State System of Support

Project Log Information
Content Coach (CC) Reporting: **District:** **Site:** **Focus of Visit:** **Participants:**

Site Visit Report Cycle Reports completed and posted 7 days after site visit ends.	
Service Dates:	Report Date:

The following dates reflect when the reports will be compiled and archived at EED.

☐ August 31, 2010 ☐ October 31, 2010 ☐ January 31, 2011 ☐ March 31, 2011 ☐ May 31, 2011

Data Related to the Site for this Visit

Curriculum ***check boxes that correspond to work and observations in the domain during this visit***
Verification of Documents & Best Practice: *** Reported Every Cycle** ☐ Curriculum alignment framework document is complete for all SBA tested content areas ☐ Teachers use the district curriculum in their lesson planning ☐ Curriculum gaps are identified and filled with supplemental materials ☐ Materials have been purchased and distributed to staff ☐ Teachers implement the aligned reading, writing, math, and science curricula* ☐ School provides students with meaningful exposure to non-tested content areas*
Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Assessment ***check boxes that correspond to work and observations in the domain during this visit***
Verification of Documents & Best Practice: *** Reported Every Cycle** ☐ Professional development related to assessment literacy is scheduled and embedded throughout the year ☐ Universal screenings are administered multiple times a year for all students* ☐ Progress monitoring is used by teachers to address students' learning needs ☐ Collaborative meetings are focused on making data driven decisions to improve student achievement*
Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Instruction
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:
*** Reported Every Cycle**

- ☐ School schedules designate a 90-minute-block for core reading instruction*
- ☐ In addition to the 90-minute core reading block, school schedules designate 30-60 minutes for reading intervention*
- ☐ District provides reading and math specialists to work with students and/or staff who need additional support
- ☐ School has a schedule/system that ensures that there is designated time for intervention efforts in reading and math:
  core, core + more, core + more + more
- ☐ Research-based intervention materials have been purchased and are implemented to support low-performing students to become proficient
- ☐ There is instruction in academic content areas such as Science, Social Studies, Writing, etc.
- ☐ Teachers differentiate instruction based on student needs
- ☐ Teachers use collaborative meetings to examine student work and share strategies

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Supportive Learning Environment
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:

- ☐ School and classroom schedules emphasize uninterrupted instructional time
- ☐ There is a unified approach to classroom management strategies; materials and professional development are provided to staff to ensure that the expectations are met
- ☐ Local cultural values are incorporated in curriculum, instruction, learning environment
- ☐ Principal and teachers communicate with parents about learning expectations, student progress, and ways to incorporate learning at home

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Professional Development
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:

- ☐ Instructional Leader/Staff examine student data to determine what professional development is needed
- ☐ Site in-service schedules are directly related to student achievement data
- ☐ Site staff participates in EED sponsored professional development events
- ☐ Principal/Instructional leader participates in RAPPS webinar series

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit	
Observations of School Implementation and Progress in Domain	**Recommendations to School based on Observations**

Leadership
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:
*** Reported Every Cycle**

- ☐ Leaders conduct GLE walkthroughs and provide timely feedback to teachers*
- ☐ Leaders monitor the progress of the school improvement plan*
- ☐ Leaders participation in the Alaska Administrative Coaching Program, as appropriate
- ☐ School leadership participates in collaborative meetings
- ☐ Principal briefs Superintendent on AIMSweb and other screening assessment results
- ☐ Leaders review and respond to coaches comments in reports and/or Alaska STEPP

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit	
Observations of School Implementation and Progress in Domain	**Recommendations to School based on Observations**

HSGQE Individual Remediation Plans
check boxes that correspond to work and observations in the domain during this visit

Verification of Documents & Best Practice:
*** Reported Every Cycle**

- ☐ There is a plan for each student who has not passed one or more sections of the HSGQE*
- ☐ Teachers follow through on HSGQE plans in the classroom*

Follow Up Observations Regarding School Progress Towards Recommendations From Previous Visit

Observations of School Implementation and Progress in Domain	Recommendations to School based on Observations

Inservice/Professional Development Provided by Content Coach

Upcoming Site Visits

Additional Comments
May include information reported by site. Include dates as appropriate

Signatures

Content Coach's Signature	Date	Principal's Signature	Date

☐ I am including comments (see attached).
☐ I am not including comments.

Principal comments

Appendix N: Reporting Template for Lead Technical Assistance Coaches

Lead Technical Assistance Coach
District Service Report

Alaska Department of Education & Early Development
State System of Support

Project Log Information

Lead Technical Assistance Coach Reporting:
District:

Service Dates:
Focus of Visit:
Participants:

Service Dates:
Focus of Visit:
Participants:

District Service Report Cycle

[ ] August 31, 2010 [ ] October 31, 2010 [ ] January 31, 2011 [ ] March 31, 2011 [ ] May 31, 2011

District Data for this Reporting Cycle

Curriculum
check boxes that correspond to work and observations in this domain during this reporting period

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] Curriculum alignment framework document is complete for all SBA tested content areas
[ ] Curriculum gaps are identified and filled with supplemental materials
[ ] Materials have been purchased and distributed to staff
[ ] District ensures implementation of the aligned reading, writing, math, and science curricula*
[ ] District provides students with meaningful exposure to non-tested content areas*

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District Implementation and Progress Toward Recommendations From Previous Visit

Date:

Additional Observations

Date:

Recommendations to District Based on Observations

Date:

Assessment
check boxes that correspond to work and observations in this domain during this reporting period

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] Professional development related to assessment literacy is scheduled and embedded throughout the year
[ ] Universal screenings are administered multiple times a year for all students*
[ ] District ensure that progress monitoring is used by teachers to address students' learning needs
[ ] Lead TAC observes that collaborative meetings are focused on making data driven decisions to improve student achievement*

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District Implementation and Progress Toward Recommendations From Previous Visit
Date:

Additional Observations
Date:

Recommendations to District Based on Observations
Date:

Instruction
boxes checked reflect areas of observation in this domain during this reporting period

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] School schedules designate a 90-minute-block for core reading instruction*
[ ] In addition to the 90-minute core reading block, school schedules designate 30-60 minutes for reading intervention*
[ ] District provides reading and math specialists to work with students and/or staff who need additional support
[ ] District has a policy and ensures that there is designated time for intervention efforts in reading and math: core, core + more, core + more + more
[ ] Research-based intervention materials have been purchased and are implemented to support low-performing students to become proficient
[ ] District ensures that there is instruction in academic content areas such as Science, Social Studies, Writing, etc.
[ ] District ensures teachers differentiate instruction based on student needs
[ ] District ensure site staff use collaborative meetings to examine student work and share strategies

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District Implementation and Progress Toward Recommendations From Previous Visit

Date:

Additional Observations

Date:

Recommendations to District Based on Observations

Date:

Supportive Learning Environment
boxes checked reflect areas of observation in this domain during this reporting period

Verification of Documents & Best Practice:

[ ] There is a district-wide expectation that school schedules emphasize uninterrupted instructional time
[ ] District requires a unified approach to classroom management strategies and provides materials and professional development to staff to ensure that the expectations are met
[ ] District incorporates local cultural values within the curriculum, instruction, and learning environment
[ ] District communicates with parents about learning expectations, student progress, and ways to incorporate learning at home

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District Implementation and Progress Toward Recommendations From Previous Visit
Date:

Additional Observations
Date:

Recommendations to District Based on Observations
Date:

Professional Development
boxes checked reflect areas of observation in this domain during this reporting period

Verification of Documents & Best Practice:
*** Reported Every Cycle**

- [ ] District examines data to determine what professional development events need to take place
- [ ] District and site in-service schedules meet professional development needs
- [ ] District participates in EED sponsored professional development events
- [ ] District participates in RAPPS webinar series
- [ ] Lead TAC observes that collaborative meetings are focused on making data driven decisions to improve student achievement*

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District implementation and Progress Toward Recommendations From Previous Visit
Date:

Additional Observations
Date:

Recommendations to District Based on Observations
Date:

Leadership
boxes checked reflect areas of observation in this domain during this reporting period

Verification of Documents & Best Practice:
*** Reported Every Cycle**

- [ ] Lead TAC accompanies leaders while they conduct GLE walkthroughs and provide timely feedback to teachers*
- [ ] Lead TAC observes leaders monitoring the progress of the district and/or school improvement plans*
- [ ] District participates in the Alaska Administrative Coaching Program, as appropriate
- [ ] School leadership participates in collaborative meetings
- [ ] Principal briefs Superintendent on AIMSweb results
- [ ] Leaders review and respond to coaches comments in reports and/or Alaska STEPP

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District Implementation and Progress Toward Recommendations From Previous Visit
Date:

Additional Observations
Date:

Recommendations to District Based on Observations
Date:

HSGQE Individual Remediation Plans
boxes checked reflect areas of observation in this domain during this reporting period

Verification of Documents & Best Practice:
*** Reported Every Cycle**

[ ] There is a plan for each student who has not passed one or more sections of the HSGQE*
[ ] Lead TAC interviews principal about the system of development and implementation of HSGQE plans (once/year)
[ ] Lead TAC observes the implementation of plans in the classroom*
[ ] Lead TAC speaks with the Superintendent **in the fall** to verify that there is a system for completing HSGQE remediation plans for students who have not passed one or more sections of the HSGQE and that these plans are in place
[ ] Lead TAC speaks with the Superintendent **in January** to verify that all HSGQE remediation plans are in place and that these plans are being implemented; Lead TAC reviews plans and ensures their implementation.

Observations of District Implementation and Progress in this Domain	Recommendations to District Based on Observations
Date:	

Follow Up Observations of District Implementation and Progress Toward Recommendations From Previous Visit
Date:

Additional Observations
Date:

Recommendations to District Based on Observations
Date:

Inservice/Professional Development Provided by Lead Technical Assistance Coach

Upcoming Site Visits

Additional Comments

May include: information reported by district, information from Content Coach and/or Technical Assistance Coach Site Reports

Include dates as appropriate

Signatures

Lead TAC Signature	Date	Superintendent's Signature	Date
		[ ] I am including comments (see attached). [ ] I am not including comments.	

Superintendent's Comments (optional)

Appendix O: Cultural Standards for Alaska Students

Standard A

Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:
1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;
2) recount their own genealogy and family history;
3) acquire and pass on the traditions of their community through oral and written history;
4) practice their traditional responsibilities to the surrounding environment;
5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and
7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

Standard B

Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:
1) acquire insights from other cultures without diminishing the integrity of their own;
2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
3) make appropriate choices regarding the long-term consequences of their actions; and
4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

Standard C

Culturally knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:
1) perform subsistence activities in ways that are appropriate to local cultural traditions;
2) make constructive contributions to the governance of their community and the well-being of their family;
3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and
4) enter into and function effectively in a variety of cultural settings.

Standard D

Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and
6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

Standard E

Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
2) understand the ecology and geography of the bioregion they inhabit;
3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
5) recognize how and why cultures change over time;
6) anticipate the changes that occur when different cultural systems come in contact with one another;
7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and
8) identify and appreciate who they are and their place in the world.

Appendix P: Listing of Persons in the SSOS Structure (2010-2011)

Commissioner of Education and Early Development — Mr. Larry LeDoux

Deputy Commissioner of EED — Mr. Les Morse

Director of Rural Education — Ms. Phyllis Carlson

Director of Teaching and Learning Support — Ms. Cynthia Curran

ESEA/NCLB Administrator — Ms. Margaret MacKinnon

ESEA School Improvement Program Specialist

Ms. Angela Love — angela.love@alaska.gov

SSOS Administrator

Mr. Jon Paden — jon.paden@alaska.gov

SSOS Program Specialist

Ms. Elizabeth Davis — elizabeth.davis@alaska.gov

SSOS Content Specialist: Literacy

Ms. Maria Offer — maria.offer@alaska.gov

SSOS Content Specialist: Math

Ms. Cecilia Miller — cecilia.miller@alaska.gov

SSOS Content Specialist: Science

Dr. Bjorn Wolter — bjorn.wolter@alaska.gov

SSOS Education Associate

Ms. Dena Iutzi-Mitchell — dena.iutzi-mitchell@alaska.gov

Glossary

"872" School – School that meets specific criteria, per 4 AAC 06.872, indicating need for EED and district consultation.

AACP- Alaska Administrator Coaching Project. Is part of the ASMP; it is a state initiative in which principals and superintendents receive support through leadership institutes, workshops, and coaches. The goals are to develop instructional leaders, increase student achievement, and reduce administrator turnover. Under the AACP, inexperienced administrators or those new to Alaska are paired with a coach for one or two years. The administrators receive guidance in organization and facilitation, teacher observation and evaluation, the use of data to improve instruction, and the use of effective school-level and classroom practices.

ACC – Alaska Comprehensive Center. Supports EED with high quality, research-based resources. The ACC is one of sixteen centers funded by the U.S. Department of Education to support states in increasing student achievement. The website presented by the ACC is for all educators serving Alaska's K-12 schools. It brings together in one place current information about improvement planning and strategies that districts can use to meet the provisions of NCLB and increasing student performance. For more information visit http://dev.alaskacc.org/ssos.

ACFA- Alaska Computerized Formative Assessments. ACRA are computer-based formative assessments using the CAL online computer test delivery and reporting system. Items are linked to specific Alaska performance standards and grade level expectations (GLEs). The system is intended to provide feedback that can be used to adapt teaching and learning to meet student needs.

AIMSweb- A 3-tier progress monitoring system based on direct, frequent and continuous student assessment which is reported to teachers and administrators via a web-based management and reporting system for the purpose of determining response to instruction.

AIMSweb Diagnosing- Looking for reading vulnerabilities within each student.

AIMSweb Early Literacy Assessment Schedule -

Kindergarten			First Grade		
Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Beginning Sound Fluency (optional)	Beginning Sound Fluency				
Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency	Letter Naming Fluency		
	Letter Sound Fluency	Letter Sound Fluency	Letter Sound Fluency		
	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	Phonemic Segmentation Fluency	
	Nonsense Words Fluency (optional)	Nonsense Words Fluency	Nonsense Words Fluency	Nonsense Words Fluency	Nonsense Words Fluency
				R-CBM Fluency	R-CBM Fluency

AIMSweb Progress Monitoring- Assessing intervention efforts and its impact on student achievement. Conducted every 2-3 weeks to identify how individual students are responding to instruction. Is the intervention having a positive impact?

AIMSweb Universal Screening- Commonly referred to as benchmarking. Testing all students, usually three times a year, measures performance compared to students of their own age.

Alaska Reading Course- EED developed a scientifically based Alaska Reading Course focusing on the five critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It includes word study and comprehension through writing of text. The course gives any teacher necessary skills to deliver reading instruction.

Alaska STEPP- Steps To Educational Progress and Partnership, an entirely web-based school improvement system used by district and school improvement teams to inform, coach, sustain, track, and report improvement activities.

AMO – Annual Measurable Objective. AMO is the percentage of students that must score at a proficient level or higher on state assessments. By year 2013-14 the AMOs for language arts and math are 100%.

ASMP- Alaska Statewide Mentor Project. EED created the ASMP in partnership with the University of Alaska in support of their shared mission to improve academic achievement for students in Alaska. The ASMP includes two components: teacher mentoring for beginning teachers; and principal coaching for new school principals. The goals of the program are to increase teacher retention, increase student achievement, and equip principals with the skills to be instructional leaders and effective managers.

AYP - Adequate Yearly Progress. When a school or district meets the state's goals for reading/language arts and mathematics, it makes AYP.

Best practice - A best practice is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result. A commitment to using the best practices is a commitment to using all the knowledge and technology at one's disposal to ensure success.

CBM – Curriculum Based Measurement. Assessment of student progress aligned to the GLEs.

Desk Audit – A review of assessment data to determine the reasons a district or school has not demonstrated adequate yearly progress.

DIASA- Data Interaction for Alaska Student Assessments. An online database, allows for dynamic access to SBA student performance results. It is password protected with hierarchical access to varying levels of depth into the data, in order to protect individual students. The data interaction system permits approved users to create their own reports, graphs or data files; conduct ad hoc data queries and analysis; disaggregate on user-selected subgroup variables; drill down from summaries to individual students; and print reports in PDF format or export to other software programs.

Domain – Broad area of policy or practice related to effective and successful school functioning.

EED – Alaska Department of Education & Early Development.

Formative Assessment - An assessment conducted at the classroom level intended to be used by teachers to monitor and adjust instruction based on student need.

GLE - Grade Level Expectations. GLEs are based on Alaska's Content and Performance Standards, provide teachers with grade level teaching roadmaps, and for what may be assessed in the Standards Based Assessments (SBA).

GLE Walkthroughs- A process developed for principals to monitor the coverage of the grade level expectations in math, reading, writing, and science during classroom instruction. GLE recording sheets are distributed to principals and also available electronically upon request. GLE walkthrough training has been offered on-site by visiting classrooms, as well as through observing teaching episodes on DVD. Teachers are encouraged to use the GLE recording sheets when

planning lessons.

Instructional Audit – An on-site review of the instructional policies, practices, and methodologies in the six domains of effective practice.

LEA – Local Education Agency. In Alaska, school districts are LEAs.

NCLB - No Child Left Behind Act. NCLB is the latest version of the federal Elementary and Secondary Education Act, signed into law January 8, 2002.

PBS – Positive Behavior Support. School-wide behavioral supports for positive environments.

RTI - Response to Instruction/Intervention. In Alaska, RTI provides a framework to support all students using a tri-tiered triangle model that addresses both academic instruction and behavioral support.

SESA- Special Education Service Agency. A non-profit, political subdivision of the Alaska Department of Education & Early Development. Specializes in offering Positive Behavior Support (PBS) services at the school-wide level.

SESA's PBS System- A three-tiered positive behavior support (PBS) system of intervention with a primary focus on prevention. Tier 1 emphasizes the use of universal supports for all students to increase pro-social behavior, while decreasing problem behaviors. School-wide PBS offers targeted interventions for at-risk students at Tier 2, and provides individualized, intensive interventions for students at Tier 3. The PBS Center staff will provide the necessary professional development and coaching support to schools and districts with following general outcome goals for students: decreases in problem behavior, increases in pro-social skills, increases in positive school climate, and increases in academic performance.

SSOS - State System of Support. State and federal law requires EED to provide a system of intensive and sustained support to districts and schools that are in need of improvement, in corrective action, or in restructuring.

SEA – State Education Agency. In Alaska, the SEA is the Department of Education & Early Development.

Title I – The key program of the Elementary and Secondary Education Act (ESEA, formerly known as No Child Left Behind, NCLB) law that provides federal funding aid focused toward schools with high-poverty.

2/08/12 PRESENTATIONS: UNIVERSITY OF ALASKA BOARD OF REGENTS, ALASKA GATEWAY SCHOOL DISTRICT AND STATE BOARD OF EDUCATION

<TARGET><BILL></BILL><SUBJECT>2-08-12 PRESENTATIONS UNIVERSITY OF ALASKA BOARD OF REGENTS, ALASKA GATEWAY SCHOOL DISTRICT AND STATE BOARD OF EDUCATION</SUBJECT><COMM>HEDC27</COMM></TARGET>

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman

HOUSE EDUCATION COMMITTEE

Agenda

February 8, 2012
8 a.m.
Ramona Barnes Committee Room - 124

I. JT. HOUSE/SENATE EDUCATION MEETING - Call to Order
II. Presentation by Regent Michael Powers – UA Board of Regents Report on teacher preparation, retention and recruitment

HOUSE EDUCATION COMMITTEE:

III. Superintendent Presentation
    a. Todd Poage – Alaska Gateway School District
IV. State Board of Education – Annual Report to the Legislature (Cont'd)
    a. Esther Cox, Chairman Board of Education & Early Development
V. Adjourn

State Capitol, Room 104 Juneau, AK 9980 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

SB 241 Testimony
Alaska's University 2012 Report
Mike Powers – UA Regent
February 8, 2012

I am here today to share with you Alaska's University for Alaska's Schools 2012 Report

- Prepared in accordance with Senate Bill 241 of the 25th legislative Session
- A Report to the legislature on teacher preparation/retention/ and recruitment by the Board of Regents of the University of Alaska

I am joined by:

Diane Hirshberg, Assoc Prof of Education Policy, with UAA's Institute of Social and Economic Research & Provost Rick Caufield of the University of Alaska South East

Report was prepared by:

Patricia Chesbro, Interim Dean, College of Education UAA
Paula Donson, Associate VP of Academic Affairs, UA
Gwen Gruenig, Associate VP of Institutional Research and Analysis, UA
Lexi Hill, Data Analyst, ISER, UAA
Diane Hirshberg, Associate Professor of Education Policy, ISER, UAA
Deborah Lo, Dean of School of Education, UAS
Allan Morotti, Interim Dean, School of Education, UAF

Intent is to:

1. Provide a brief overview of the numbers of teaching education graduates
2. Identify the shortage areas in the Alaskan teaching workforce
3. Highlight each of U of A's MAU's efforts to attract, train, and retain qualified teachers

Here are some of the relevant numbers you will 1st see in the report:

1. In the past 5 years, between 2006 and 2011, U of A has graduated about 200 new teachers annually
2. On average, half of U of A graduates begin teaching in AK the fall after graduation, rising to 60% within 3 years
3. U of A graduates made up 12% of new hire teachers across the state in 2011
4. Number of principals prepared by U of A has increased substantially w/ new UAS educational program
5. Special Education remains a hard-to-fill challenge area
    a. Nevertheless, between 2006 and 2011, the U of A more than doubled the annual number of special education graduates, from 29 in 2006 to 68 in 2011

6. Math and certain positions are also hard to fill. The numbers fluctuate, but – in general- The number of newly hired math teachers has remained steady over past 7 years: 12-15 math teachers are hired annually.
7. Relative to Efforts to Attract – Train – and Retain qualified teachers:
    a. The U of A provides an umbrella of programs and strategies through:
        i. UAA College of Education
        ii. UAF School of Education
        iii. UAS School of Education
        iv. Alaska Teacher Placement System
        v. Future Educators of Alaska program
        vi. And the Alaska Statewide Mentor Project
    b. In addition, U of A offers:
        i. A variety of college-bridging programs-help with transition to post secondary education
        ii. Programs are found on both main and branch campuses
    c. As a fairly new regent, I have been struck by the level of cooperation across all three campuses, and specifically point to:
        i. Teacher Education Plan which the Deans and Provosts at the three MAUs developed, laying out 4 common goals:
            1. Recruit and retain more AK students in Education
            2. Increase program access through multiple delivery methods
            3. Enhance Educator Preparation programs in Special Ed and Math and Science
            4. Conduct research to identify causes/solutions for Ed challenges...I have been very impressed with shared strategy planning sessions
8. Brief description of some challenging areas
    a. Significant efforts have focused on attracting and prepare AK Native and other diverse populations
    Teacher turnover is often cited as a concern, especially in rural areas
    b. Consequently, many districts are forced to recruit from out-of-state
    c. These out-of-state recruits often struggle with adjusting to their new environment...and to address this challenge:
        i. Each MAU has specific outreach efforts
        ii. Distance education technologies have been instrumental
        iii. The number of AK Native students has been fairly steady
        8.7% of new teacher graduates are Alaskan Native, vs. 4.5% of all teachers currently in AK schools
    d. **At UAA**, the Department of Teaching and Learning is supporting a cohort of paraprofessionals who want to become elementary teachers
        i. An advisory group made up of College of Education, College of Arts & Science, Kenai Peninsula College and educators in the village of Chee-vak are working to provide coursework for 15 individuals pursuing AA and BA degrees
        ii. Department has established a "concierge" service to help students navigate the system ... same in healthcare
        iii. This program has been funded by a private donor who wants to see rural expansion in teacher education efforts

e. **UAS** has two US Department of Education teacher programs for AK Natives
    i. Pee-tas: Preparing Indigenous Teachers and Administrators for AK Schools...and a
    ii. Village Teacher program focused on providing AK Native teachers in obtaining advanced degrees. Roughly 20 AK Native Teachers are beginning a Reading Specialist Masters program this spring.
f. **UAF** has a variety of outreach efforts to attract, prepare and retain teachers:
    i. All certification and degree programs are offered through distance education and....Faculty continues to develop additional online course offerings...as well champion efforts to modernize its IT systems for enhanced connectivity
    ii. School of Education maintains staff advisor dedicated to rural student needs
    iii. On rural visits, faculty meet with school and community officials to understand and construct solutions to local needs
    iv. School of Education collaborates with Rural Student Services to assist w/ special requests
    v. School of Education also offers a one-week rural practicum for Fairbanks-based elementary & secondary candidates
    vi. School of Education recently internally funded a $12k grant to study teacher retention factors in Northern AK
    vii. School of Education continues to house the AK Native Teacher Preparation Program grant that provided financial support to AK Natives in final 3 years of their programs...Grant is a partnership between UAS school of Education, AK Native Education Association, Association of Interior Native Educators, and UAF College of Rural and Community Development....again, another clear signal of inter-campus and community collaboration

The 2012 report also speaks to 5 other Key Efforts to Attract/Train and Retain Educations

1. **AK Teacher Placement Service**.
    a. University established a the service in 1978
    b. It is a partnership between school districts across the state and U of A
    c. Serves as a statewide clearinghouse to match interested teachers/principals with positions throughout Alaska
    d. Responds to thousands of inquiries annually

2. **Future Educators of AK Program**
    a. Statewide collaborations of AK Native K-12 students interested in teaching
    b. Partnership among U of A, K-12 school districts and community orgs such as Alaska Native Education Association
    c. Funded by the US Dpt of Education since 2005
    d. Works with 23 school districts across the state
    e. 600 Students are currently enrolled
    f. Recently all MAUs approved a 100-level course transferable across all MAUs
3. **Alaska Statewide Mentor Program**
    a. An individualized support program for 1st and 2nd year teachers

b. Focus on the diverse academic and cultural backgrounds of AK students
c. This Academic year, the program has 24 mentors, working in 34 school districts
d. Project was recently award a $15 million grant by US Dpt of Ed, matched by $1.5M in private Donations

4. **University of Alaska Outreach and College & Career Bridging Program**
   a. Last year U of A conducted a career bridging survey -- 266 programs analysed related to 1) program description 2) program organization and location and 3) funding source
   b. Findings:
      i. 168 Outreach/Bridge programs use U of A general funds
      ii. 82 programs receive federal funding
      iii. 68 programs receive state funding
      iv. 34 programs receive private funding
      v. 72 Programs designed to lead students to a degree program
      vi. 77 programs were considered partnerships, including dual credit collaborations with school districts
      vii. There are 117 youth outreach programs – not resulting in credit –but strong public information: job fairs, college nights, on-campus education sessions
      viii. 24 percent of the programs focus on STEM issues: Science, Technology, Engineering and Math
      ix. Roughly 43 programs specifically note the integration of cultural and indigenous knowledge and are funded by Us Dpt of Education
      x. "Efforts are underway to better track and measure the effectiveness of these programs"...Core to the mission of the university

5. **A fifth area of general focus related to attracting, training and retaining teachers relates to Alternative Certification in Alaska**
   a. This is an area which allows teacher candidates who already hold a BA, to be employed as a teacher while earning their certificates.
   b. As of this past summer, 6 educators had completed this program, and 23 others were pursing their certificates
   c. UAF has graduated 51 educators using this alternative certification process.
   d. UAA operated a program from 2005 to 2010 and graduated 21 secondary teachers.

Finally, I will touch on **Recommendations for Educational Policy Research**

- In summer of 2010, U of A Foundation awarded ISER—the Institute of Social and Economic Research at U of A -- funding to start the "Center for AK Education Policy Research – CAEPR
- CAEPR's mission is to conduct collaborative, interdisciplinary research and analysis around issues of:
  - Educational access
  - Equity and Excellence in the "Alaska Context," across early childhood, primary, secondary, higher and adult education.

In October this past year, CAEPER set the following priorities for research in the coming year:

1. Identification of learning readiness models
2. Exploration of system change in education, especially related to students at-risk.
3. Identification of models for preparing AK Native teachers and administrators
4. Identification of educator retention models
5. Identification of indigenous language models that lead to successful learning

With that, I'd like to simply recap the objectives of the University of Alaska for Alaska's Schools 2012 report, conclude my remarks and ask if we can answer questions you may have:

1. Relative to a brief overview of teaching education graduates, specifically related to key number
    a. U of A tends to graduate 200 Alaskan teachers per year
    b. Alaskan graduates make up 12% of new hires
2. Relative to shortage areas in the Alaskan teaching workforce
    a. Special Education is particularly hard to fill, but Special Education hiring's have doubled in last 5 years
    b. Math and Science difficult to fill...and like most of Lower 48, will likely continue to be challenging area.
3. Finally, some of the key programs that highlight U of A's efforts to attract, train, and retain qualified teachers...include:
    - Alaska Teacher Placement Service: 33 yr clearing house effort which ... responds to thousands of inquiries annually about teaching opportunities across Alaska
    - Future Educators of Alaska Program: 66 Alaska native students participating in the program
    - The Alaska Statewide Mentor Program: Project recently awarded a $15mill grant of US Dpt of Ed...and an additional $1.5M private donations to enhance and support teaching profession in Alaska
    - University Outreach and College & Career Bridging Programs: A 266-program-analysis with special focus on: 1) college readiness, 2) school district partnerships and 3) youth outreach and information
    - The Alternative Certification Programs for those already holding a degree, and who would like to become teachers, especially in rural Alaska
    - And finally, from a research perspective – a core feature of the UA mission – U of A's efforts to attract, train and retain qualified teachers will be enhanced by acting on the 2010 U of A Foundation award to establish the Center of Alaska Education Policy Research

That concludes my remarks. And speaking for other university representatives here in attendance, would be happy to answer questions you may have.

UNIVERSITY
of ALASKA

Many Traditions One Alaska

Alaska's University for Alaska's Schools 2012
Prepared for the State of Alaska

In Accordance with:
AS 14.40.190(b)
Source: Senate Bill 241, 25th Alaska State Legislature

AN ACT
A report to the legislature on teacher preparation, retention, and recruitment by the Board of Regents of the University of Alaska

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Presented by:
The University of Alaska Board of Regents
Regent Michael Powers, Chair of the Academic & Student Affairs Committee

February 8, 2012

EXECUTIVE SUMMARY

Introduction

In 2008, the 25th Alaska State Legislature passed Senate Bill 241. The legislation requires the University of Alaska Board of Regents to deliver a report titled "Alaska's University for Alaska's Schools" no later than the 30th legislative day of each regular session of the legislature that "describes the efforts of the university to attract, train, and retain qualified public school teachers. The report provides a brief overview of teacher education graduates from the University of Alaska, a gap analysis that documents the shortage areas in the Alaska teaching workforce, and a description of some of the University of Alaska's efforts to attract, prepare, and retain school teachers and educators for Alaska. Highlights of the report include the following:

- Between 2006 and 2011, the University of Alaska graduated about 200 new teachers each year.
- On average, about half of UA teacher education graduates begin teaching in Alaska the fall after graduation; that number rises to over 60% three to four years later.
- University of Alaska graduates made up about 12% of new hires across the state in 2011.
- The number of principals prepared by the University of Alaska has increased substantially with the addition of a new program at UAS as well as growth in UAA's numbers.
- Special education positions are especially hard to fill in Alaska. Between 2006 and 2011, the University of Alaska system slightly more than doubled the annual number of special education graduates, from 29 in 2006 to 68 in 2011.
- Math and certain science positions are also hard to fill in Alaska. The number of University of Alaska graduates hired in these fields fluctuates some, but in general has remained fairly steady over the past seven years.
- The University of Alaska has a number of initiatives across the three campuses aimed at increasing the number of Alaska Native educators as well as teachers from other underrepresented groups. These efforts include programs targeting Alaska Natives who wish to become teachers, an initiative aimed at helping paraprofessionals in one rural school become certificated teachers, targeted outreach and support for rural students studying education via distance, and rural practicum options for teacher candidates at the main campuses.
- The University of Alaska also oversees the Future Educators of Alaska initiative, operating in 23 school districts, Alaska Teacher Placement which serves as a statewide education job clearinghouse in collaboration with districts statewide, and the Alaska Statewide Mentor Project, which was recently awarded a $15 million grant by the U.S. Department of Education, which has been matched by $1.5 in private donations.

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

INTRODUCTION 1

EDUCATION GRADUATION DATA 3

HARD TO FILL POSITIONS 8

UNIVERSITY OF ALASKA GRADUATES IN ALASKA'S SCHOOLS 13

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS AND EDUCATORS FOR ALASKA 14

RECOMMENDATIONS FOR EDUCATIONAL POLICY RESEARCH 19

INTRODUCTION

In 2008, the 25th Alaska State Legislature passed Senate Bill 241. The legislation requires the University of Alaska Board of Regents to deliver a report titled "Alaska's University for Alaska's Schools" no later than the 30th legislative day of each regular session of the legislature that "describes the efforts of the university to attract, train, and retain qualified public school teachers. The report must include an outline of the university's current and future plans to close the gap between known teacher employment vacancies in the state and the number of state residents who complete teacher training."

This is the fourth year this report has been prepared for the legislature. It provides a brief description of teacher education programs in the system, an overview of teacher education graduates from the University of Alaska, a gap analysis that documents the shortage areas in the Alaska teaching workforce, and a description of some of the University of Alaska's efforts to attract, prepare, and retain school teachers and educators for Alaska.

University of Alaska Education Programs

The University of Alaska offers teacher preparation at all three Major Academic Units (MAUs), via both in person and distance education delivery. All three campuses offer programs that lead to elementary and secondary education initial certification. UAA and UAS offer initial certification in early childhood education. UAF offers initial certification in special education, and UAA in early childhood special education. All three campuses also offer special education degrees and certificates for teachers interested in moving into that area.

UAA and UAS offer principal certification programs, while UAA and UAF provide counselor education. In addition, across the three campuses, there are many programs for educators wishing to add endorsements to their licensure or obtain masters degrees or certificates in specialized areas, including (but not limited to) reading specialist and cross-cultural education masters degrees and a superintendents certificate. The majority of these programs are offered via distance education. All three campuses also offer professional development opportunities to educators across the state and beyond, many in collaboration with school districts or professional organizations.

All students in University of Alaska teacher education programs must take the Praxis I and Praxis II exams. Students must pass the Praxis I (Pre-Professional Skills Test) with scores that meet or exceed state standards before they enter student teaching, and they must pass one or more Praxis II content area exams with scores that meet or exceed state standards in order to receive an institutional recommendation for state licensure. This helps ensure that University of Alaska teacher education graduates meet national standards for content knowledge in their areas of specialization.

The UA System Education Schools and College are accredited by the National Council for Accreditation of Teacher Education (NCATE), and 26 separate programs within those schools and college are nationally recognized by their relevant Specialty Professional Associations (SPAs), thus ensuring that the programs and the institutions in which they operate meet or exceed national standards. NCATE is one of two organizations recognized by the U.S.

Department of Education as an accrediting institution specific to teacher education and it currently represents over 3 million individuals. To meet the necessary standards for initial and advanced programs, education institutions engage in a self-study, followed by a rigorous information review and site visit.

In 2010, the Deans of Education and provosts at the three MAUs developed a "Teacher Education Plan," which lays out the following shared goals:

A. Recruit and retain more students in education, particularly Alaska residents
B. Increase program access through multiple delivery methods.
C. Enhance educator preparation programs in Special Education and in Math and Science teaching.
D. Conduct research to identify causes and propose solutions for education challenges in Alaska.

The three Colleges and Schools have taken a number of actions toward achieving these goals, some of which are laid out in more detail in the last part of this report. These efforts include aligning special education program credit requirements and courses, implementing innovative programs aimed at increasing the number of Alaska Native teachers, and collaborating with the Center for Alaska Education Policy Research at the UAA Institute of Social and Economic Research (ISER) to increase faculty research capacity, among others.

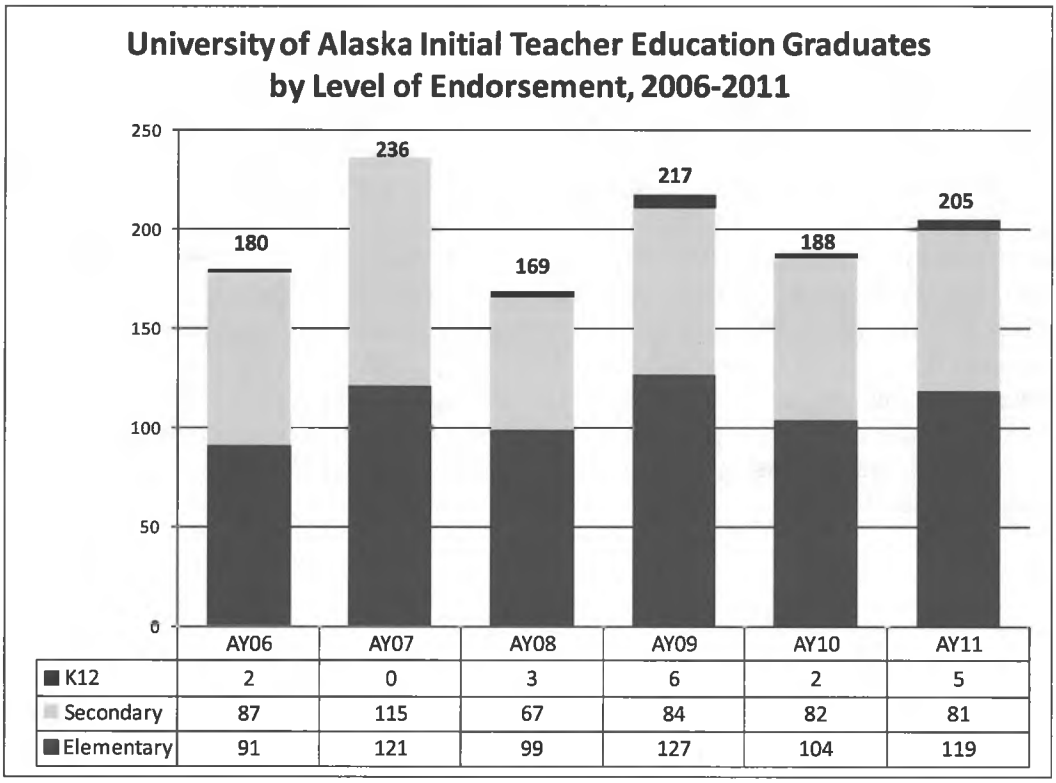
The Teacher Education Plan is available online at:
http://www.alaska.edu/files/research/TeachPrepPlan_101112.pdf

EDUCATION GRADUATION DATA

Each year, the University works to improve the accuracy and completeness of the data in this report. Before 2008, several programs for educators didn't result in a formal graduation record in the University's Banner database. Program codes change as programs make changes, and students move in and out of school. It can be challenging to identify all the codes with students enrolled at any given time, as students may return, grandfathered into program codes that are otherwise no longer used. In addition, students are occasionally mistakenly assigned to old program codes. The education deans and data managers have worked both within their schools and with the registrars of their campuses to improve data quality and consistency. As a result, this year we have both updated the report with 2011 numbers and made minor revisions to numbers from previous years.

Initial Teacher Preparation

The graph below shows how many new teachers the University of Alaska system prepared each year from 2006 to 2011. Across the system, the programs that prepare new teachers include bachelor's degree and post-baccalaureate programs for elementary and early childhood teachers, and post-baccalaureate and Master's degree programs for secondary teachers. While the number has fluctuated somewhat, the average number of new teachers prepared annually has been near 200.



	AY06	AY07	AY08	AY09	AY10	AY11
K12	2	0	3	6	2	5
Secondary	87	115	67	84	82	81
Elementary	91	121	99	127	104	119

The University graduates slightly more elementary than secondary teachers -- on average elementary teachers make up about 55% of the total graduates, secondary teachers about 43%, and K12 teachers (such as art, music, and physical education teachers) about 2%.

Most of the initial program graduates–over 90 percent–obtain an Alaska teacher certification the year that they graduate. Fewer go on to immediate teaching positions in Alaska's schools–about half in the fall after graduation, rising to over 60% three to four years later. The table below shows the number and percent of UA's initial teacher preparation program graduates (excluding a few we could not track) who obtained certification and those who were working in Alaska public schools FY2012.

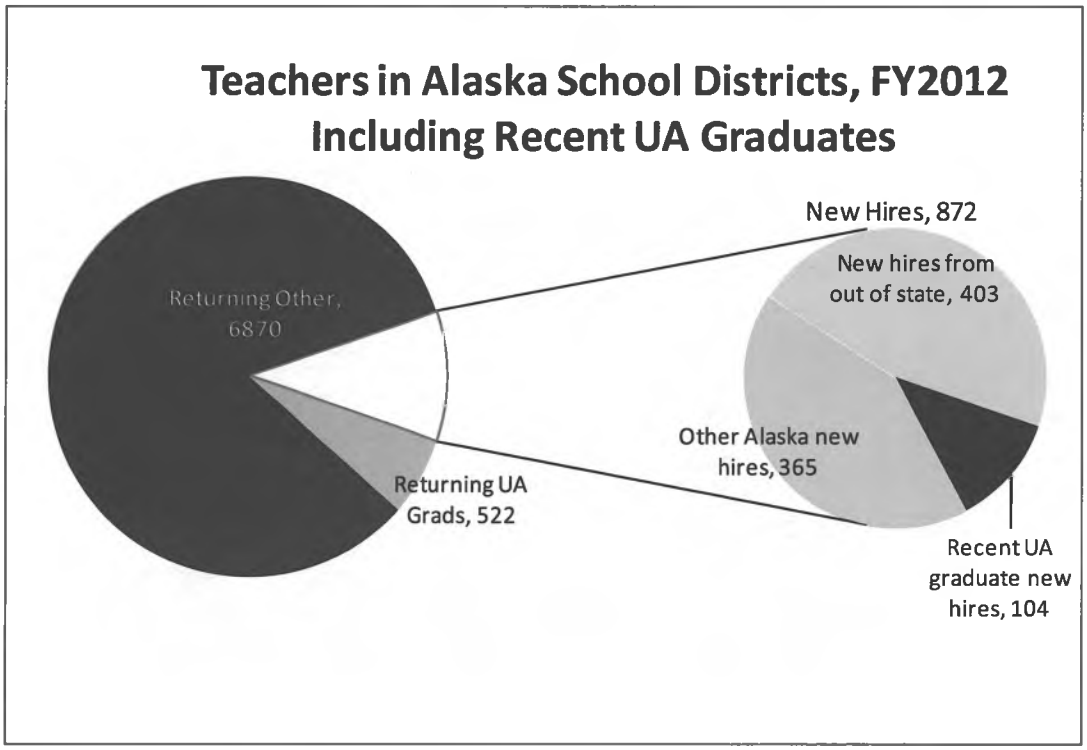
Graduates of UA initial teacher preparation programs, 2006-2011 certification and employment in FY2012

Academic Year	# program graduates*	With Alaska Certification**		In AK Schools Oct 2011	
		number	percent	number	percent
2006	174	161	92.5%	94	54.0%
2007	232	215	92.7%	137	59.1%
2008	166	158	95.2%	106	63.9%
2009	212	197	92.9%	124	58.5%
2010	176	158	89.8%	91	51.7%
2011	195	n/a**		86	44.1%

*Excludes early childhood special education programs and graduates for whom no SSN was recorded.
**Certification data as of March 2011, which does not include most of the AY 2011 graduates

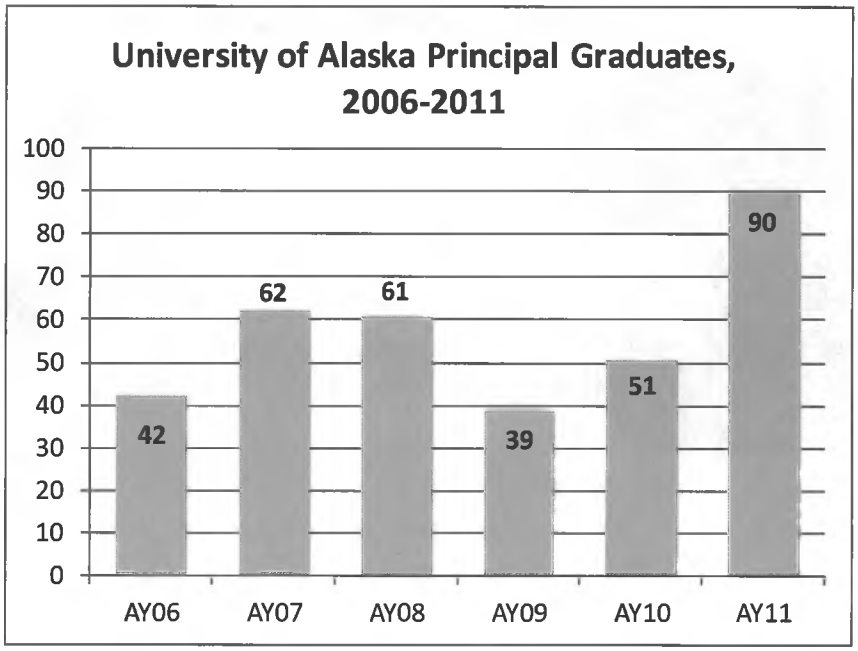
There are many reasons that graduates don't immediately move into teaching jobs; they may be waiting for an opening in their preferred subject, grade, or location (or all three). Some teacher program graduates don't enter the teacher profession at all – personal or family reasons may keep them out of the labor force, and some decide after student teaching that the profession is not for them. We cannot tell from our data whether the graduates who did not enter teaching immediately were seeking jobs in education but were unsuccessful in obtaining them, whether they had decided not to teach at all, or whether they had chosen to wait before entering the classroom. The three Education deans, with support from the Center for Alaska Education Policy Research (CAEPR), have committed to supporting a 2012 faculty research project to understand why graduates do or do not teach in Alaska public schools after they complete teacher preparation programs. Of the 654 UA 2006-2011 teacher program graduates teaching in Alaska public schools in the fall of 2011, 530 were located in the five large districts closest to the UA campuses (Anchorage, Mat-Su, Kenai, Fairbanks and Juneau) and 124 were teaching in 41 other districts throughout the state.

From the school district perspective, recent university graduates are still a small part of their total hires. As the graph below shows, in October 2011, only about 104 (12 percent) of district's 872 new hires of teachers were recent UA graduates; however, many more of those graduates (522) were already working for the districts.



New Principals for Alaska

The University of Alaska Anchorage and University of Alaska Southeast both offer degree programs to prepare principals. Both programs are offered largely through on-line courses. UA Southeast offers a cohort program with on-campus summer courses and on-line courses during the year. UAA offers both a fully on-line principal certification program for educators anywhere in Alaska (and beyond), and district-based cohorts that combine face-to-face sessions with online coursework. The number of students who graduate each year varies widely, and increased in 2010-2011 as the first group from UAS's new Educational Leadership program graduated.

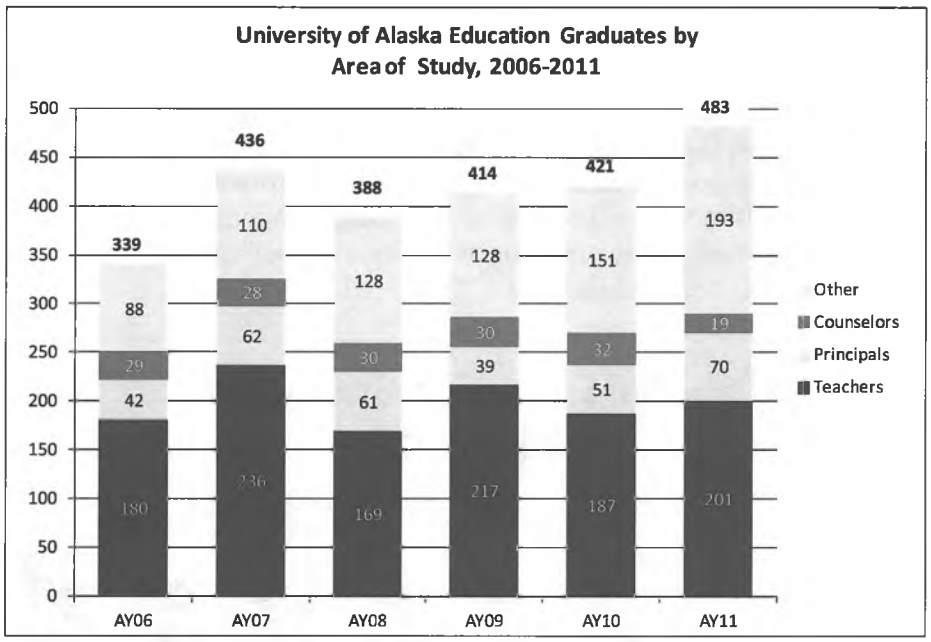


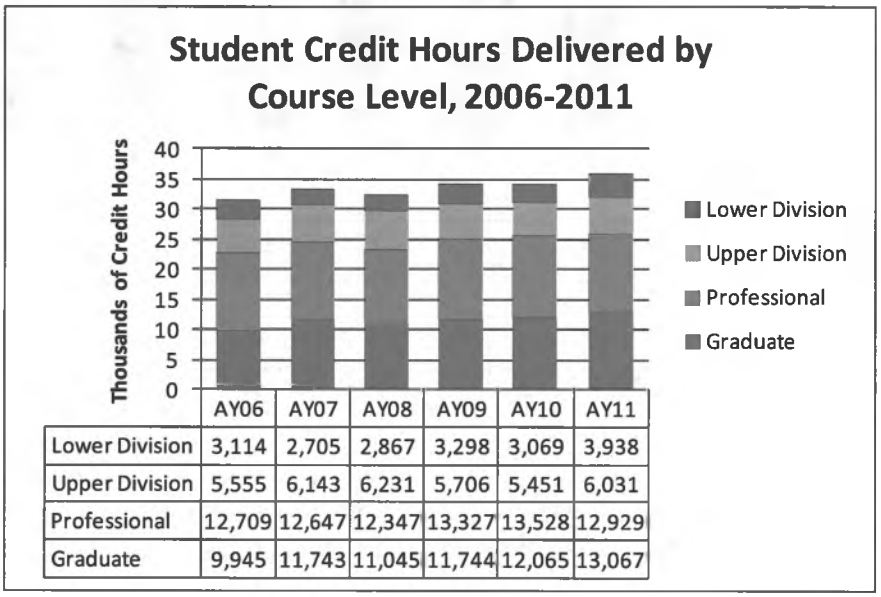
While almost all graduates of the University's principal preparation program are employed in Alaska schools when they finish the program, the percent drops off sharply in subsequent years. Fewer than half actually have positions as principals, assistant principals, or lead teachers; anecdotal evidence indicates that many of these graduates never intended to become principals but wanted to obtain an advanced degree.

Graduates of UA principal preparation programs, 2006-2010 employment and jobs in FY2012					
		In Alaska Public Schools, FY2012		In Principal, Assistant Principal and Lead Teacher positions	
Year	Total	Number	%	Number	%
2006	42	29	69.0%	16	38.1%
2007	62	42	67.7%	21	33.9%
2008	61	42	68.9%	19	31.1%
2009	39	32	82.1%	17	43.6%
2010	51	47	92.2%	22	43.1%

Total Education Graduates

Somewhat more than one-third of all the UA education graduates each year are neither new teachers nor new principals. Many are experienced teachers or administrators seeking a new or more advanced endorsement or degree (such as special education, math, or technology); some are becoming master teachers, reading specialists, counselors or superintendents. In addition to the degree and certificate program graduates shown below, each MAU delivers thousands of credit hours of instruction to teachers who are not enrolled in a formal program of study. That group accounts for most of the "professional" credit hours in the bottom graph, and many of the graduate credit hours as well.





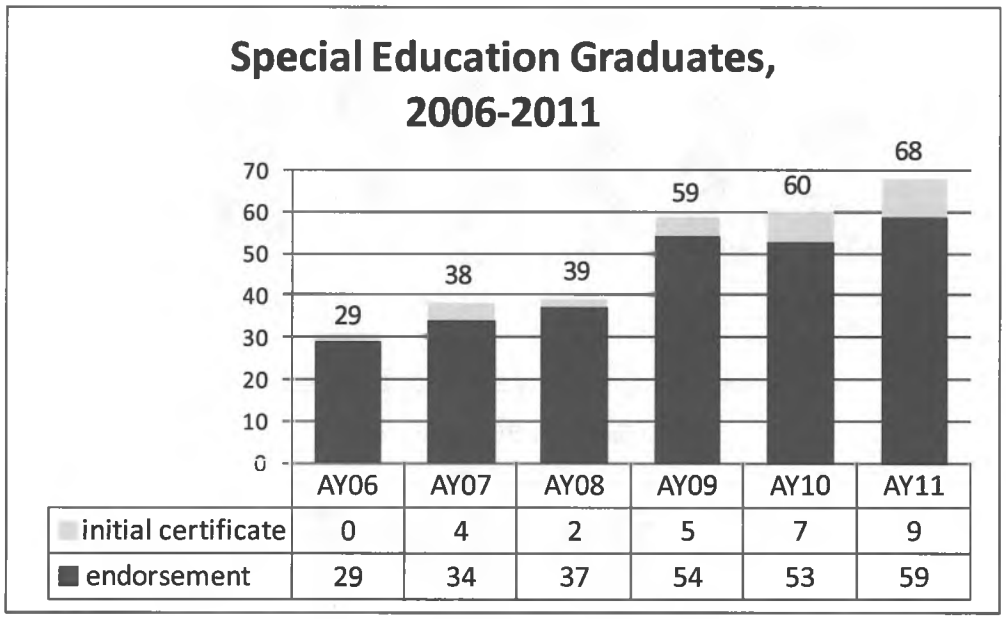
	AY06	AY07	AY08	AY09	AY10	AY11
Lower Division	3,114	2,705	2,867	3,298	3,069	3,938
Upper Division	5,555	6,143	6,231	5,706	5,451	6,031
Professional	12,709	12,647	12,347	13,327	13,528	12,929
Graduate	9,945	11,743	11,045	11,744	12,065	13,067

HARD TO FILL POSITIONS

Three fields are consistently the most difficult to fill both nationally and in Alaska: special education, math, and science. We present here data on the numbers of teachers hired from in-state and out of state in each of the fields.

New Special Education Teachers

All of the University of Alaska education units now offer degree programs in special education. From 2006 to 2011, the system slightly more than doubled the annual number of special education graduates. In order to increase the number of graduates, UAA and UAS assisted UAF in developing a Special Education program, so that there are special education programs at all three MAUs. In addition, to address issues of students moving between campuses, the special education faculty and the Deans from each MAU agreed to (1) a common core of courses; (2) the same credit requirements for the Post-Baccalaureate certifications and Master's programs; (3) make it easier to transfer courses between programs, and (4) share supervision of clinical practice students to save on the cost of travel. The group continues to meet on a regular basis and is working on coordinating course schedules to give students across the state more options. Despite the growth of Alaska's special education programs, high turnover in this field (often by teachers moving to regular education positions in the same district) means that special education remains a hard-to-fill area for school districts.

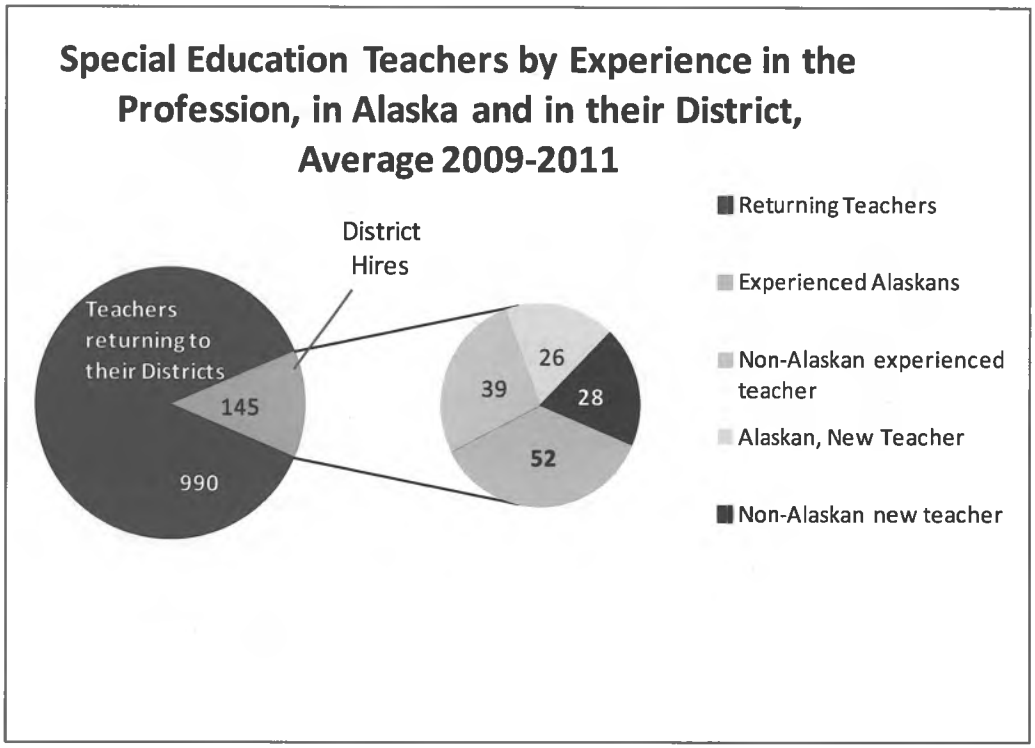


Recent changes in how the University records Special Education endorsements will improve our ability to track these graduates into the workforce. However, only about 70 percent of the graduates between 2006 and 2011 are easily tracked. We used those graduates to estimate the percent of all our graduates who were teaching in Alaska schools in FY2012, and the percent who held positions as special education teachers. As the table below shows, about 60 percent of special education graduates from 2006 to 2011 were working in Alaska's public schools in FY2012, but only 40 to 50 percent held jobs as special education teachers.

Special Education graduates, 2006-2011 working in Alaska public schools and working as special education teachers, FY2012			
	Total Graduates	% in Alaska Schools	% who are Special Education Teachers
2006	29	61.1%	38.9%
2007	38	59.1%	45.5%
2008	39	61.5%	46.2%
2009	59	59.1%	52.3%
2010	60	57.1%	38.1%
2011	68	63.2%	54.4%

As with initial teacher positions, even though the number of UA graduates has grown, they make up only a small portion of district hires. The table and chart below show that most new special education teachers hired in Alaska still come from outside the state.

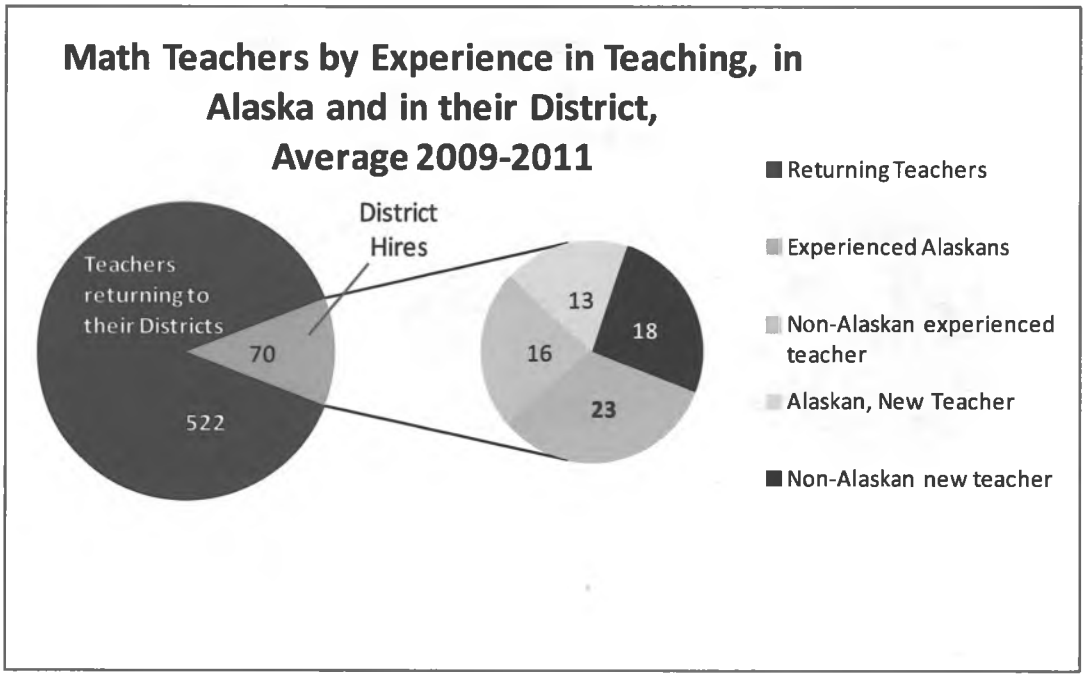
Special Education teachers in Alaska Schools by experience in special education, in Alaska and in their district, FY 2005-2011						
		Returning from previous year		New Hires		
				Alaskan		From out of state
Year	Total	Number	Percent	New teacher	Experienced teacher (movers)	Other new hires
2005	924	799	86.5%	18	34	73
2006	1,077	895	83.1%	24	59	100
2007	1,087	920	84.6%	43	68	57
2008	1,040	906	87.1%	30	61	43
2009	1,111	996	89.7%	13	44	57
2010	1,131	987	87.3%	35	52	57
2011	1,164	989	85.0%	29	60	86



The tables and charts on the following two pages show a similar pattern for secondary mathematics and science teachers. The great majority of those teachers return to their districts each year. To hire the new teachers they need, district still have to bring many from outside Alaska. However, while in 2006 and 2007, the majority of new district hires were from out of state, that has not been the case in 2008-2011.

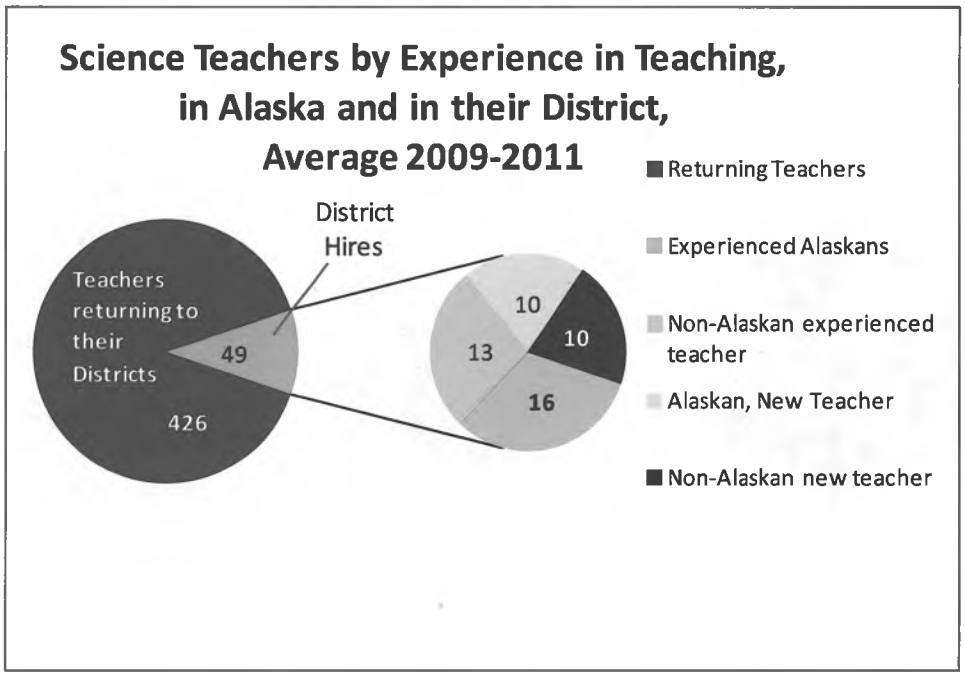
Math Teachers

Math teachers in Alaska schools by experience in teaching, in Alaska and in their district, FY 2005-2011						
		Returning from previous year		New Hires		
				Alaskan		From out of state
Year	Total	Number	Percent	New teacher	Experienced teacher (movers)	Other new hires
2005	532	447	84.1%	12	27	46
2006	596	511	85.7%	12	28	44
2007	595	524	88.1%	15	29	26
2008	588	513	87.3%	17	30	28
2009	598	540	90.3%	9	18	31
2010	588	517	87.9%	13	20	38
2011	588	508	86.3%	16	31	33



Science Teachers

Science teachers in Alaska schools by experience in teaching, in Alaska and in their district, FY 2005-2011						
		Returning from previous year		New Hires		
				Alaskan		From out of state
Year	Total	Number	Percent	New teacher	Experienced teacher (movers)	Other new hires
2005	458	403	88.1%	12	14	28
2006	488	425	87.1%	11	20	32
2007	508	448	88.1%	10	25	26
2008	487	424	87.0%	19	17	28
2009	495	451	91.0%	7	14	23
2010	465	417	89.8%	11	17	19
2011	465	410	88.2%	12	16	27



UNIVERSITY OF ALASKA GRADUATES IN ALASKA SCHOOLS

Teachers who received their initial teacher preparation from the University of Alaska work in 52 of Alaska's 54 school districts. Statewide, UA-prepared teachers make up 28 percent of the teaching force. The percent of all certified staff that received any education degree or endorsement from UA is slightly higher – about 32 percent. The table below shows the 15 districts with the highest number of UA-prepared teachers.

	Number of AY10 teachers whose initial preparation was at UA		
School District	Total UA	Total Teachers	Percent prepared at UA
Anchorage	846	3,020	28%
Fairbanks Borough	416	861	48%
Mat-Su	263	999	26%
Juneau	146	367	40%
Kenai Peninsula	142	615	23%
Lower Kuskokwim	57	296	19%
Kodiak Island	38	195	19%
Ketchikan	28	158	18%
Sitka	28	109	26%
Northwest Arctic	23	145	16%
Galena	21	64	33%
Lower Yukon	20	150	13%
Yukon Koyukuk	20	55	36%
Bering Strait	19	180	11%
North Slope	16	174	9%
Remaining 39 School Districts	256	1,073	24%
Alaska Total	**2,339**	**8,461**	28%

EFFORTS TO ATTRACT, TRAIN, AND RETAIN QUALIFIED SCHOOL TEACHERS AND EDUCATORS FOR ALASKA

To increase the number of educators for Alaska's schools, the University of Alaska system provides programs and strategies through the University of Alaska Anchorage College of Education, University of Alaska Fairbanks School of Education, University of Alaska Southeast School of Education, Alaska Teacher Placement, Future Educators of Alaska, and the Alaska Statewide Mentor Project. In addition, the university offers a variety of college-bridging programs designed to help students' transition to post secondary education. All of these efforts are an integral part of the system. Programs that serve future education students can be found on both the main campuses and branch campuses. The following is a synopsis of the programs outlined above, as well as a brief description of alternative certification options in Alaska.

Efforts to attract and prepare Alaska Native and other diverse populations
Educator turnover is often cited as a concern in Alaska, especially in rural sites. Since our educator preparation institutions do not meet the current need for educators in Alaska, many districts are forced to recruit educators from outside the state. Often, these educators do not understand Alaska and have difficulty coping with some of the challenges, especially in rural Alaska.

Many initiatives have focused on recruiting rural residents to fill education positions throughout Alaska. There is also a need to provide advanced studies for rural educators. Currently, each MAU has outreach efforts. The advent of distance education technologies has been instrumental in these efforts. As the table below shows, the number and percent of minority students in general and Alaska Native students in particular has been fairly steady since 2006. The average of 8.7 percent Alaska Native new teacher graduates is above the average of Alaska Native teachers currently in Alaska schools (about 4.5% in 2009-2010)

Graduates of UA initial teacher preparation programs by ethnicity, 2006-2011

Year	Alaska Native		Other Minority		Non-Minority*		Total
2006	18	10.0%	10	5.6%	152	84.4%	180
2007	16	6.8%	11	4.7%	209	88.6%	236
2008	13	7.7%	8	4.7%	148	87.6%	169
2009	21	9.7%	16	7.4%	180	82.9%	217
2010	16	8.5%	6	3.2%	166	88.3%	188
2011	17	8.3%	10	4.9%	178	86.8%	205
Total/Average	101	8.5%	61	5.1%	1,033	86.4%	1,195

*Non-Minority includes 111 students in "other" and "unknown" categories

At UAA, the Department of Teaching and Learning (DTL) is supporting a cohort of paraprofessionals in Chevak who want to become elementary teachers. An advisory group, made up of College of Education, College of Arts and Sciences, Kenai Peninsula College and Chevak

educators works together to provide coursework and support for 12-15 individuals who are pursuing AA and BA degrees. The goal of the program is to develop teachers who can teach through their own language and culture to better reach the students in Chevak. We have learned that it is vital to employ a "concierge" to help students navigate the unfamiliar university structures. This initiative is funded by a private donor who wants to see the program expanded to other rural districts in Alaska. The College is pursuing ways to fund this expansion. The College also offers advanced programs by distance and has, for example, principal and superintendent candidates from districts all over the state.

UAS has two US Department of Education funded teacher education programs for Alaska Natives who are or wish to become teachers. The Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS) program supports both teacher candidates and teachers who are working toward advanced degrees. The Village Teacher program is focused on providing experienced Alaska Native teachers an opportunity to obtain advanced degrees and additional training for supporting students. Approximately 20 Alaska Native teachers will begin the Reading Specialist masters program during the Spring 2012 semester. UAS faculty members supervise teacher candidates in all 54 Alaska school districts.

UAF has a variety of outreach efforts that include:

1. Courses for all certification and degree programs are offered through distance education with the exception of the two counseling courses (Individual Practicum and Group Counseling);
2. Faculty members are continuing to develop online course offerings, including an online M.Ed. concentration in Innovation and Design;
3. SOE maintains staff advisor who works only with rural students;
4. During rural site visits for supervision purposes faculty meet with school/community officials to promote positive working relationships between the university and the school/community;
5. SOE collaborates with Rural Student Services to assist rural students who are both on and off campus to succeed academically;
6. Continue to modernize our IT so as to be able to offer rural students a menu of options for how to participate in distance education courses;
7. One-week rural practicum for Fairbanks-based elementary and secondary education candidates;
8. $12,000.00 SOE internal grant to new faculty member to study teacher retention factors in northern Alaska;
9. SOE continues to house the Alaska Native Teacher Preparation Project Grant that provides financial support to AN/AI students in the final two years of their education programs, and seeks to develop a "circle of mentoring that includes experienced and new AN/AI educators." The grant is a partnership between the UAF SOE and the Alaska Native Education Association, the Association of Interior Native Educators, and the UAF College of Rural and Community Development

Alaska Teacher Placement (ATP)

Alaska Teacher Placement was established in 1978 as a partnership between school districts and the University of Alaska to serve as a statewide education job clearinghouse for Alaska. For over 28 years ATP has matched teachers and administrators seeking positions with the districts who need them. Alaska Teacher Placement provides leadership in identifying, attracting, and placing highly qualified educators for our state. ATP works collaboratively with Alaska school districts,

university leaders, and other educational entities to promote the teaching profession in Alaska.

Alaska Teacher Placement provides a wide range of services to job candidates for teaching and school administration jobs. ATP responds to thousands of inquiries annually regarding teaching in Alaska. ATP serves as the official liaison between educators seeking employment and the schools and districts seeking educators.

Future Educators of Alaska – (FEA)
FEA is a statewide collaborative effort to inspire and support Alaska Native K-12 students to go into the education profession – we work to *grow our own educators*. The fostering of prospective Alaska Native teachers and administrators involves a partnership among K-12 school districts, University of Alaska campuses and community organizations, such as Alaska Native Education Association (ANEA).

Funded by the US Department of Education since 2003, FEA works with 23 school districts in every cultural region of the state and has an estimated 600 students participating in the program. Most recently, the program has created and distributed a dual credit curriculum designed to support high school students explore the education profession. The Exploring Education Careers (EEC) curriculum has been approved by all MAUs as an ED 100 level course and is transferrable across campuses. This curriculum is a step for FEA to transition into a Career and Technical Student Organization (CTSO), which would help further FEA's effort to support career development for Alaska Native students and act as a bridge for rural Alaska students to enter college.

Alaska Statewide Mentor Project
The Alaska Statewide Mentor Project exists to enhance and support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers with the objective of developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students. In the 2011/2012 school year, the Alaska Statewide Mentor Project has 24 mentors (22.5FTE) working with 330 first- and second-year teachers in 34 school districts across Alaska. The project goals include:

- Improved teacher retention
- Enhanced quality of instruction
- Improved student achievement

The Project was recently awarded a $15 million grant by the U.S. Department of Education, which has been matched by $1.5 in private donations.

University of Alaska Outreach and College & Career Bridging Programs
In 2011, a survey of University of Alaska Outreach and College & Career Bridging Programs was conducted. 266 program specific reports were collected. Each report includes a program description, the location of where the program is administered, and the funding sources used to administer the program.

- Roughly half of the programs report a combination of funding sources to cover the cost of program implementation.

- 168 programs use UA general funds to fully support or supplement program costs or services; in some cases fees were generated for services.
- 82 programs receive federal funding, 52 of which report federal funding as the only source to support program costs or services.
- 68 programs receive state funding, which could include funding from state departments, school districts, or both.
- Only 34 programs receive private funding, and rarely is private funding the only source of support, in most cases private funding is used to supplement program costs.

Programs were classified as a college/career ready program, a partnership, or an outreach program or activity.

- College Readiness can include college and career preparation programs that typically provide direct academic support to students. Programs may result in college coursework that leads to a degree program. Roughly 72 programs are coded as college/career ready, yet may also be considered a partnership and engage in outreach activities.
- Partnerships include dual credit, collaborations with school districts and/or state agencies, as well as federal agencies. A total of 77 programs are coded as partnerships, many with school districts or state agencies.
- Youth outreach generally includes programs that provide informational publications, services to schools or in the community, and resources to youth, educators, or general public. Most of these programs do not result in credit towards a degree program. Examples include attending local job fairs, participating in college and career awareness activities, and hosting events on campus to promote post secondary education. 117 programs are coded as outreach.

Most programs could fall into two or more categories, or in some cases be considered a partnership designed to promote college and career awareness with an academic component that awarded college credit for participation.

Other program focus areas include:

- Science, Technology, Engineering, and Mathematics (STEM). STEM was determined by reviewing a list of program descriptions and names. It is estimated that 64 of the 266 programs, 24 percent, focus on Science, Technology, Engineering, or Math as part of their core service.

- Roughly 43 program descriptions note the integration of culture and indigenous knowledge. The University of Alaska is a recipient of federal grants; some grants such as the Alaska Native Education funding and the Indian Education grant from the U.S. Department of Education require a specific emphasis on Alaska Natives or American Indians as a program requirement. That does not mean to imply that other programs do not serve Alaska Native students, nor are programs funded by these grants exclusive to serving only Alaska Natives. The University of Alaska is an equal employment opportunity/affirmative action employer and educational institution.

Efforts are underway to better track, review and measure the effectiveness of the many outreach programs and college bridging activities that promote post secondary education. Providing these

services is key to the university mission and with so many programs in place, the President is convening a small team to develop a tracking mechanism that will provide both data and information to the general public regarding the outcomes of the various programs being offered across the state.

Alternative Certification in Alaska

There are two alternative certification options in Alaska. The Alaska Department of Education and Early Development runs the Alaska Transition to Teaching (AKT^2) program, which focuses on preparing teachers for rural Alaska. This program allows teacher candidates who already hold a bachelor's degree in a secondary core content area[1] to be employed as teachers of record while earning their certificates, and covers most participant costs. Teachers must be willing to work in one of the 15 program partner districts. As of summer 2011, six educators had completed this relatively new program, and twenty-three more were in the process of getting their certificate.

The state also allows individuals in approved post-baccalaureate teacher preparation programs (such as the University of Alaska programs) to pursue initial teacher certification while working as the teacher of record if they hold a bachelor's degree in the field in which they are teaching. The teacher must be enrolled in an in an accredited institution, and must complete the program in no more than two years.

UAF has an ongoing program, and has graduated 51 educators via this alternative route since 2002. These students taught in communities across the state, from Barrow to Buckland to Chevak and even Anchorage. All but one student completed a secondary credential.[2] UAA operated a program from 2005 to 2010, in partnership with the Anchorage and Mat-Su School Districts, and graduated 21 secondary teachers in the six years of the program.

[1] excluding social studies/government

[2] The one elementary post-baccalaureate student who completed her licensing requirements while teaching was in a unique situation where the school and district could demonstrate clear need for her skills.

RECOMMENDATIONS FOR EDUCATIONAL POLICY RESEARCH

In summer 2010, the University of Alaska Foundation awarded the Institute of Social and Economic Research funding to start the Center for Alaska Education Policy Research (CAEPR).

The Center's mission is:

> The Center for Alaska Education Policy Research enhances decision-making by policymakers, education professionals, and the public through collaborative, interdisciplinary research, analysis, and dissemination. The center conducts non-partisan research on policy issues around educational access, equity and excellence in the Alaska context, across early childhood, primary and secondary, higher and adult education.

CAEPR works with an Advisory Board to help determine research priorities for the center, identify potential projects and partners and participate in awarding faculty mini-grants. Advisory board members include the Alaska Commissioner of Education, a representative of the First Alaskans Institute, the chairs of the Education Standing Committees of the Alaska State Legislature, the executive director of the Alaska Association of School Administrators, a representative of the University of Alaska Statewide Administration, school and district administrators, representatives from the Alaska Native Educators Association, a private industry representative, the Association of ANCSA Regional Corporations and others. The University of Alaska's three Deans of Education serve as CAEPR's steering committee. The deans ensure that the center is effectively building education policy research capacity across the university and that CAEPR research is coordinated with and supportive of research conducted in the schools and colleges of education.

The CAEPR Advisory Board met in October 2011, and set the following priorities for research in the coming year. The board determined that CAEPR should identify successful models and identify why they are successful and how they can be implemented accordingly:

- Identify successful learning readiness models, explore why they are successful and what might be implemented accordingly
- Explore models for systemic change in education, in order to better serve all students, especially culturally and socially unique students who are at risk
- Identify successful models for preparing Alaska Native teachers, administrators and superintendents, explore why they are successful and what might be implemented accordingly
- Identify successful educator and administrator retention models, explore why they are successful and what might be implemented accordingly
- Identify indigenous language models that lead to successful learning

REQUESTS FOR ADDITIONAL INFORMATION

For additional information on specific items, questions or copies of the report, please contact Paula Donson, Associate Vice President of Academic Affairs at the University of Alaska at 907.786.7729.

PRESENTATION TO JOINT EDUCATION COMMITTEES 2012

- **GOOD MORNING MR CHAIRMAN AND SENATORS AND REPRESENTATIVES OF THE JOINT EDUCATION COMMITTEES.**

- **MY NAME IS ESTHER COX, AND I AM CHAIR OF THE ALASKA BOARD OF EDUCATION AND EARLY DEVELOPMET.**

- **I AM HERE TODAY TO BEGIN THE IMPLEMENTATION OF SENATOR DAVIS' BILL---SB 1---WHICH WAS PASSED LAST LEGISLATIVE SESSION AND IN ESSENCE STATES THAT "THE ALASKA BOARD OF EDUCATION CHAIR WILL GIVE AN ANNUAL REPORT TO THE LEGISLATURE WITHIN THE FIRST 30 DAYS OF THE SESSION."**

- **I AM DELIGHTED TO BE HERE, BECAUSE AS I HAVE TESTIFIED IN THE PAST, I LOOK FORWARD TO ANY OPPORTUNITY FOR OUR BOARD TO COMMUNICATE WITH THE LEGISLATURE.**

- **AND OF COURSE, FOR THOSE OF YOU WHO KNOW ME, THIS WILL COME AS NO SURPRISE, BUT I ALSO LOOK FORWARD TO THIS OPPORTUNITY TO GIVE COUNSEL TO MY SENATOR. I ALWAYS FEEL THAT GIVES HIM A HEADS UP FOR HIS BUSINESS IN THE COMING MONTHS!**

- **A WRITTEN REPORT HAS BEEN PROVIDED TO THE COMMITTEES, AND MY COMMENTS WILL SUMMARIZE HIGHLIGHTS FROM THAT REPORT.**

- **AFTER THE REPORT, I WILL BE HAPPY TO ENTERTAIN QUESTIONS.**

- **IN THE EVENT THAT I CAN'T ANSWER A QUESTION SATISFACTORALLY, I HAVE TERRIFIC BACK UP. COMMISSIONER HANLEY, DEPUTRY COMMISSIONER MORSE, AND MANY PEOPLE FROM THE DEPARTMENT OF EDUCATION SENIOR STAFF ARE HERE TO HELP ME GIVE YOU CLEAR AND CONCISE RESPONSES.**

ALASKA PERFORMANCE SCHOLARSHIP

- **THE IMPLEMENTATION OF THIS NEW SCHOLARSHIP HAS HAD THE ATTENTION OF THE BOARD AND THE DEPARTMENT FOR SEVERAL MONTHS, BUT ALL THE ATTENTION CONTINUES TO BE WORTH IT FOR THE OPPORTUNITY THAT IT PROVIDES FOR ALASKA STUDENTS.**

• THROUGH REGULATION THE BOARD ESTABLISHED ELIGIBILITY CRITERIA INCLUDING GPA, CUT SCORES ON THE SAT/ACT/WORK KEYS, QUALIFYING COURSES, WITH A PHASE IN SCHEDULE SO ALL DISTRICTS WOULD HAVE TIME TO BEEF UP CURRICULUM AS WELL AS GIVE SCHOLARSHIP OPPORTUNITIES TO STUDENTS WHO GRADUATED THIS PAST YEAR AND FOR THE NEXT TWO YEARS AND WHO WILL NOT HAVE HAD THE OPPORTUNITY TO ACCESS THE FINAL CREDIT REQUIREMENTS.

• ACCESS TO RIGOROUS COURSES CONTINUES TO BE A CONCERN OF THE BOARD, AND MANY STUDENTS ARE SUPPLEMENTING THEIR SCHOOL CURRICULUM WITH ON-LINE COURSES. THIS OPPORTUNITY NOT ONLY PROVIDES THE RIGOROUS CURRICULM DICTATED BY THE SCHOLARSHIP ELIGIBILTIY, BUT IT PROVIDES A STRONG AND POSITIVE LEARNING EXPERIENCE FOR OUR STUDENTS.

• IT IS ENCOURAGING TO KNOW THAT DISTRICTS AS SMALL AS HYDABURG WITH ONLY 4 GRADUATES HAVE STILL BEEN ABLE TO PROVIDE THE NECESSARY COURSES TO QUALIFY , AND IN FACT, DOES HAVE A STUDENT WHO QUALIFIED.

• THE BOARD APPROVED A NUMBER OF COURSE TITLES THAT WOULD FIT THE APS CRITERIA IN DECEMBER, AND AS SOON AS THEY GO THROUGH THE DEPARTMENT OF LAW AND LIEUTANENT GOVERNOR REVIEW, THEY WILL BECOME REGULATION.

• THE BOARD WILL CONTINUE TO MONITOR AND TWEEK THE IMPLEMENTATION OF THE APS AS ISSUES OR CONCERNS ARISE.

THIS YEAR:

• AS OF JANUARY 1, 2012, THE APS HAS AWARDED OVER $3 MILLION TO OVER 900 ALASKA HIGH SCHOOL GRADUATES FROM THE CLASS OF 2011.

• NEARLY 29% OF ALL PUBLIC HIGH SCHOOL GRADUATES IN 2011 WERE ELIGIBLE TO RECEIVE THE APS. OF THOSE ELIGIBLE, 36% TOOK ADVANTAGE OF THE APS FOR THEIR FIRST SEMESTER AFTER GRADUATING.

• CONSISTENT WITH THE STATE'S POPULATION DISTRIBUTION, SOUTHCENTRAL ALASKA HAD THE MOST STUDENTS ELIGIBLE TO RECEIVE AN APS. IN THE FAR NORTH AND INTERIOR—BERING STRAIT, NOME, NORTH SLOPE, AND NORTHWEST ARCTIC--- NEARLY ONE HALF OF ALL ELIGIBLE STUDENTS ARE USING THEIR SCHOLARSHIPS

• THE VAST MAJORITY OF AWARDS WENT TO STUDENTS WHO ENTERED UAA AND UAF TO STUDY FULL TIME TOWARD A BACHELOR'S DEGREE.

• IMPRESSIVELY, THE PERCENTAGE OF ALASKA GRADS WHO TOOK THE SAT OR THE ACT GREW FROM 77% IN 2010 TO AN UNHEARD OF 85% IN 2011.

• BASED UPON PRELININARY DATA FROM THE UNIVERSITY, APS STUDENTS WHO ENTERED THE UA SYSTEM WERE LESS LIKELY TO NEED REMEDIAL COURSES WHICH CERTAINLY MAKES A STATEMENT IN REGARD TO REQUIRED RIGOROUS CURRICULUM.

• AND MORE GOOD NEWS IS THAT DISTRICTS ARE REPORTING MORE STUDENTS ENROLLED IN MATH AND SCIENCE.

• SO IF THERE IS A QUESTION IN YOUR MIND IF YOU HAVE CREATED A GOOD THING, PLEASE BELIEVE ME THAT YOU TRULY HAVE.

ASSESSMENTS

• THE BOARD ADOPED SEVERAL AMENDENTS REGARDING WORK KEY ASSESSMENTS WHICH ARE CAREER READY TESTS GIVEN TO ALL 11TH GRADERS EACH YEAR. ACT WHICH OWNS WORK KEYS, HAS CREATED THOUSANDS OF JOB PROFILES WHICH ANALYZE SKILL LEVELS NEEDED FOR SPECIFIC JOBS, SO ASSESSED STUDENTS ARE ABLE TO COMPARE THEIR SKILL LEVEL WITH THE SKILL LEVEL OF THOSE JOBS. STUDENTS WITH QUALIFYING SCORES RECEIVE NATIONAL CAREER READINESS CERTIFICATES, AND THE TESTS MAY BE USED TO QUALIFY FOR THE ALASKA PERFORMANCE SCHOLARSHIP IF THE STUDENT IS GOING TO ATTEND A POST SECONDARY CERTICATE PROGRAM IN ALASKA.

• THE BOARD ALSO DECIDED THAT IT WAS THE IEP TEAM OF STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES DECISION IF THE STUDENT SHOULD BE REQUIRED TO TAKE THE WORK KEYS ASSESSMENT. IN SEPTEMBER THE BOARD PUT OUT FOR PUBLIC COMMENT THE ALASKA SUPPLEMENT FOR WORK KEYS ASSESSMENT WHICH CLARIFIES THE APPROPRIATE USE OF ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AND STUDENTS WITH LIMITED ENGLISH PROFICIENCY. FINAL ACTION WAS TAKEN JANUARY 2012.

• OF THE 9007 ALASKA STUDENTS WHO TOOK WORK KEYS IN THE 2010-2011 SCHOOL YEAR, 7665 (85%) EARNED A NATIONAL CAREER READINESS CERTIFICATE.

• BECAUSE WIDA ----WORLD CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT----PROFICIENCY STANDARDS ARE RESEARCH BASED AND OF HIGH QUALITY, THE BOARD ADOPTED THE WIDA STANDARDS FOR ENGLISH LANGUAGE LEARNERS FOR PRE-KINDERGARTEN THROUGH GRADE 12.

• AND THE BOARD AND DEPARTMENT DO RESPOND TO OUR CONSTITUENCIES WHEN A REGULATION CAN BE IMPOVED UPON TO LIGHTEN THE BURDEN ON DISTRICTS AND TEACHERS. THE BOARD EXTENDED THE TIME FOR DISTRICTS TO DISTRIBUTE RESULTS OF THE STATE'S STANDARDS BASED ASSESSMENT (SBA's) AND THE HIGH SCHOOL GRAUATION QUALIFYING EXAM TO TEACHERS AS THE PREVIOUS 20 DAY DEADLINE WAS BURDENSOME.

• THE BOARD AMENDED TWO REGULATIONS REGARDING STATE ASSESSMENTS AND ADOPTED REVISED PARTICIPATION GUIDELINES FOR STUDENTS WITH DISABILITIES. THIS ALLOWED FOR RESPONSE TO SUGGESTIONS FROM STAKEHOLDERS, CONTINUED TO IDENTIFY NEW RESOURCES, AND PROVIDED FOR KEEPING UP TO DATE ON PRACTICES IN ACCOMMODATIONS.

• THE BOARD ADDRESSES SEVERAL HOUSE KEEPING ITEMS THROUGH OUT THE COURSE OF A YEAR INCLUDING THE CLARIFICATION THAT THE SBA IS THE ASSESSMENT USED FOR CALCULATING STUDENTS' PARTICIPATION RATE IN REPORTING ADEQUATE YEARLY PROGRESS.

• THE ONE ASSESSMENT THAT MANY OF YOU ARE INTERESTED IN IS THE HIGH SCHOOL GRADUATION QUALIFYING EXAM. IT TRULY IS A MINIMUM COMPETENCY TEST OF BASIC SKILLS, AND ONCE STUDENTS HAVE PASSED IT, THEY KNOW THAT THEY CAN MOVE ALONG WITH THEIR CURRICULUM. IF A STUDENT DOES NOT PASS, THEN HE/SHE KNOWS WHAT AREAS MUST BE ADDRESSED FOR ADDITIONAL WORK. AFTER MUCH DELIBERATION, THE BOARD VOTED TO RECOMMEND KEEPING THE HSGQE FOR SEVERAL REASONS: IT DOES GIVE STUDENTS A BASE LINE IN BASIC SKILLS, AND IN THIS DAY OF ACCOUNTABILITY, IT IS ANOTHER INFORMATION TOOL THAT CAN BE USED TO ADJUST PROGRAM AND/OR A STUDENT'S CURRICULUM ROAD MAP. THE BOTTOM LINE IS THAT IT DOES SHOW THAT STUDENTS HAVE DEMONSTRATED MINIMUM COMPETENCIES IN ESSENTIAL SKILLS NEEDED TO FUNCTION IN OUR SOCIETY.

• IN THE 2010-2011 HSGQE, 83% OF GRADE 10 STUDENTS PASSED READING, 71% PASSED WRITING, AND 76.9% PASSED MATH. STUDENTS HAVE FURTHER OPPORTUNITIES TO PASS THE EXAM IN GRADES 11 AND 12 AND AFTER LEAVING HIGH SCHOOL.

ADEQUATE YEARLY PROGRESS

• FOR THE PURPOSE OF REPORTING ADEQUATE YEARLY PROGRESS, THE BOARD AMENDED A REGULATION TO ALLOW DISTRICTS TO INCLUDE IN THE LIMITED ENGLISH PROFICIENCY SUBGROUP THOSE STUDENTS WHO EXITED THE PROGRAM IN THE PRIOR TWO YEARS SO DISTICTS COULD HAVE CREDIT FOR SUCCESSFULLY TRANSITIONING STUDENTS OUT OF THE PROGRAM.

• THE BOARD WAS BRIEFED ON SCHOOL AND DISTRICT ADEQUATE YEARLY PROGRESS RESULTS AT THE SEPTEMBER MEETING. THREE CHANGES TO THE CALCULATION OF 2011 DATA SIGNIFICANTLY AFFECTED THE RESULTS:

• PERCENTAGE OF STUDENTS WHO SHOULD BE PROFICIENT INCREASED FROM 77.18% TO 82.88% IN LANGUAGE ARTS; FROM 66% TO 74.57% IN MATH. PLEASE REMEMBER THAT ACCORDING TO THE FEDS, WE WILL BE 100% PROFICIENT BY 2014! I HAVE BEEN IN THIS BUSINESS A VERY LONG TIME, AND TRUST ME, I HAVE NEVER SEEN 100% OF ANYTHING!

TEACHER CERTIFICATION/TEACHER QUALITY

• THE BOARD ADOPTED SEVERAL AMENDMENTS TO REGULATIONS PERTAINING TO TEACHER CERTIFICATION.

• BRIEFLY, THE BOARD REQUIRED TEACHERS MOVING FROM AN INITIAL (3 YEAR) CERTIFICATE TO A PROFESSIONAL (FIVE YEAR RENEWABLE) CERTIFICATE TO HAVE BEEN EMPLOYED AS A TEACHER FOR AT LEAST TWO YEARS. THOSE WHO HAVE NOT TAUGHT FOR TWO YEARS MAY APPLY FOR ANOTHER INITIAL CERTIFICATE. THE BOARD FELT STRONGLY THAT NO ONE SHOULD HOLD THE STATE'S PROFESSIONAL TEACHER CERTIFICATE WITHOUT HAVING WORKED AS A TEACHER FOR AT LEAST TWO YEARS.

• BECAUSE THE STATE GIVES TEACHERS AN INITIAL PERIOD TO COMPLETE CREDITS BEFORE RECEIVING A PROFESSIOINAL CERTIFICATE, THE BOARD ADOPTED AN AMENDMENT THAT WILL NO LONGER REQUIRE EDUCATORS SEEKING PROVISIONAL (2 YEAR) ADMINISTRATIVE, SPECIAL EDUCATION ADMINISTRATIVE AND SPECIAL SERVICES CERTIFICATES TO COMPLETE SIX SEMESTER HOURS OF CREDIT BEFORE RECEIVING THE CERTIFICATE. THOSE CREDITS MUST BE COMPLETED BEFORE THE NEXT STAGE OF CERTIFICATION HOWEVER.

• THE BOARD ALSO ACTED UPON THE RECOMMENDATION OF THE TEACHER QUALITY WORKING GROUP TO :

• CHANGE THE NAME OF VOCATIONAL EDUCATION TO CAREER AND TECHNICAL EDUCATION; REQUIRE DISTRICTS TO MAKE AVAILABLE TO THE PUBLIC THE BLANK FORMS USED IN TEACHER AND ADMINISTRATOR EVALUATION; REQUIRE DISTRICT EMPLOYMENT APPLICATIONS TO REQUIRE TEACHERS TO DISCLOSE ANY PRIOR TEACHING EXPERIENCE IN ALASKA.

• THE BOARD ALSO APPROVED TEACHER PREPARATION PROGRAMS FOR ELEMENTARY K-5 MATH AT THE UNIVERSITY OF ALASKA SOUTHEAST, FOR AN ELEMENTARY ENDORESEMENT AT ALASKA PACIFIC UNIVERSITY, AND ADDED AN ENDORESMENT IN THE CAREER AND TECHNICAL EDUCATION CERTIFICATE PROGRAM AT THE UNIVERSITY OF ALASKA ANCHORAGE.

• ALASKA'S TYPE M CERTIFICATE MUST BE INITIATED BY A DISTRICT WHO WANTS TO HIRE AN INDUSTRY PROFESSIONAL WHO HAS NOT MATRICULATED THROUGH A TEACHER PREPARATION PROGRAM. THE ASD MIGHT WANT TO HIRE A WELDER TO TEACH WELDING FOR EXAMPLE. THERE IS A REGULATION THAT IS NOW UNDER REVIEW BY THE DEPARTMENT OF LAW THAT REQUIRES CTE ENDORSED TYPE M TEACHERS TO DEMONSTRATE COMPETENCY IN READING, WRITING, AND MATH BY PASSING THE PRAXIS 1 WITHIN ONE YEAR OF OBTAINING THE CERTIFICATE AND TO DEMONSTRATE INSTRUCTIONAL SKILLS.

• IN ORDER TO RENEW A TYPE M LIMITED CTE CERTIFICATE FOR FIVE YEARS, THE LOCAL SCHOOL BOARD MUST SUBMIT ON THE APPLICANT'S BEHALF A RENEWAL APPLICATION WHICH CONTAINS THE EVIDENCE OF THE FOLLOWING:

- THREE SEMESTER HOURS OF CREDIT RELATED TO THE APPLICANT'S EMPLOYMENT

- 135 HOURS OF WORK EXPERIENCE IN THE SPECIALITY FIELD OUTSIDE OF WORK WITH STUDENTS.

- A STATEMENT OF SATISFACTORY TEACHING PERFORMANCE UNDER THE LIMITED CERTIFICATE.

• THESE NEW REGLUATIONS ONLY APPLY TO THE TYPE M LIMITED CTE CERTIFICATE. TEACHERS IN THE SPECIALITY AREAS OF ALASKA NATIVE LANGUAGE OR CULTURE AND ROTC ARE EXEMPT.

• AND THE BIGGIE! FOR RECERTIFICATION, TYPE A CERTIFICATED TEACHERS MUST TAKE CREDITS IN SUBJECTS RELATED TO THEIR EMPLOYMENT, ENDORSEMENT AREA, OR PROGRAM LEADING TO AN ENDORSEMENT. BELIEVE IT OR NOT, THIS HAS NOT BEEN A REQUIREMENT FOR RECERTIFICATION IN THE PAST.

STATE STANDARDS

• ONE OF THE CONSTITUTIONAL RESPONSIBILITIES OF THE STATE IS TO SET PROPER STANDARDS FOR ITS STUDENTS.

• THE STATE BOARD OF EDUCATION HAS SET THE DIRECTION FOR DEVELOPING AND IMPLEMENTING STUDENT STANDARDS FOR NEARLY 20 YEARS. STUDENT STANDARDS CURRENTLY INCLUDE BROAD CONTENT STANDARDS AND DETAILED GRADE LEVEL EXPECTATIONS; ENGLISH LANGUAGE PROFICIENCY STANDARDS; ALTERNATE PERFORMANCE STANDARDS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILTITIES, AND CULTURAL STANDARDS.

• SINCE FEBRUARY 2010, THE DEPARTMENT, ALASKA EDUCATORS, AND INDUSTRY REPRESENTATIVES HAVE ENGAGED IN A PROCESS TO REPLACE THE CURRENT CONTENT STANDARDS IN READING, WRITING, AND MATH WITH MORE RIGOROUS GRADE LEVEL STANDARDS. THE FOCUS HAS BEEN TO ENSURE THAT THE STANDARDS OUTLINE A PATH FOR STUDENTS TO GRADUATE HIGH SCHOOL COLLEGE-READY AND CAREER-READY, AND THE NEW ALASKA STANDARDS WLL BE INCLUSIVE OF ALL GRADES K-12 UNLIKE THE CURRENT K-10 STANDARDS. THE REVISION OF GRADE LEVEL EXPECTATION WILL FOLLOW AFTER THE STANDARDS ADOPTION BY THE BOARD.

• UNDOUBTEDLY, YOU ARE AWARE OF THE COMMON CORE STANDARDS THAT HAVE COME DOWN AS A NATIONAL MOVEMENT. MANY STATES HAVE ADOPTED THESE STANDARDS, BUT ALASKA DID NOT. WE DECIDED EARLY ON THAT WE WOULD USE OUR ALASKA STANDARDS AS A BASE LINE TO IMPROVE AS WELL AS COMPARE TO THE COMMON CORE. WHAT HAS BEEN DEVELOPED IS MORE RIGEROUS THAN THE COMMON CORE, AND THE DEVELOPMENT HAS BEEN DONE BY ALASKANS FOR ALASKAN STUDENTS.

• I WOULD LIKE TO GIVE YOU A BRIEF CHRONOLOGY OF STANDARD DEVELOPMENT SO THAT YOU FULLY UNDERSTAND THAT THESE STANDARDS WERE NOT SIMPLY CREATED BY THE BOARD OR THE DEPARTMENT BUT INDEED, ARE A PRODUCT OF ALASKANS FROM EDUCATION, INDUSTRY, AND THE COMMUNITY.

• BETWEEN FEB. 2010 AND NOV. 2010, A STANDARDS REVIEW COMMITTEE WAS FORMED. THIS COMMITTEE WAS MADE UP OF K-12 EDUCATORS, AND THEY MET TO COMPARE ALASKA STANDARDS WITH THE COMMON CORE STANDARDS.

• FROM JAN. 2011 THROUGH NOV. 2011, INPUT WAS GATHERED FROM ENGLISH/LANGUAGE ARTS TEACHERS GRADES 3-12; MATH TEACHERS GRADES 3-12; SPECIAL EDUCATION TEACHERS, OTHER EXPERIENCED EDUCATORS, COACHES FROM THE STATE SYSTEM OF SUPPORT, UNIVERSITY FOLK, CTE PROGRAM TEACHERS AND INDUSTRY REPRESENTATIVES.

• REPRESENTATIVES WHO WORK WITH STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, ECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS FROM ETHNIC SUBGROUPS MET TO ENSURE THAT ALL HAVE EQUAL ACCESS TO THE NEW ALASKA STANDARDS.

• THE NEW ALASKA STANDARDS:

- ARE ALIGNED WITH COLLEGE-READY AND WORK-READY TRAINING EXPECTATIONS
- INCLUDE RIGOROUS CONTENT AND APPLICATION OF KNOWLEDGE THROUGH HIGHER-ORDER SKILLS
- BUILD UPON STRENGTH AND LESSONS OF CURRENT STATE STANDARDS
- EQUAL OR MORE RIGOROUS THAN THE COMMON CORE STANDARDS
- RELATE TO REAL WORLD APPLICATION

• AT NO TIME IN THE DESIGN OF THE ALASKA STANDARDS WERE THEY ALLOWED TO DIP BELOW THE RIGOR OF THE COMMON CORE.

• AT THE DECEMBER, 2011, MEETING OF THE BOARD OF EDUCATION, A MOTION WAS PASSED TO OPEN UP AN EXTENDED PEROD OF PUBLIC COMMENT FOR THE DRAFT ALASKA CAREER-READY AND COLLEGE READY STANDARDS. AFTER REVIEWING AND DISCUSSING ALL PUBLIC COMMENT, THE BOARD ANTICIPATES TAKING FINAL ACTION ON THE STANDARDS IN JUNE, 2012.

• NEW STANDARDS WILL MEAN NEW ASSESSMENTS, SO WORK BEGINS ON THAT ASPECT IMMEDIATELY. STUDENTS WILL MOST LIKELY NOT BE ASSESSED ON THE NEW STANDARDS UNTIL SPRING 2016.

GRADUATION RATE

• ALASKA'S GRADUATION RATE METHODOLOGY HAS RECENTLY CHANGED TO REFLECT A FEDERAL MANDATE REQUIRING ALL 50 STATES TO USE A UNIFORM GRADUATIOIN RATE THAT IS TO BE REPORTED FOR ALL PUBLIC HIGH SCHOOLS.

• I WILL NOT PRESUME TO TAKE YOU THROUGH THAT PROCESS BECAUSE I WOULD ONLY GET YOU AS CONFUSED AS I AM; HOWEVER, MR. MCCORMICK, DIRECTOR OF ASSESSMENT AND ACCOUNTABILITY IS HERE, AND HE COULD ADDRESS ANY QUESTIONS AT THE CONCLUSION OF MY REMARKS.

• GRADUATION RATES ARE CALCULATED ACROSS 4 YEARS. DROPOUT RATES ARE CALCULATED OVER 1 YEAR AND BECAUSE THE TWO RATES ARE CALCULATED INDEPENDENTLY, THEY ARE NOT THE INVERSE OF EACH OTHER. MOST PEOPLE WILL TELL YOU THAT IF A STUDENT DID NOT GRADUATE FROM HIGH SCHOOL, HE/SHE IS A DROP OUT, AND THAT IS NOT NECESSARILY TRUE.

• I AM HAPPY TO REPORT THAT OUR GRANDUATION RATE HAS INCREASED SIGNIFICANTLY OVER THE PAST 7 YEARS. 2011 GRADUATION RATE WAS 68% IN COMPARISON TO 2005 AT 61%.

MENTOR PROGRAM

• TEACHER RETENTION IN RURAL ALASKA IS A VERY REAL ISSUE. WHEN JIM HICKERSON WAS SUPERINTENDENT AT BERING STRAIT, HE TOLD ME THAT 85% OF THEIR TEACHERS COME FROM OUTSIDE. THERE ARE SO MANY ISSUES FOR THEM TO DEAL WITH: A WHOLE NEW CULTURE, ISOLATION, COLD, TRANSPORTATION, ETC., THAT MANY SPEND THE YEAR AND LEAVE.

• IN 2004, THE MENTORSHIP PROGRAM WAS INITIATED TO INCREASE TEACHER RETENTION BY HELPING NEW RURAL TEACHERS BECOME MORE EFFECTIVE IN THEIR INSTRUCTIONAL PRACTICES WITHIN THEIR FIRST 2 YEARS IN THE CLASSROOM.

• YOU AND I TALKED BRIEFLY LAST YEAR ABOUT THE BUDGET CUTS TO THIS PROGRAM. THIS PROGRAM DOES HAVE A POSITIVE IMPACT ON TEACHER RETENTION AND A PROMISING IMPACT ON STUDENT ACHIEVEMENT.

• THIS SCHOOL YEAR, 24 MENTORS (DOWN FROM 28 LAST YEAR) ARE WORKING WITH 330 TEACHERS (DOWN FROM 401 LAST YEAR) IN 142

SCHOOLS (DOWN FROM 187 SCHOOLS LAST YEAR) IN 34 SCHOOL DISTRICTS (DOWN FROM 43 LAST YEAR).

• THIS PROGRAM DOES WORK! FROM AN AVERAGE RURAL TEACHER RETENTION RATE OF 68%, THE MENTORED TEACHERS HAVE RETAINED AT 84% IN 2010-2011.

• AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION CONFERENCE ON MAY 4, RESULTS WERE PRESENTED THAT SHOW THAT ALTHOUGH MENTORING NEW TEACHERS DID NOT BRING THE STUDENTS' STANDARDIZED SCORES OF NEW TEACHERS UP TO THE SAME LEVEL AS STUDENTS IN VETERAN TEACHERS' CLASSES, THEY ARE MUCH CLOSER THAN EXPECTED FOR READING, WRITING, AND SCIENCE.

• IN THE CASE OF MATH, STUDENTS IN CLASSROOMS OF MENTORED TEACHERS PERFORM THE SAME AS THOSE IN CLASSROOMS OF VETERAN TEACHERS.

• THERE ARE PROMISING RESULTS TO START CLOSING THE ANCHIEVEMENT GAP TYPICALLY SEEN BETWEEN THE STUDENTS OF NEW AND VETERAN TEACHERS.

• THROUGH A GRANT FROM THE US DEPARTMENT OF EDUCATION, EDUCATION NORTHWEST AND UA STATEWIDE WILL EVALUATE THE EFFECTS OF MENTORING ON TEACHER RETENTION AND TEACHER EFFECTIVENESS AND STUDENT ACHIEVEMENT. THE DETAILS FOR THIS EVALUATION ARE NOW BEING WORKED OUT.

EARLY LEARNING

• THERE IS A WHOLE LOT GOING ON IN THIS ARENA. IN 2009, THE LEGISLATURE PROVIDED $2 MILLION FOR A PILOT PRE-KINDERGARTEN PROGRAM THAT WOULD INCLUDE SIX SITES. PROPOSALS FROM DISTRICTS WERE SUBMITTED AND SIX SITES WERE SELECTED. THE LEGISLATURE THEN ADDED TWO ADDITIONAL SITES. THE PURPOSE WAS TO ALLOW VARIED SCHOOL DISTRICTS TO CREATE PRESCHOOL PROGRAMS THAT INCORPORATE ALASKA'S EARLY LEARNING GUIDELINES IN WAYS TAILORED TO THEIR LOCAL COMMUNITIES.

• THE TWO YEAR REPORT WAS A PART OF THE BOARD PACKET FOR OUR JANUARY TELECONFERENCE. I AM NOT GOING TO GO THROUGH ALL THE FINDINGS EXCEPT TO STATE THAT MANY CHILDREN SHOWED

EXCEPTIONAL GROWTH, BUT THERE ARE STILL CHILDREN PERFORMING BELOW EXPECTATIONS.

• FOR ALL ALASKA'S CHILDREN TO CLOSE THE GAP BY THEIR THIRD GRADE ASSESSMENTS , CONTINUOUS GROWTH MUST BEGIN IN EARLY CHILDHOOD AND BE SUSTAINED THROUGH THE PRIMARY GRADES.

• COOPERATON AND COLLABORATION BETWEEN HEAD START AND SCHOOL DISRICTS POSITIVELY AFFECTS THE LEARNING AND DEVELOPMENT OF YOUNG CHILDREN.

• THE BOARD ENDORSED THE DEPARTMENT'S FAMILY ENGAGEMENT PLAN WHICH INCLUDES ACTION STEPS FOR PARENTS, TEACHER AND COMMUNITY MEMBERS THAT WILL ULTIMATELY IMPACRT STUDENT ACHIEVEMENT. THIS IS IN CONJUNCTION WITH THE EARLY LITERACY PLAN THAT PROVIDES ACTIONS THAT PARENTS, CAREGIVERS, PRESCHOOL TEACHERS, AND COMMUNITY MEMBERS CAN DO THAT WILL HELP STUDENTS COME TO SCHOOL READY TO LEARN.

• I HAVE TO TELL YOU LADIES AND GENTLEMENT, THAT I AM CONVINCED THAT SCHOOL READINESS AND PARENT INVOLVEMENT COUPLED WITH QUALITY TEACHERS ARE THE ONLY THINGS THAT WILL POSITIVELY IMPACT STUDENT ACHIEVEMENT.

STATE SYSTEM OF SUPPORT

• THROUGHOUT THE YEAR, THE BOARD HEARD REPORTS ON STATE SYSTEM OF SUPPORT ACTIVITIES: THE THIRD LEADERSHIP INSTITUTE AND THE ALASKA LITERCY INSTITUTE, WHICH WAS SPONSORED FOR INTERVENTION DISTRICTS AND INCLUDED REPRESENATIVES FROM PRE-K PROGRAMS AND HEAD START PROGRAMS; THE CURRICULOUM EXPOSURE ANALYSIS DONE BY THE STATE; AND ACTIVITIES OF THE YUPIIT SCHOOL DISTRICT.

THE BOARD RECEIVED UPDATES TO THE DEVELOPMENT OF A RUBRIC ON CULTURAL STANDARDS FOR EDUCATORS AS A FOLLOW UP TO OUR ADOPTION OF THIS SECTION FROM THE PUBLICATION "ALASKA STANDARDS FOR CULTURALLY RESPONSIVE SCHOOLS."

THE DEPARTMENT IS RESPONDING TO ITS CONSTITUTIONAL RESPONSIBILITIES : FUNDING, STANDARDS, ASSESSMENTS, AND OVERSIGHT AND SUPPORT. WE ARE CURRENTLY INTERVENING IN THREE DITRICTS IN DIRECT RESPONSE TO THE OVER SIGHT

RESPONSIBILITY WHERE STUDETNS HAVE CHRONICALLY LOW PERFORMANCE. TWO DISTRICTS HAVE COME OUT OF THE INTERVENTION STATUS AFTER RAISING STUDENT PERFORMANCE AND BUILDING CAPACITY.

DISTANCE EDUCATION

- **ALASKA'S LEARNING NETWORK IMPROVES STUDENT ACHIEVEMENT BY PROVIDING DISTANCE COURSES TAUGHT BY HIGHLY QUALIFIED ALASKA TEACHERS; A NETWORK OF SUPPORT FOR EDUCATORS AND STUDENTS TO COLLABORATE AND SHARE RESOURCES IN A DIGITAL REPOSITORY; PROFESSIONAL DEVELOPMENT FOR TEACHERS. ALASKA'S LEARNING NETWORK PROVIDES RIGOROUS COURSES THAT MEET ELIGIBLITY REQUIREMENTS OF THE ALASKA PERFORMANCE SCHOLARSHIP.**

MT EDGECUMBE HIGH SCHOOL

- **MT. EDGECUMBE HIGH SCHOOL IS A STATE OPERATED BOARDING SCHOOL IN SITKA FOR APPROXIMATELY 400 HIGH SCHOOL STUDENTS FROM AROUND THE STATE. SEVENTY EIGHT PERCENT OF THE STUDENTS BODY SELF- IDENTIFY AS ALASKA NATIVE.**

- **THE STATE BOARD WHICH SERVES AS THE BOARD OF EDUCATION FOR MT. EDGECUMBE RECENTLY WORKED ON SOME CREDIT REQUIREMENT CHANGES WITH SUPERINTENDENT RANDY HAWK.**

- **IN ORDER FOR MT. EDGECUMBE STUDENTS TO MEET THE CREDIT REQUIREMENT OF THE ALASKA PERFORMANCE SCHOLARSHIP, THE BOARD REDUCED THE REQUIRED CREDITS IN SOCIAL STUDIES FROM 5 TO 4 AND ADDED A REQUIRED CREDIT OF EITHER SOCIAL STUDIES OR MATH OR SCIENCE BEYOND COURSES ALREADY REQUIRED. THE TOTAL NUMBER OF REQUIRED CREDITS REMAINS AT 24.**

END

- **IN NOVEMBER, COMMISSIONER HANLEY, DEPUTY COMMISSIONER MORSE, BOARD FIRST VICE CHAIR JIM MERRINER, AND I ATTENDED ANCHORAGE MAYOR DAN SULLIVAN'S TWO DAY EDUCATION SUMMIT.**

- **THE UPSHOT OF THE SUMMIT WAS EXACTLY WHAT OUR BOARD AND DEPARTMENT ARE DEDICATED TO :**

    - **WORLD CLASS LEADERSHIP: TEACHERS AND PRINCIPALS**

- **COMMUNITY ENGAGEMENT AND COMMITMENT**

- **GREATER EXPECTATIONS FOR STUDENT SUCCESS**

- **EXPAND CHOICE, OPPORTUNITY FOR ALL STUDENTS.**

- **WHERE HAVE YOU HEARD THAT BEFORE? SEEMS THAT WE ARE ALL ON THE SAME WAVE LENGTH WHICH BASICALLY IS PROVIDING THE BEST EDUCATIONAL OPPORTUNITY FOR EACH AND EVERY STUDENT IN OUR STATE.**

WHAT'S ON THE HORIZON?

- **TEACHER EVALUATION TIED TO STUDENT ACHIEVEMENT.**

- **IF WE ARE GOING TO WANT TO CONTINUE RECEIVING FEDERAL DOLLARS, THIS IS A REALITY. AND LADIES AND GENTLEMEN, IT IS A MUCH MORE CONVOLUTED IDEA THAN AT FIRST BLUSH, BUT THE TEACHER QUALITY COMMITTEE IS WRESTLING WITH THIS WHOLE CONCEPT AS WE SPEAK.**

- **CONTINUE TO MONITOR THE DEPARTMENT WORK WITH INTERVENTION DISTRICTS.**

- **DIALOGS WITH THE BOARD AND SUPERINTENDENTS OF INTERVENTION DISTRICTS.**

- **REPORT FROM DISTRICTS WHO HAVE EXITED INTERVENTION STATUS.**

- **HOW DID IT GO? WHAT WAS GOOD? WHAT COULD BE DONE BETTER?**

- **A BOARD SESSION ON STRATEGIC PLANNING**

- **CONTINUATION OF THE IMPLEMENTATION OF THE STATE CAREER/TECHNICAL EDUCATION PLAN.**

- **CERTAINLY MORE WORK ON THE NEW ALASKA STANDARDS AND THE ASSESSMENTS TO GO WITH THOSE STANDARDS.**

- **MONITOR AND/OR AMEND REGULATIONS AS NEEDED FOR THE APS.**

- **AND SENATORS AND REPRESENTATIVES.....**

• WHILE I STILL HAVE YOUR ATTENTION, I WANT TO TELL YOU ABOUT A BURR THAT HAS BEEN UNDER MY SADDLE BLANKET EVER SINCE I HAVE BEEN ON THIS BOARD, AND BELIEVE ME, I HAVE LEANED ON EVERY COMMISSIONER ABOUT THIS, BUT THERE IS AN OLD ADAGE: YOU CAN'T GET BLOOD OUT OF A TURNIP!

• I KNOW THAT REPRESENTATIVE DICK HAS QUESTIONED THE MAKE UP OF THE BOARD, BUT OUR BOARD HAD NOTHING TO DO WITH THAT. RIGHT HERE I WOULD LIKE TO CLEAR UP SOME MISINFORMATION. YOU HAVE BEEN TOLD THAT THE BOARD NEVER HAS HAD A MEMBER FROM A DISTRICT IN INTERVENTION. NORTHWEST ARCTIC WAS IN INTERVENTION STATUS, AND BUNNY SHAEFFER WAS A MEMBER OF THE BOARD THE WHOLE TIME. THE DISTRICT HAS COME OFF INTERVENTION, AND BOARDMEMBER SHAEFFER IS STILL ON THE BOARD.

• WE DO HAVE EVERYTHING TO DO WITH WHERE WE MEET, HOWEVER,

• THIS IS A STATEWIDE BOARD THAT WE ARE TALKING ABOUT, AND BECAUSE OF BUDGET CONSTRAINTS, WE ONLY MEET IN ANCHORAGE, FAIRBANKS (NOT OFTEN) AND JUNEAU. WE DID WANDER UP TO THE MAT-SU THIS YEAR, BUT IN ANYBODY'S DEFINITION, THAT IS NOT RURAL ALASKA.

• I THINK IT IS IMPERATIVE THAT THIS BOARD MEET IN RURAL ALASKA ONCE A YEAR

• IN MY TENURE ON THE BOARD, WE HAVE MET IN GALENA, KOTZEBUE, AND AT MT. EDGECUMBE. I TRULY THINK THAT THE ARGUMENT COULD BE MADE THAT THIS BOARD SHOULD ALSO MEET AT MT. EDGECUMB ONCE A YEAR. MEETING IN THESE PLACES WAS A GREAT EDUCATION FOR ALL THE BOARD MEMBERS. EVEN THOUGH WE ARE BROAD AND OPEN MINDED INDIVIDUALS, IT IS DIFFICLT TO REPRESENT THE DIVERSITY OF OUR STATE WHEN WE DON'T HAVE THE OPPORTUNITY TO EXPERIENCE IT.

• THE OPERATION OF THE BOARD FALLS WITHIN THE EXECUTIVE ADMINISTRATIVE PORTION OF THE DEPARTMENT'S BUDGET, AND SPECIFICALLY, THE TRAVEL PORTION HAS BEEN CUT. EVEN THOUGH OUR COMMISSIONER'S TRAVEL EXPENSES ARE DOWN FROM PREVIOUS YEARS, WE ARE UNABLE TO FIND IN THE DEPARTMENT'S BUDGET FUNDING FOR THIS BOARD TO GAIN A FIRST HAND UNDERSTANDING OF AREAS OF ALASKA IN WHICH WE DON'T LIVE OR MEET.

- **THE OBVIOUS QUESTIONS WILL BE AROUND COSTS AND WHY THE DEPARTMENT CANNOT TRAVEL THE BOARD IN THE CURRENT BUDGET. PERSONALLY, I CANNOT ANSWER ALL THOSE QUESTIONS, BUT I DO KNOW THAT FOR THE BOARD TO TRAVEL TO RURAL ALASKA WE ARE LOOKING AT $15-20,000. THAT DOES NOT INCLUDE DEPARTMENT STAFF.**

- **SO I WOULD ASK----NO, I WOULD IMPLORE YOU TO CONSIDER MY REQUEST DURING THIS LEGISLATIVE SESSION. IT CERTAINLY WOULD HELP US BECOME AN EVEN MORE EFFECTIVE BOARD.**

- **AND BEFORE I WRAP UP, I NEED TO TELL YOU THAT AS I PUT TOGETHER THIS REPORT, I WAS AMAZED AND PROUD OF WHAT THIS BOARD HAS ACCOMPLISHED. WE ARE A VOLUNTEER BOARD AND WE MEET FACE TO FACE FOUR TIMES A YEAR ONLY. I CONTINUE TO BE VERY PROUD TO SERVE.**

- **THANK YOU.**

- **QUESTIONS?**

Alaska State Board of Education & Early Development
Annual Report to the Legislature for 2011

January 2012

Alaska State Board of Education & Early Development

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Jim Merriner, First Vice Chair
Janel Keplinger, Second Vice Chair
Phillip Schneider
Geraldine Benshoof
Bunny Schaeffer
Patrick Shier
Lt. Col. Grant Sullivan, Military Advisor
Tiarna Fischler, Student Advisor

Note: Donald Handeland was the student advisor during 2011 from January through June.

Table of Contents

Alaska State Constitution Education Clause 2

Mission of the State Board of Education & Early Development 2

Regulations adopted/revised/repealed in 2011

- Alaska Performance Scholarship 2
- Standards and Assessment 2-4
- Adequate Yearly Progress 4
- School Finance 4
- Teacher Certification 4-5
- Alaska State Museums 5
- Other Topics 5

Resolutions in 2011 5

State Standards 5-6

Graduation Rate 7-8

Assessments 8-9

WorkKeys 9-10

Mentor Programs 10

Teacher Quality 10-11

Career and Technical Education 11

Early Learning 11-12

State System of Support 12

Distance Education 12

The Alaska Literacy Blueprint 13

Mt. Edgecumbe High School 13

Alaska State Constitution Education Clause

Section 7.1 - Public Education.
The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

Mission of the State Board of Education & Early Development

To ensure quality standards-based instruction to improve academic achievement for all students.

Regulations adopted/revised/repealed in 2011

Alaska Performance Scholarship

The Board adopted amendments to 4 AAC 43 regarding the Alaska Performance Scholarship. The Board allowed eligible students to receive an Alaska Performance Scholarship during a one-year grace period in which they complete the scholarship's curricular requirements. The Board also allowed school districts to receive state funding for courses taken by students who have a grace period. This provision will be in effect only in the scholarship program's first two years of existence. The rationale is that students in these first graduating classes could not know – and therefore fully prepare for -- the scholarship's credit requirements until the law had passed and regulations were adopted.

The Board adopted amendments to 4 AAC 43.030 regarding course requirements for the Alaska Performance Scholarship. The Board set the allowable courses for scholarship eligibility, and created a process for school districts to submit other courses for eligibility. The regulation would first take effect for the high school graduating class of 2015. The rationale is to maintain the intended rigor of the Alaska Performance Scholarship.

Standards and Assessment

The Board adopted amendments to 4 AAC 06.707 regarding the WorkKeys assessments, which are career-ready tests given to all 11th-graders each year. Students with qualifying scores receive national career-readiness certificates. The tests may be used to qualify for an Alaska Performance Scholarship if the student is going to attend a postsecondary certificate program. In the amendments, the Board required WorkKeys to be administered between August 1 and December 30 of each year, so that the scores will be available in time for scholarship determinations and the state's data-collection deadlines. Additionally, the Board will allow 12th-graders to take or retake the test once at no cost to the student or district. The rationale is that

12th-graders should be encouraged to improve their scores and possibly qualify for a career-readiness certificate or Alaska Performance Scholarship. The Board also allowed districts to determine whether students with significant cognitive disabilities should be required to take WorkKeys assessments. The rationale is that such students' individualized education program teams know best whether WorkKeys meets the students' needs.

The Board adopted amendments to 4 AAC 04.155 regarding standards for English language proficiency for students who are English language learners. The Board adopted the WIDA English Language Proficiency Standards, 2007 Edition, Pre-Kindergarten through Grade 12. The rationale is that Alaska has joined WIDA -- World Class Instructional Design and Assessment – a consortium of 27 states. WIDA standards are research-based and known for their high quality.

The Board amended 4 AAC 06.710 regarding the statewide student assessment system. The Board added the new English language proficiency assessment and WorkKeys to the list of assessments. House-keeping.

The Board amended 4 AAC 06.738 and 06.758 regarding state assessments. The Board extended the amount of time districts may take to distribute to classroom teachers results from the state's Standards Based Assessment and the High School Graduation Qualifying Examination. The rationale is that the previous deadline of 20 days was too burdensome to districts.

The Board amended 4 AAC 06.750 regarding state assessments. The Board changed the required grade levels to reflect the current grade levels assessed on the TerraNova assessment. House-keeping.

The Board amended 4 AAC 06.755 regarding state assessments. The Board designated the hours in which the High School Graduation Qualifying Examination would begin, and added clarifying language about test security. School districts asked the state to set the starting time.

The Board amended 4 AAC 06.761 regarding state assessments. The Board added a new section to consolidate multiple references to test security. House-keeping.

The Board amended 4 AAC 06.765 regarding state assessments. The Board added WorkKeys to the list of assessments whose contents are confidential. It also required districts to train relevant staff in test procedures. The rationale is to maintain high standards in test security.

The Board amended 4 AAC 06.771 regarding state assessments. The Board required re-tests of the High School Graduation Qualifying Examination to be administered under the same conditions as the original test. The rationale is to maintain high standards for test security and reliability.

The Board amended 4 AAC 06.775 and AAC 06.776 regarding state assessments. The Board adopted revised participation guidelines for students with disabilities. The rationale is to respond to suggestions from stakeholders, identify new resources, and keep up-to-date on practices in accommodations. Additionally, when districts determine testing accommodations for students

with limited English proficiency, they are required to include a teacher with experience in teaching students with limited English proficiency, when practicable. The rationale is to use the most qualified sources when serving students.

The Board amended 4 AAC 06.805 regarding state assessments. The Board clarified that the state Standards Based Assessment is the assessment used for calculating students' participation rate in reporting Adequate Yearly Progress under the No Child Left Behind Act. House-keeping.

Adequate Yearly Progress

The Board amended 4 AAC 06.830 regarding state assessments. The Board allowed districts, for the purposes of reporting Adequate Yearly Progress, to include in the limited-English-proficiency subgroup those students who exited the program in the prior two years. The rationale is to give credit to districts for successfully transitioning students out of the program.

School Finance

The Board adopted amendments to 4 AAC 09.160 regarding school districts' fund balances. The Board redefined the exceptions to the type of funds that may be in a district's year-end fund balance. The rationale was to align the state's regulation with the nationwide Governmental Accounting Standards Board's new criteria for classifying fund balances into specifically defined categories.

Teacher Certification

The Board adopted amendments to 4 AAC 12.305 regarding renewal of teacher certificates. The Board required teachers moving from an initial (three-year) certificate to a professional (five-year renewable) certificate to have been employed as a teacher for at least two years. Those who have not taught for two years may apply for another initial certificate. The rationale is that no one should hold the state's professional teacher certificate without having worked as a teacher for at least two years.

The Board adopted amendments to 4 AAC 12.345 regarding provisional certificates. The Board will no longer require educators seeking provisional (two-year) administrative, special education administrative and special services certificates to complete six semester hours of credit before receiving the certificate. Such educators still must complete the credits to receive the next stage of certification, which is a five-year certificate. The rationale is that the state similarly gives teachers an initial period to complete credits before receiving a professional certificate.

The Board adopted amendments to 4 AAC 12.405 regarding teacher certification. The Board mandated that teachers fulfill the college credits required for renewal of their certificates in subjects related to their employment, endorsement area, or program leading to an endorsement.

The rationale is that the credits should relate to subjects that the teacher teaches or intends to teach.

The Board adopted amendments to 4 AAC 12.370 regarding limited teacher certificates in specialty subjects, known as Type M. Such certificates may be granted when no teacher with a bachelor's degree in the specialty is available. The Board created new requirements for Career and Technical Education Type M certificates. The Board required CTE-endorsed Type M teachers to demonstrate competency in reading, writing and math within one year of obtaining the certificate and to demonstrate instructional skills. The rationale is that many students use career and technical courses for credit in core academic subjects.

Alaska State Museums

The Board amended 4 AAC 58.010 regarding fees at the Alaska State Museums. The Board increased the summer fee from $5 to $7 at the Alaska State Museum in Juneau, and from $4 to $5 at the Sheldon Jackson Museum in Sitka. However, the Board added a $1 discount to visitors age 65 and older. The rationale was to raise revenues to offset labor and operating costs.

Other

The Board repealed 4 AAC 05.070, which required districts to submit an Education Plan under an obsolete state accountability system. House-keeping.

Resolutions in 2011

There were none.

State Standards

The State Board of Education & Early Development has set the direction for developing and implementing student standards for nearly 20 years. Student standards currently include content standards, which are broad, and Grade Level Expectations, which are more detailed; English language proficiency standards; alternate performance standards for students with significant cognitive disabilities; and cultural standards.

The standards for English language arts and mathematics were last revised in 2005. The department's contract for assessments aligned to those standards expires in 2015. Since February 2010, the department, Alaska educators and industry representatives have engaged in a process to replace the current content standards and Grade Level Expectations in reading, writing and math with rigorous grade-level standards. The focus has been to ensure that the standards outline a path for students to graduate high school college-ready and career-ready. The new Alaska standards will be inclusive of all grades, K-12, unlike the current K-10 standards.

In developing the proposed new standards, the department has held the following meetings:

February 2010 – Met with the newly established Standards Review Committee to compare and contrast the current Grade Level Expectations with the national Common Core Standards (recently adopted by many states) for reading/literature, math and writing. The Standards Review Committee consisted of K-12 educators from across Alaska who have an in-depth knowledge of, and experience with, reading, writing and math standards.

October 2010 – Met with the Standards Review Committee and participants of the August 2010 Content Item Review Committee. Together, they reviewed in greater detail the Common Core Standards and identified considerations when transitioning to new standards, such as the need for professional development for teachers.

November 2010 – Met with personnel working in state universities and vocational programs, industry representatives, and high school staff to assist the department in defining what it would take for high school graduates to be prepared to go to college or enter the workforce.

January 2011 – Met with English/language arts teachers in grades 3-12, special education teachers, and English language learner teachers to determine how to refine Alaska's standards so that students are on track to be college-ready and career-ready as they move on to high school.

February 2011 - Met with math teachers in grades 3-12, special education teachers, and English language learner teachers to determine how to refine Alaska's standards so that students are on track to be college-ready and career-ready as they move on to high school.

June 2011 – Met with experienced educators and coaches from the State System of Support, which works with struggling districts, to review recommended revisions to the Alaska standards with a focus on coherence, alignment and clarity.

October 2011 – Met with K-12 English/language arts and math teachers, librarians, and high school career/technology instructors to further refine the new Alaska standards to be college-ready and career-ready.

November 2011 – Met with representatives working with students with disabilities, English language learner students, economically disadvantaged students, and students from ethnic subgroups to ensure that all learners will have equal access to the new Alaska standards.

The Board was briefed on the status of the standards-revision process at each of the quarterly meetings in 2011, culminating with a review of the draft career-ready and college-ready standards in English language arts and mathematics at the December 2011 meeting. The Board opened a period of public comment for the draft standards. The Board anticipates taking final action on the standards in June 2012. If the standards are adopted, students likely will not be assessed on them until spring 2016 at the earliest.

Graduation Rate

The state's graduation rate methodology has recently changed to reflect a federal mandate requiring all 50 states to use a uniform graduation rate that is to be reported for all public high schools. This rate, known as the Four Year Adjusted Cohort Graduation Rate, was first implemented in Alaska with the 2010-2011 school year. All states are required to use the new adjusted cohort graduation rate for accountability purposes in the 2011-2012 school year. Specifically, the accountability measures would include Adequate Yearly Progress calculations at the school, district and state level as well as public reporting of school district report card data.

Under this new methodology, a cohort graduation year is assigned to each ninth-grade student in the fall of his or her initial entry. The expectation of the adjusted cohort graduation rate is that the student will graduate within four years. For example, a student who entered ninth grade in the 2009-2010 school year would be considered part of the 2013 graduation cohort group. Students are included in the cohort if they transfer into the public school system, and are removed from the cohort if they transfer to an education program with a secondary school diploma track.

A graduate is defined as a student who has received a regular diploma from a state-approved or district- approved education program as evidenced by receipt of a secondary school diploma from school authorities. Any student that receives a diploma under a waiver from the competency examination required under AS 14.03075(a), as specified by the state Board, is considered to be a graduate. This does not include a student who receives a Certificate of Achievement or a General Educational Development certificate.

The Adjusted Cohort Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates within the cohort who receive a regular diploma on or before June 30. The denominator is the sum of all students assigned to the cohort. The statewide count of high school graduates has increased significantly over the last seven years.

School Year	Graduation Rate*	Graduate Count
2005	61.4%	6,905
2006	61.6%	7,361
2007	63.0%	7,666
2008	62.6%	7,855
2009	67.5%	8,008
2010	67.4%	8,245
2011	68.0%	8,060**

*Note: Prior to the 2011 school year, the graduation calculation used the methodology below: *The Graduation Rate is reported as a fraction. The numerator is the sum of the number of graduates receiving a regular diploma before June 30. The denominator is the sum of the number of graduates, plus the number of dropouts in grade nine three school years prior, plus the number of unduplicated dropouts in grade ten two school years prior, plus the number of*

unduplicated dropouts in grade eleven in the prior school year, plus the number of unduplicated dropouts in grade 12 during the current year, plus the number of grade 12 continuing students. **Graduate count represents any student who graduated with a regular diploma during the school year (July 1-June 30).

There is often confusion between graduation rates and dropout rates. Dropout rates are event rates, meaning they are calculated across a single year. The graduation rates are measures of cohort groups across four years. Dropout rates are calculated by dividing the total number of students dropping out of public school in grades 7-12 by the October 1 enrollment count for all students in grades 7-12. Graduation rates and dropout rates are calculated independently from each other and are not the inverse of each other. Also, a student counted as a dropout in one reporting year may be counted as a dropout in another year.

Assessments

Public school students in Alaska are required to pass the High School Graduation Qualifying Examination -- in addition to meeting minimal state and local curriculum credit requirements -- in order to obtain a high school diploma. The Board discussed the relevancy of the HSGQE to Alaska's students, options for high-stakes testing, and the impact of the HSGQE on graduation rates across the state. In September 2011, the Board agreed to continue support of the HSGQE. The exam was supported both as a measure of student accountability and as an indicator that a student receiving a diploma has demonstrated minimum competencies in essential skills needed to function in our society.

The Board has engaged in multiple work sessions and conversations related to the relevancy and use of each assessment required by law in Alaska's Comprehensive State System of Assessment. In addition to the HSGQE, specific discussions were conducted regarding the Standards Based Assessments, the Development Profile, the TerraNova, WorkKeys, the alternate assessment for students with severe cognitive disabilities, the English language proficiency exam, and the federally required National Assessment of Educational Progress test.

The Board was briefed on preliminary 2011 HSGQE and Standards Based Assessment results at the June meeting. Passage of all three sections of the HSGQE is required in order for a student to receive a high school diploma. The Standards Based Assessment is required by federal law and is the primary assessment used to calculate Adequate Yearly Progress in the No Child Left Behind accountability system.

In the HSGQE, 83.4% of the grade 10 students passed reading, 71.1% passed writing, and 76.9% passed math. Students have two further opportunities each year to pass the exam in grades 11 and 12 and after leaving high school.

In the Standards Based Assessment in reading, grade-level scores ranged from 74.3% proficient in grade 4 to 83.3% proficient in grade 8.

In the Standards Based Assessment in writing, grade-level scores ranged from 70.4% proficient in grade 6 to 77.0% proficient in grade 8.

In the Standards Based Assessment in math, grade-level scores ranged from 60.1% proficient in grade 9 to 75.2% proficient in grade 4.

The Board was briefed on school and district Adequate Yearly Progress results at the September meeting. Three changes to the calculation of 2011 data significantly affected the results: The targets for the percentage of students who should be proficient increased from 77.18% to 82.88% in language arts and from 66.09% to 74.57% in math. Also, the newly adopted Four Year Adjusted Cohort Graduation Rate went into effect in 2011.

In 2011, 12 of 54 districts met Adequate Yearly Progress (22%), a reduction of eight districts from 2010. In 2011, 231 schools met Adequate Yearly Progress (45.7%) and 274 schools did not meet. This marked a decrease of 74 schools meeting Adequate Yearly Progress from 2010.

WorkKeys

WorkKeys is a career-ready assessment that measures fundamental skills employers have identified as critical to success in the workforce. WorkKeys is owned by the not-for-profit American College Testing (ACT) organization. For WorkKeys, ACT created thousands of job profiles, which analyze the level of skills needed for entry to specific jobs. Assessed students are able to compare their skill level with the skill level of those jobs.

The Board had previously approved the implementation of WorkKeys as a tool to measure the career-readiness of students preparing to transition from high school to higher education and employment. The Board held multiple work sessions to discuss the need for the assessment in our public school system. Students in Alaska are required to take this assessment in the 11th grade, and they have the option to re-take the assessment in the 12th grade. The assessment requirement first went into effect during the 2010-2011 school year. Additionally, in 2010 the Board approved the use of WorkKeys as a qualifying assessment for the Alaska Performance Scholarship for those students who are seeking a career or technical certificate in their postsecondary education.

In Alaska, students participate in three WorkKeys assessments: Applied Mathematics, Reading for Information, and Locating Information (in visual formats). Students who attain qualifying scores on the three assessments receive ACT's National Career Readiness Certificate. The certificate is a nationally recognized credential that indicates ACT's assurance that an individual has certain skills that are important across a range of jobs. The higher the level of skills attained, the more jobs for which the individual can expect to be considered. Dozens of employers in Alaska currently either require, request or recognize the certificate or WorkKeys assessments in their hiring or placement processes.

Of the 9,007 Alaska students who took WorkKeys in the 2010-2011 school year, 7,665 (85%) earned a National Career Readiness Certificate. Twenty-one percent of all test-takers received a bronze certificate; 42.6% received a silver certificate; 21% received a gold certificate; and 0.5% received a platinum certificate.

In September 2011, the Board approved the Alaska Supplement for WorkKeys Assessment, 2011 edition. The supplement clarifies the appropriate use of accommodations for students with disabilities and students with limited English proficiency. It is a supplement to the Participation Guidelines for Alaska Students in State Assessments.

Mentor Programs

In response to high teacher turnover in parts of the state, the department in 2004 created the Alaska Statewide Mentor Project in partnership with the University of Alaska and school districts. The Board continues to support the project's efforts to increase teacher retention and help ensure that teachers new to the profession are supported in becoming more effective in their instructional practices within their first two years in the classroom.

Similarly, the department's Administrative Coaching Program helps new school administrators in their first two years understand the context in which they work and become effective instructional leaders who support teachers and students as they work toward increasing achievement levels.

This school year, 12 administrator coaches are serving 76 principals and four superintendents. In the previous school year, 12 administrator coaches served 78 principals and 11 superintendents. Additionally, in each of these school years, 15 University of Alaska Anchorage interns receive services through the Rural Administrator Principal Preparation and Support grant in conjunction with the Alaska Staff Development Network.

In June, the Board discussed the Legislature's cuts to the mentor program. Discussion revolved around the program's impact on teacher and principal retention and the promising impact on student achievement. For example, in mathematics, Alaska students in classrooms of mentored teachers perform the same as those in classrooms of veteran teachers, according to a study published in 2010. Board members suggested the department present more program data to the Legislature. This school year, 24 mentors are working with 330 early-career teachers in 142 schools in 34 school districts. In the previous school year, 28 mentors served 401 teachers in 187 schools in 43 districts.

Teacher Quality

The Board has discussed teacher quality at length this year and considered recommendations from the Teacher Quality Working Group (convened by the department) regarding teacher

quality, certification, and preparation. Recognizing the impact that high-quality teachers have on student achievement, the Board acted on the recommendations of the working group to:

- Amend teacher certification regulations to clarify the requirements to renew teacher, administrator and special services certificates; change the name of the Vocational Education Endorsement to Career and Technical Education; require districts to make available to the public the blank forms used in teacher and administrator evaluation; and require district employment applications to require teachers to disclose any prior teaching experience in Alaska.

- Approve teacher preparation programs for Elementary K-5 Math at the University of Alaska Southeast and for an Elementary endorsement at Alaska Pacific University; and add an endorsement in the Career and Technical Education certificate program at the University of Alaska Anchorage.

Career and Technical Education

In December 2010, the Board adopted the Career and Technical Education Plan, created by the Department of Labor and Workforce Development, the University of Alaska Statewide, the Department of Education & Early Development, and other stakeholders. The plan outlines actions that can be taken to improve Career and Technical Education opportunities for students from kindergarten through postsecondary.

In June, the Board heard a report on agencies' progress implementing the Career and Technical Education Plan. The Board also discussed the Department of Labor and Workforce Development's Career and Technical Education grants to districts. Board members expressed concern that there would be accountability for the expenditures made and wanted to make sure that these grants benefitted students in Career and Technical Education.

The board continued its support of the plan through the following actions:

- Approving the Graduate Certificate program at the University of Alaska Anchorage for teachers wishing to add an endorsement in Career and Technical Education to their certificates;

- Adopting regulations regarding the qualifications for Type M teachers who obtain endorsements in Career and Technical Education.

Early Learning

In 2009, the Legislature provided $2 million for a pilot pre-kindergarten program that would include six sites. The purpose was to allow varied school districts to create preschool programs that incorporate Alaska's Early Learning Guidelines in ways tailored to their local communities.

In 2011, the Board heard reports on the Alaska Pre-K Pilot Program, the progress being made with Head Start grantees using a common assessment across the state, and the increasing number of Head Start teachers who are certified. The Board also was informed about the work of the recently formed Alaska Early Childhood Coordinating Council.

Recognizing the importance of children coming to school ready to learn, the Board endorsed the department's Family Engagement Plan and its Early Literacy Plan. The Family Engagement Plan includes action steps for parents, teachers and community members that will ultimately impact student achievement. The Early Literacy Plan encourages early literacy activities in all settings where young children interact with adults. It provides actions that parents, caregivers, preschool teachers and community members can do that will help students come to school ready to learn. The Board also approved the Birth-Graduation Literacy Blueprint, the culmination of work done by literacy experts in Alaska to provide a roadmap for improving literacy outcomes for all Alaska students. The Blueprint included work previously done on the Early Literacy Plan.

State System of Support

The State System of Support assists districts as they build their capacity to implement sustainable school improvement strategies with fidelity. The State System of Support provides aligned resources, information, professional development, content coaches, and technical assistance within six domain areas that represent aspects of best practices that substantially influence school and student performance.

Throughout the year, the Board heard reports on State System of Support activities: the Third Leadership Institute and the Alaska Literacy Institute, which was sponsored for intervention districts and included representatives from pre-k programs and Head Start programs; the curriculum exposure analysis done by the state; and activities of the Yupiit School District trustee.

The Board received updates to the development of a rubric on Cultural Standards for Educators as a follow-up to their adoption of this section from the publication *Alaska Standards for Culturally Responsive Schools.*

Distance Education

The Board received updates on the progress of Alaska's Learning Network throughout the year. Alaska's Learning Network is an outgrowth of the department's Virtual School Working Group. Alaska's Learning Network enhances educational opportunities by providing: 1) distance courses taught by highly qualified Alaska teachers, 2) a network of support for educators and students to collaborate and share resources in a digital repository, and 3) professional development for teachers. Alaska's Learning Network provides rigorous courses that meet eligibility requirements of the Alaska performance Scholarship.

The Alaska Literacy Blueprint

In March, the Board endorsed the Alaska State Literacy Blueprint Birth to Graduation, created by Alaska educators. The blueprint provides guidance to policymakers, educators, community leaders, and families about ways to support all children in becoming literate and therefore prepared to fully participate in their chosen work and activities. The blueprint is organized into the key areas of instruction, assessment, leadership, professional development, and family and community engagement.

Mt. Edgecumbe High School

Mt. Edgecumbe High School is a state-operated boarding school in Sitka for approximately 400 students from around the state, 78 percent of whom self-identify as Alaska Native or American Indians and another 11 percent who self-identify as mixed race. The State Board, which serves as the Board of Education for Mt. Edgecumbe, approved a change to the credits required for Mt. Edgecumbe graduates. The Board reduced the required credits in social studies from four to three and added a required credit of either social studies or math or science beyond courses already required. The total number of required credits remains at 24. The rationale was to provide scheduling flexibility for students who want to meet the credit requirements of the Alaska Performance Scholarship.

The Board appointed an ad hoc committee to review the Mt. Edgecumbe Policy Manual. The rationale is to update the manual and remove outdated policies and procedures.

2/10/12 PRESENTATION EDUCATION FUNDING FROM SCHOOL DISTRICTS PERSPECTIVE

<TARGET><BILL></BILL><SUBJECT>2-10-12 PRESENTATION EDUCATION FUNDING FROM SCHOOL DISTRICTS PERSPECTIVE</SUBJECT><COMM>HEDC27</COMM></TARGET>

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman

HOUSE EDUCATION COMMITTEE

Agenda
Joint Meeting – House Education Committee and House Finance Subcommittee on Education & Early Development

February 10, 2012
8 a.m.
Ramona Barnes Committee Room 124

I. Call to Order
II. School Officials Presentations
    a. Luke Fulp – Kodiak Island School District
    b. Laura Hylton – Lake & Peninsula Borough School District
    c. David Arp, Sitka School District
    d. Mike Fisher, Fairbanks North Star Borough School District

III. Adjourn

State Capitol, Room 104 Juneau, AK 9980 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

ALASKA COUNCIL
OF SCHOOL ADMINISTRATORS

326 Fourth Street, Suite 404-5 · Juneau, Alaska 99801
Phone: (907) 586-9702 · Fax: (907) 586-5879
Website: www.alaskaacsa.org

Alaska Council of School Administrators

February 28, 2012

TO: House Education Members
House Finance Subcommittee for Education Members
FR: Bruce Johnson
ACSA/AASA Executive Director
RE: Materials Promised

The ACSA membership would once again like to thank you for the opportunity provided for four Alaska School Business Officials to share their FY13 school district projected budgets earlier this month. We trust that you found the presentations informative and helpful in better understanding the complexities of school district budgets.

Two of the presenters, Laura Hylton, Lake and Peninsula School District, and David Arp, Sitka School District, were asked to provide follow-up information. Attached you will find the requested information:

- Lake and Peninsula School District Utility and Energy Information
- Lake and Peninsula School District Vocational Offerings and Partnerships
- Sitka School District FY12 Average Class Size
- Sitka School District Opinion on HB313 – Student Count Estimates

Again, thank you for the opportunity.

The Lake and Peninsula School District
Utility and Energy Information as Requested by Rep. Tammie Wilson February 10, 2012

$320 increase to the Base Student Allocation would increase Foundation Funding for FY13 by $548,608.

School	FY13 Est. Water/Sewer	Garbage	Electricity	Heating Fuel	Total
King Salmon - Office	1,820	2,140	-	31,560	35,520
Chignik Bay	2,520	825	-	26,910	30,255
Chignik Lagoon	8,000	-	-	24,000	32,000
Chignik Lake	5,500	750	-	48,500	54,750
Egegik	-	-	-	45,560	45,560
Igiugig	990	380	-	52,340	53,710
Kokhanok	6,000		-	12,540	18,540
Levelock	-	-	-	60,785	60,785
Newhalen	10,000	2,750	-	61,506	74,256
Nondalton	10,788	8,500	-	73,612	92,900
Perryville	1,190	-	-	45,500	46,690
Pilot Point	-	-	-	2,645	2,645
Port Alsworth	-	6,500	-	18,150	24,650
Port Heiden	-	420	-	64,400	64,820
Total	**46,808**	**22,265**	**-**	**568,008**	**637,081**
% increase over prior year	0.04	0.11	(1.00)	0.11	(0.55)

School	FY12 Year to date estimate Water/Sewer	Garbage	Electricity	Heating Fuel	Total
King Salmon - Office			41,482	26,300	67,782
Chignik Bay	2,520	825	36,871	17,940	58,156
Chignik Lagoon	8,000	-	52,935	16,200	77,135
Chignik Lake	5,500	750	63,158	48,500	117,908
Egegik	-	-	50,583	45,460	96,043
Igiugig	990	380	22,040	52,400	75,810
Kokhanok	6,000		83,637	10,125	99,762
Levelock	-	-	18,257	41,942	60,199
Newhalen	10,000	2,750	118,960	46,560	178,270
Nondalton	10,788	8,500	146,112	73,612	239,012
Perryville	1,190	-	87,803	45,465	134,458
Pilot Point	-	-	29,553	2,555	32,108
Port Alsworth	-	6,500	54,936	21,175	82,611
Port Heiden	-	420	26,664	64,400	91,484
Total	**44,988**	**20,125**	**832,991**	**512,634**	**1,410,738**
% increase over prior year	0.12	0.36	0.19	(0.07)	0.08

School	FY11 actual Water/Sewer	Garbage	Electricity	Heating Fuel	Total
King Salmon - Office	1,820	2,140	38,362	24,782	67,104
Chignik Bay	2,610	825	38,453	13,978	55,865
Chignik Lagoon	6,800	-	39,952	24,590	71,342
Chignik Lake	5,219	750	46,244	137,360	189,573
Egegik	3,680	-	48,937	37,071	89,687
Igiugig	-	330	29,429	41,219	70,978
Kokhanok	5,550	-	52,525	4,750	62,825
Levelock	-	-	19,447	46,793	66,240
Newhalen	6,690	3,854	107,872	48,597	167,014
Nondalton	6,600		71,545	54,842	132,988
Perryville	1,190	-	94,329	43,882	139,401
Pilot Point	-	-	21,560	2,140	23,700
Port Alsworth	-	6,468	50,647	17,898	75,013
Port Heiden	-	480	39,857	53,601	93,938
Total	**40,159**	**14,847**	**699,160**	**551,504**	**1,305,670**
% increase over prior year	1.19	(0.08)	0.18	(0.08)	0.07

Prepared by: Laura Hylton, Business Manager
lhylton@lpsd.com
(907) 246-4280 x310

LAKE and PENINSULA SCHOOL DISTRICT

On the vocational front, LPSD is working in partnership with UAF Extension and the Bristol Bay School District to provide relevant and meaningful vocational education experiences for our students. We have also approached Dillingham and Southwest Region School Districts related to partnering to provide more robust programs.

We are working under the Alaska Educational Tax Credit Program to solicit support and have received small contributions which along with the vocational education multiplier incorporated in the foundation formula last year are being used to provide vocational experiences much like those provided at the Northwestern Alaska Career and Technical Center (NACTEC), a joint-venture regional vocational training center located in Nome.

Course offerings for February's Career and Technical Education Session include:

February 18-24, 2012

Primary Courses: Word Processing/Power Point/Job Readiness -- 3 UAF credits

Basic Welding – 1/4 HS credit

Additional evening offerings:

Driver Education, Behind-the-Wheel portion-- only students with a learner permit

Written Test Tutoring for Driver Education – for all students wishing to participate

Basic First Aid/CPR—for all students without a current First Aid Card

Photography—for all students wishing to participate

Sunday afternoon:

Water Safety—all students

Sitka School District

FY2012 Average Class Size - By School and District

February 15, 2012

School	Classroom Teachers (FTE)*	Enrolled Students**	Average Class Size
Baranof Elementary (Grades K - 1)	15.75	212.5	13.49
Keet Gooshi Heen Elementary (Grades 2-5)	23	383.84	16.69
Blatchley Middle School (Grade 6-8)	19.5	295.75	15.17
Sitka High School (Grades 9-12)	20	356.05	17.80
Pacific Alternative High School (Grades 9-12)	3	25.5	8.50
REACH Home School (Grades K-12)	1	31.85	31.85
Current Districtwide Totals	82.25	1305.49	**15.87**
Average Class Size If Full $1.29MM Deficit Came From Classroom Teachers	67.99	1305.49	**19.20**

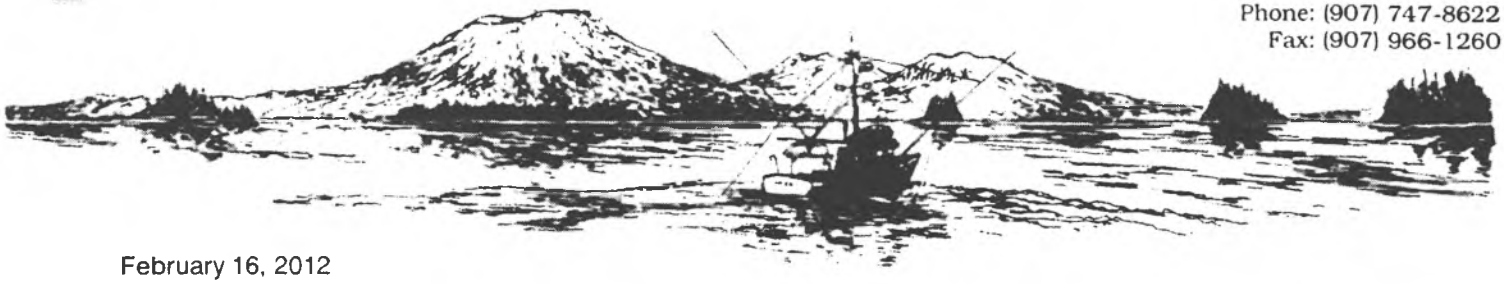
* ***Includes:*** *K-5 Classroom, Math, Science, Social Science, Language Arts, Physical Education, Music, Vocational Education, Computer Arts, REACH Homeschool, Foreign Languages, and Art Teachers*
Excludes: *Guidance Counselors, Librarians, Special Education Teachers, Gifted/Talented Program Teacher School Psychologist, Athletic Director, Raven's Way Teacher, ESL Teachers, Occupational Therapists*

** *Based on FY2012 October count (per AS 14.17.600) "Average Daily Membership Report" provided to DEED. actual enrollment numbers and class sizes vary throughout the year.*

SITKA SCHOOL DISTRICT

www.sitkaschools.org

300 Kostrometinoff Street
Sitka, Alaska 99835
Phone: (907) 747-8622
Fax: (907) 966-1260



February 16, 2012

Representative Eric Feige
C/O State Capitol
Room 126
Juneau, AK 99801-1182

Dear Representative Feige,

On February 10, 2012 I, along with 3 other school business officials from throughout the State, presented our financial situations to the House Education Committee and the House Education Finance Committee. After the presentations and question/answer session concluded you approached me and some of the others with a request that we review and respond with our opinions to your proposed HB 313. Here are my thoughts, please bear in mind they are not intended to be representative of the other members of our presenting party or the ALASBO/ACSA organizations:

- The underlying concept of allowing districts to use current year enrollment figures to determine the subsequent year funding is a very positive step in the direction of strengthening schools abilities to do future financial planning and smooth out so of the difficulties with hiring practices.
- In the scenario you have presented the main issue I see is a situation where a district was faced with rapidly increasing enrollment. You did help remedy some of this issue by including the 5% hold harmless clause.
    - A suggestion I would offer is to consider decreasing the hold harmless percentage. In very large school districts such as Anchorage, Mat-Su, or Fairbanks each one percent of their enrollment is still a very significant number.
- The hold harmless provision in the bill does not directly address the scenario of a sharp increase in intensive needs students. Currently intensive students qualify for a 13X multiplier so their impact on a district's budget is significant.
- As stated before, while this scenario is a strong step in the right direction, it does not address the issue that districts only true funding sources are the federal, state, and local governments. With the current funding structures in place districts are subject inflationary pressures on expenses with no offset for revenues. Outside of lobbying governments directly districts have no real ability to increase their revenue side of the equation. That said, the other major change I would suggest is adding some language tying the funding stream to a mechanism for offsetting inflation.

I fully understand my suggestions may be unrealistic given the current political climate at the State level and in no way want them to discourage you from continuing to pursue this particular bill or line of thinking. Any step in the direction of solidifying schools abilities to financial plan are desired and truly appreciated.

Thank you again for all the work you have done and are doing for Alaska's schools. If you have any questions please feel free to contact me via phone at 907-966-1254 or Email at arpd@sitkaschools.org.

Sincerely,

David Arp, Business Manager
Sitka School District

"Educating Today's Children to Become Tomorrow's Leaders"

Date: March 25, 2012

To: Representative Bill Thomas, Co Chair
Representative Bill Stoltze, Co Chair

Members of the House Finance Committee
27th Alaska State Legislature

From: Michael Swain, Jr.
President, Bristol Bay Borough School District

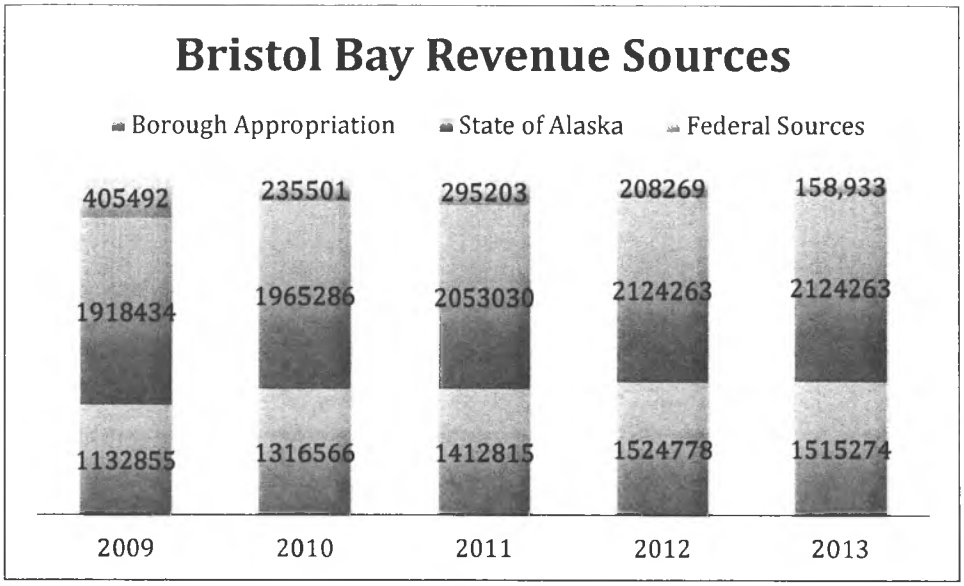
Thank you for the opportunity to provide a perspective on the financial situation and challenges we face in the Bristol Bay Borough School District. As a District that serves approximately 150 students in grades k-12 from the southwest communities of Naknek, South Naknek, and King Salmon, we have a history of providing a quality academic and extra curricular program for the students.

In 2011, we joined an ever-growing list of schools and districts that did not make Adequate Yearly Progress (AYP) as prescribed under the No Child Left Behind (NCLB) legislation. This was the first time we fell short of that measure. It is important to mention we hit all of the academic targets at every grade level and in every subject. We did not reach the 85% graduation rate and only achieved a 72% level. Obviously, this is a rate we will be working on and hope to improve on. I think that graduation rate is also a statistic that puts a complicated matter in an easily calculated metric. It leaves considerable realities out of the discussion.

We were asked to respond to specific questions and to prepare written testimony in advance of the testimony before the Committee.

- **What is your FY13 total school district budget?**
  - In 2013, our total budget is $4,144,778.
  - In 2012, our total budget was $3,856,653.
- **What percentage goes to personnel?**
  - Personnel costs this year represent 68% of our total budget. Historically, that number had been 60-65% for the greater part of a decade in Bristol Bay. In the last 5 years we have moved that number up, knowing that our salaries and benefits were not as competitive as necessary and that was a position of not only the district, but the 2007 Education Funding Task Force that the State Legislature had created.

- **Provide a graph that shows your total school district budget from FY09-FY13 (5 years), broken down by funding source (state/local/fed/mix)**



- **Did you fund to the <u>total allowable</u> local contribution in FY 12?** No
    - **In FY13?** No, the borough has never gone to the cap, yet they continue to fund at a level that is above the 4 mill commitment they are required to make. Their initial discussions this year starts at an equivalent of 4.4 mill. In some years their cash and in-kind contributions have been above a 5 mill level.

- **If not, how much below were you?** On average the Borough contribution is generally $200,000 plus below the cap. **Why?**
    - The Borough has many priorities and like the legislature, there are times when education is not the top or only priority.
    - Members of the community and Assembly hear what individuals like the Governor say about schools being failed systems and bad investments, often echoed by other elected officials, the University of Alaska system, and a national media, and they have a harder time believing we need more money.
    - There are many who believe the rhetoric that schools are failing and are not helping prepare kids for the future. In asking the district to accept the same funding for two years, the fy12 contributions of the borough amounted to a reduction as no costs would stay the same as in FY11.
    - We also recognize that our declining student numbers is also an indicator of the fact that fewer homes in our Borough contain children who attend our schools and as their other expenses continue to escalate it is harder for them to continue to support education at a level they may have.
- **How much has the state contributed to the PERS/TRS unfunded liability on behalf of your school district in FY12?**
    - TRS- $329,150, PERS $55,262, Total- $384,412
- **How much is the state scheduled to contribute for PERS/TRS unfunded liability costs on behalf of your district in FY13?**
    - TRS- $424,175, PERS $57,539, Total- $491,714

- To suggest that this amount of money is an on-behalf amount that we as a district owed is a slightly tilted opinion. This is, and always has been an obligation of the State as a result of creating a Teacher Retirement System or a Public Employee Retirement System. The fact that it was never reported in school district budgets until 2004 supports that same position. This chart illustrates the TRS/PRS liability numbers since it was first required to be reported in 2008.

	2008	2009	2010	2011	2012	2013
TRS On behalf	399,322	289,255	232,688	251,034	329,150	**424,175**
PRS On behalf	102,327	63,695	28,234	34,219	55,262	**67,539**
total	501,649	352,950	260,922	285,243	384,412	**491,714**

- **When was your most recently ratified teacher contract put into place?**
  - We settled a three-year contract in June of 2010. Next January we will begin new negotiations with our teachers.
- **What were the terms? (salary and benefits increases/decreases per year, in percentages {or dollars, if appropriate}**
  - In the last negotiations, salaries increased by 2% for 2010-11, 3% for 2011-12, and 3% for 2012-13 with similar insurance splits above the cap begun in 2008.
  - In the 2007-2008 school year we had also settled a three-year agreement with our teachers and that settlement included a 4% settlement in each year and a requirement that teachers and other staff would begin to pick up a share of their insurance premium.
- **What is your average teacher salary?**
  - In 2012, average teacher salary: $53,068
  - Lots of recent turnover and retirements in recent years. Average salary number is a limited snapshot of where we are. Remains flat or regressing as a result.
- **What is your starting teacher salary?**
  - In the 2011-2012 school year our starting salary was $43,914
  - Next year that starting salary will be $45,231
- **Did you negotiate significant salary increases in you labor contracts for FY2013?**
  - It will be another 3% increase next year
  - Depending on the increase to health insurance costs, the teacher share of the amount paid per month will also go up and cut into that raise.
- **If yes, why did you do that given the current funding situation/debate?**
  - Is 3% significant? Not when people get $400 month electric bills in Naknek and King Salmon, gas for an auto has been over $5.25 a gallon for 5 plus years, and a gallon of milk is sold locally at $12.00. Current round trip airfares to Anchorage from King Salmon are nearly $600.00.
  - When state employees and other federal employees living in the same region are provided differentials equal to 20-30% more than colleagues in Anchorage to address the high cost of living, shouldn't a similar system exist for the teachers living in those same conditions.
- **What are the cost drivers in your budget?**

- Energy costs are big and there is no controlling those costs. The facility has millions in deferred maintenance to complete and that will grow significantly in next 6 years.
- Transportation costs, the shipping costs associated with supplies and materials, travel for our own staff, professional development presenters, and visiting special education related services personnel who are required to be on-site are all significant.
- Health insurance costs continue to escalate in ways that are significant, as are other insurance costs.

- **How much were your energy costs in FY11?** $373,744.53
- **How much do you project them to be in FY13?** $421,000
- **Do you have a system in place to make budget adjustments when enrollment drops—how do you approach this?**
  - We are in a declining enrollment mode and have two large cohorts of @ 20 graduating in fy13 and fy14 and only 5-7 children coming into kindergarten.
  - We are reducing staff as a result, but the next reductions will cause us to restructure our elementary grade level instruction and that will create new challenges that will require significant retraining of teachers and the community.
- **What are your biggest instructional challenges?**
  - Math and writing are big challenges for our district, and science scores remain well below what we would like them to be.
  - In recent years we have dedicated considerable efforts to a review and update of our language arts curriculum, which resulted in the purchase of new instructional materials for grades k-5 and professional development for staff.
  - We are looking into our math program and if there might be a better set of materials for our teachers to use. This is a big undertaking and requires some research so we avoid the mistakes others occasionally make.
  - High turnover demands a greater commitment to professional development for all staff. In a 2-3 year period you could have no teacher trained in the use of specific materials and programs the district has committed to and if we don't change that, academic success will suffer..
- **What grade would you give your school district (A-F)?**
  - We are a district that gets a B or B-. We have high performing teachers and students and understand what the state standards require. We know we can always do better, and while we continue to meet the NCLB academic targets, when the required graduation rate jumped to 85% this year, we did not make that target.
  - In 2010 and 2011 a total of 3 students who did not graduate in 4 years came back to take the last parts of the graduation exam in the fall semester and they passed. That allowed them to earn their diplomas, but there is no credit given to the student or school for that success.
  - We know that every student, every parent, staff member, and community member wants every child to graduate and we will do better in this area. Our small numbers do mean that every single child represents about 10% in that calculation, so we must make sure every child is successful.
- **What are you proposing to do differently to improve student performance?**

- Continue the good things we are doing. The fact that 70-90% of our children are proficient in every academic area, is an indicator that many things we do, our families do, and our students do are working.
- Continue to raise the bar on rigor and implement a plan for most students to have the opportunity to qualify for the Governor's Performance Scholarship and to be better prepared for post secondary pursuits.
- We will be looking at more distance options and using those resources to implement programs for our highest performing students, and all others.

- **Is the state providing the kind of planning and curriculum support that is helpful to your school district?**
  - DEED is a much more regulatory and compliance agency then an agency that can provide supports in curriculum and planning.
  - In recent years a growing focus of their services has been to provide support for those districts and schools identified as the lowest performing, and thankfully, that is not an issue we are dealing with.
  - Our district typically turns to the Anchorage, Mat-Su, and Kenai districts for those supports as they have much more evolved and robust expertise in these areas.
  - We have sought federal grants for additional support in this area and it has been very helpful.
- **How can the DEED, the Board of Education or other state agencies help you achieve better results, other than just providing you with more money?**
  - Truly eliminate the items we regularly suggest are of no value, to us or the state- (ie the 70/30 requirements or waiver letters, a graduation exam that limits any individual students from earning a diploma, help families do a better job of parenting and getting their children to school and learning the importance of that basic skill by enforcing statutes on truancy and having law enforcement and courts fulfill their statutory obligations in this matter, etc)
  - Hold the university system accountable to a higher standard. If they are concerned about k-12 preparation, establish a standard of admission standards that goes beyond open enrollment so everyone understands the competitive world of today and tomorrow will require skills and training beyond high school.
  - Help to support the Department of Labor realize that teacher and administrative shortages in our rural areas are real concerns for the present and future. These shortages will only get worst if we don't take a serious look at what can be done to better invest in recruiting and support for those willing to accept that challenge.
- **How much ARRA funding did you receive over the past few years?**
  - Bristol Bay received just over $120,000, which included both the ARRA and State Stabilization funding, and the Education Jobs dollars.
- **How did you invest any ARRA funds you received?**
  - We used the one-time ARRA funding for some of the professional development, instructional materials including some technology purchases, and other infrastructure needs we had set aside in recent years.

- Some of this money designated for special education needs allowed us to extend our related services agreements to include an additional visit or provide support for the related costs.
- We used the funds from the Ed Jobs to help offset increasing health costs and other benefits. At $12,000, it was not enough money to save any position.

Cc Representative Bryce Edgmon

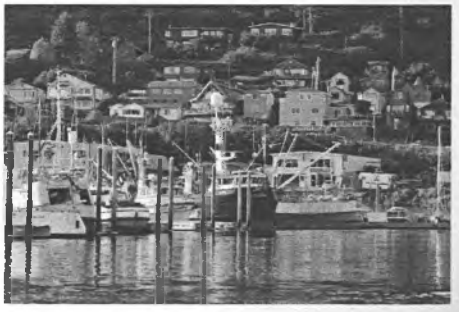
FY13 Preliminary Budget

Kodiak Island Borough School District

Luke Fulp
Chief Financial Officer
February 10, 2012

KIBSD by the Numbers

- 2,500 students
- 420 Employees
- 14 "Brick & Mortar" Schools
- 1 Correspondence Program
- 9 Communities
  - Kodiak (6 schools)
  - Akhiok
  - Chiniak
  - Danger Bay
  - Karluk
  - Larsen Bay
  - Old Harbor
  - Ouzinkie
  - Port Lions



Budget Assumptions

Revenue

- Enrollment will decline by 7 students
  - 2,512 Students
- Reduced funding from Kodiak Island Borough
- No increase to BSA
  - $5,680
- No increase in pupil transportation funding

Expense

- No salary schedule increases
- 7.2% increase to health insurance
- Town Utilities
  - Power: $0.18-0.20/KWH
  - Fuel: $3.50/gallon
- 5% increase to property/general liab. insurance

What is known…

- The Governor's budget included no new increases for K-12 education
  - HB 273 (enacted in 2008): $476,950
  - HB 108 (energy funding): $425,298
- Salary costs will increase as a result of regular movement on the salary schedule

What is unknown…

- Whether or not assumptions will hold true
- The outcome of collective bargaining
- Level of funding from KIB and State of Alaska

Revenue v. Expense

With On-Behalf

Revenues:	
Local Revenue	$ 9,901,850
State Revenue	32,071,043
Federal Revenue	2,077,000
Other	1,582,966
Total Revenue:	$ 45,632,859
Expenses:	
Salaries	$ 21,848,012
Benenfits	18,221,672
Utilities	4,285,197
Discretionary	4,793,500
Total Expenditures	$ 49,148,381
Difference	$ (3,515,522)

Without On-Behalf

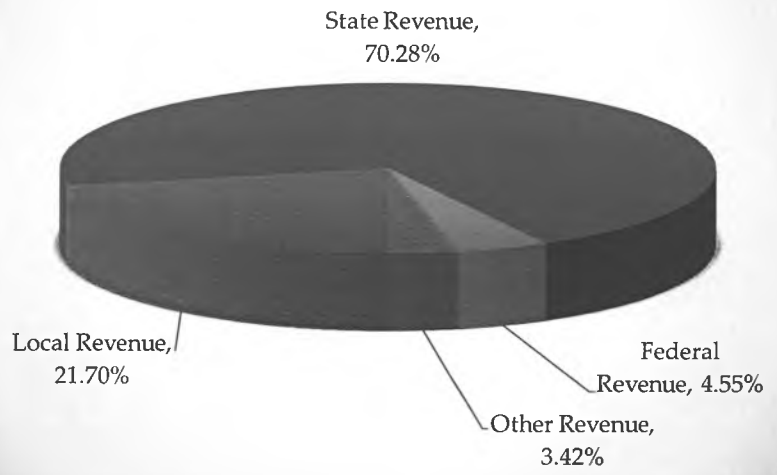
Revenues:	
Local Revenue	$ 9,901,850
State Revenue	24,714,355
Federal Revenue	2,077,000
Other	1,582,966
Total Revenue:	$ 38,276,171
Expenses:	
Salaries	$ 21,848,012
Benenfits	10,864,984
Utilities	4,285,197
Discretionary	4,793,500
Total Expenditures	$ 41,791,693
Difference	$ (3,515,522)

Deficit Contributing Factors…

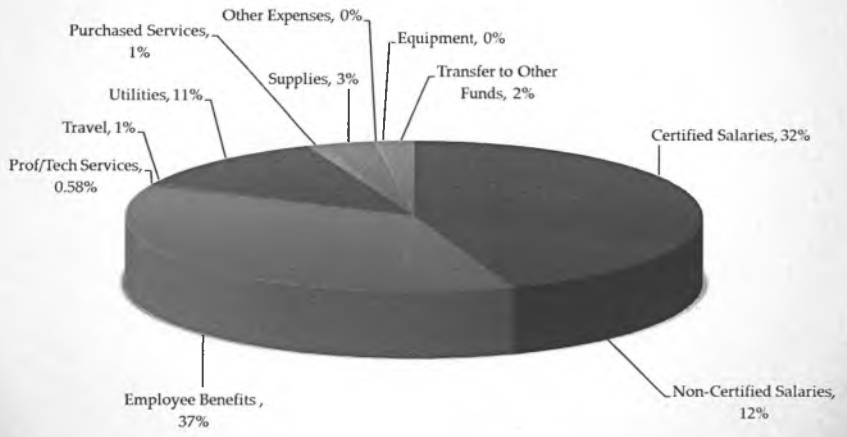
Loss of one-time State aid	$ 452,298
Reduced Local Funding	$ 348,500
Elimination of ARRA Education Jobs Fund	$ 346,488
Use of Fund Balance (reserves) last year	$ 891,419
Salary increase due to movement	$ 316,979
Health Insurance Increase of 7.2%	$ 366,928
Increase in Transfer to Pupil Transportation	$ 305,938
Increase in Worker's Comp	$ 57,022
Increase in In-kind Services (property, general liability)	$ 38,500
Utility Services	$ 82,304
Other	$ 309,146
	$3,515,522

HB108
support 8712 positions

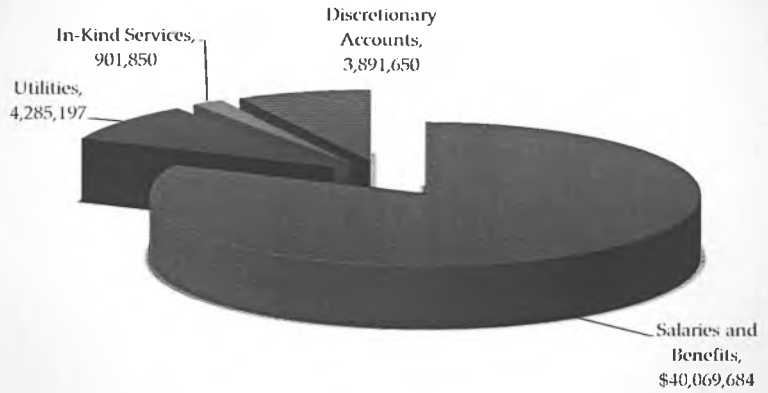
Revenue



Expense



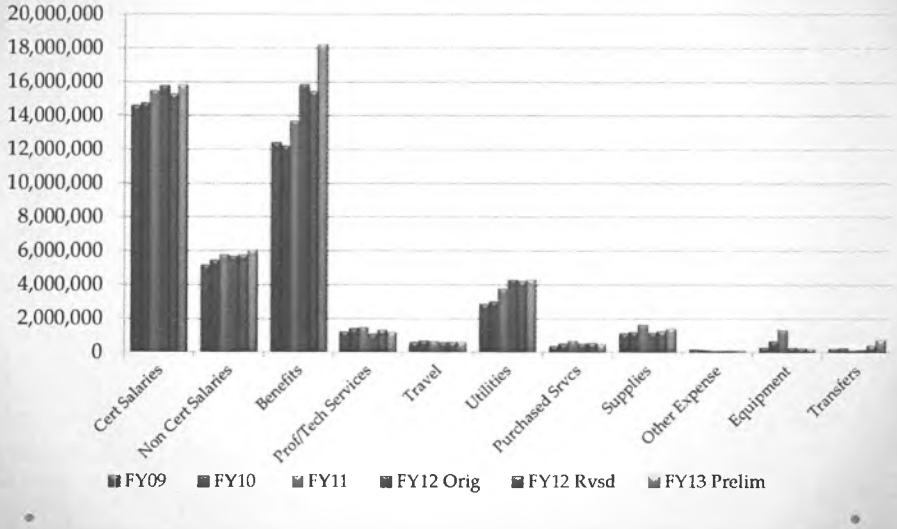
Expense by Major Category



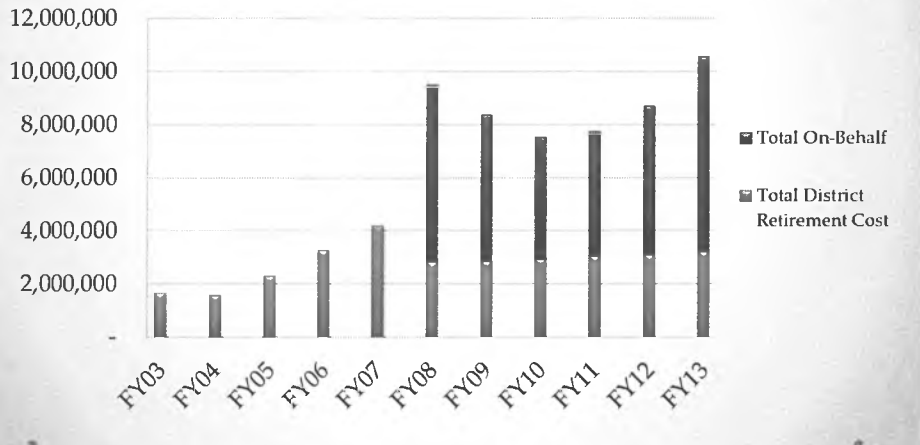
Employee Benefits

Benefit	Amount
Salary / Benefit Contingency	213,249
Health & Life Insurance	6,155,991
Unemployment Insurance	60,195
Worker's Compensation	336,482
FICA/Medicare Contribution	676.100
TRS	8,470,066
PERS	2,122,739
Other Employee Benefits	186,850
Total	**18,221,672**

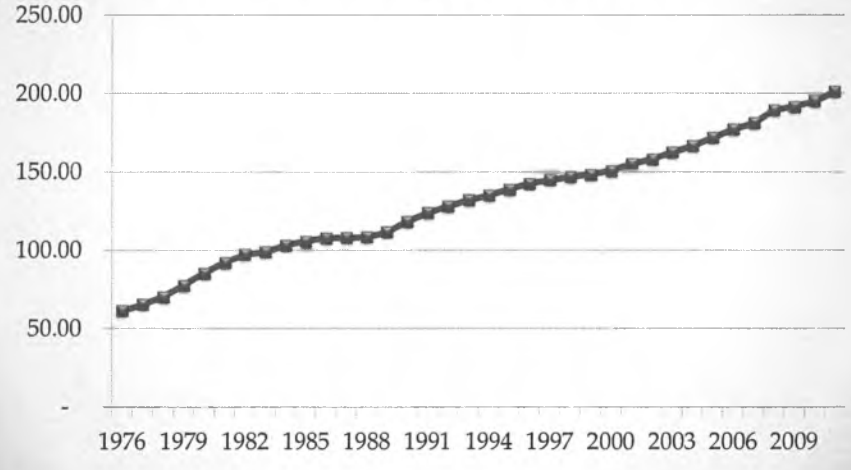
Expense by Object History



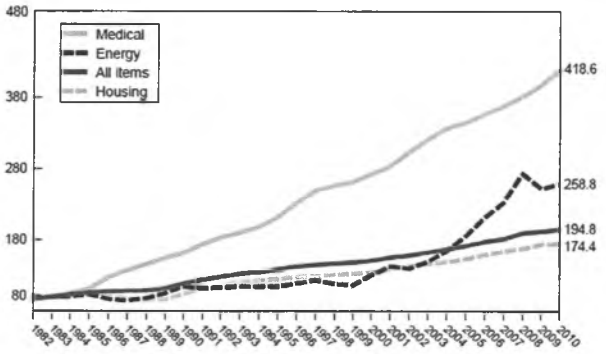
TRS/PERS History



Anchorage CPI-U



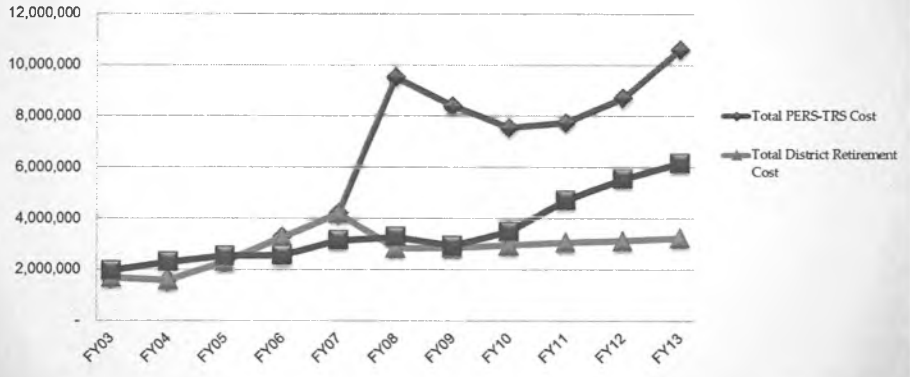
Selected Components of Anchorage CPI, 1982-2010[1]



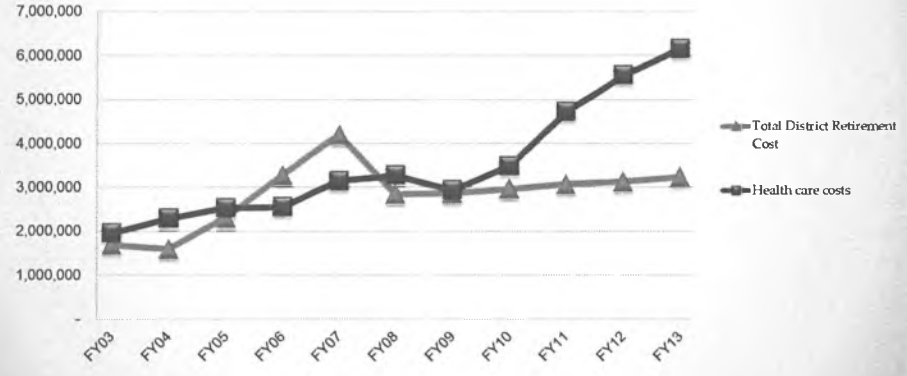
[1]The CPI for 2010 is the percent increase in the index from the first half of 2009 to the first half of 2010. All of the other percentages are annual averages for 1982-2009.
Source: U.S. Department of Labor, Bureau of Labor Statistics

N, F. (2010). The Cost of Living in Alaska. ***Alaska Economic Trends,*** **3-10.**

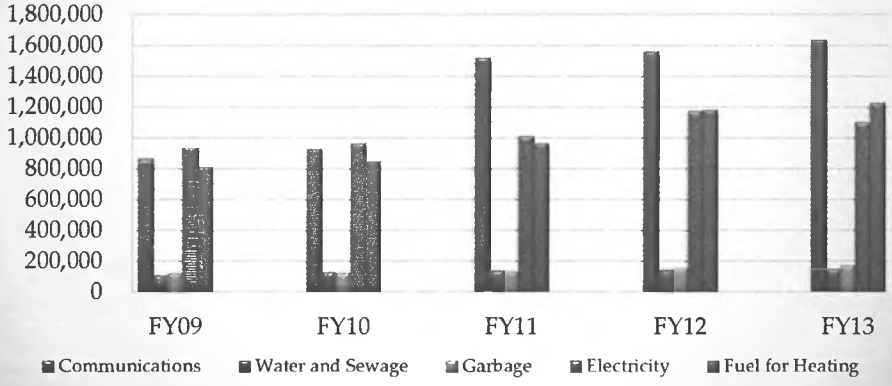
Major Benefits



Major Benefits Without On-Behalf

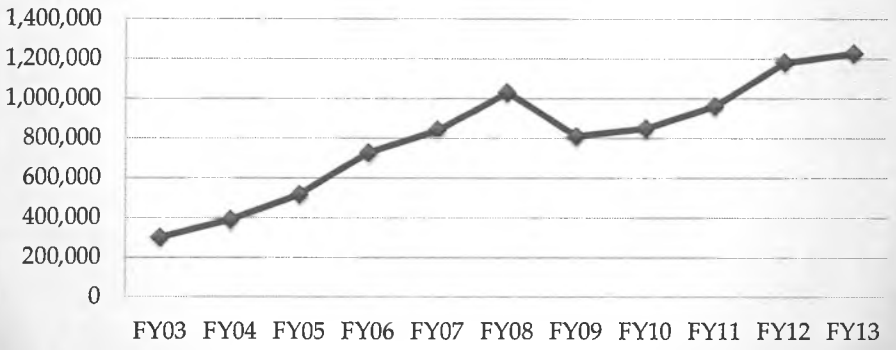


Historical Utilities Chart



Increase in broadband e-rate

Heating Fuel History

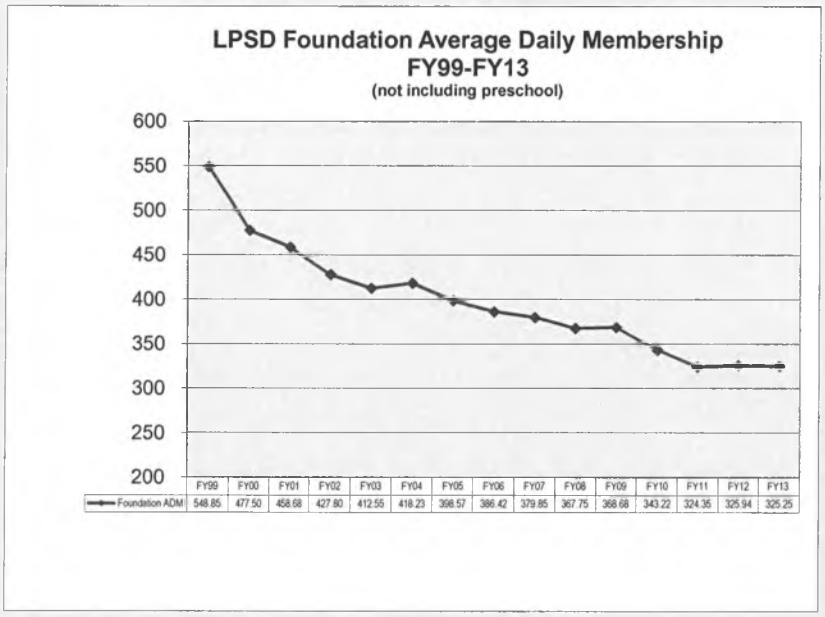


Presentation to House Education Committee and House Finance Sub-Committee for Education

February 10, 2012

LPSD Perspective

- Located on the Alaska Peninsula – LPSD operates 13 schools serving 14 communities
- LPSD covers 32,000 square miles
- Our communities are small and remote with school year access limited to air service at 13 locations
- Our community populations are declining as well as student enrollment



LPSD Student Achievement

LPSD implemented a Standards Based System in the 2000-2001 school year. While the process has had its share of ups and downs, 10 years later there is no ignoring the results.

Benchmark (proficient or advanced) Student Comparison							
	2005	2006	2007	2008	2009	2010	2011
% Benchmark in Math	33%	34.7%	46.3%	48.5%	58.4%	66.8%	67.7%
% Benchmark in Reading	55.1%	60.9%	67.8%	66.1%	67.3%	75.5%	71%
% Benchmark in Writing	46.1%	54.1%	51.1%	56.2%	62.1%	67.6%	69.4%

What are the factors creating our student success?

Individual education plans as part of the standards based system
Recruitment and retention of quality teachers – in 2010 LPSD implemented a longevity bonus for teachers
Targeted professional development and research-based curriculum
Early literacy programs distribute age appropriate books to children from birth – 3 years of age
Literacy coaches providing classroom instructional support
Certified tutors providing intensive individual instruction for students

Revenue Assumptions:

- No Base Student Allocation Increase
- Federal Impact Aid program – expected 8-10% reduction
- Increase in Borough funding due to increase in property valuation
- ISER increase from 1.941 to 1.994
- Hold Harmless – 5% reduction in student count from FY11 at final level of 25%
- Reduction in Federal grant funds and grants ending
- E-rate overall funding decreasing from 86% to 81%
- PERS on-behalf increase from 8.76% to 13.84%
- TRS on-behalf increase from 30.05% to 40.11%

THE LAKE AND PENINSULA SCHOOL DISTRICT

Revenue By Source

	Budgeted 2011-2012	Projected 2012-2013	Change
Borough Appropriation	1,028,792	1,172,513	143,721
Local Revenue	265,617	265,617	0
State Foundation	8,964,776	8,856,865	(107,911)
One-time Energy Funding	139,321	0	(139,321)
Federal - Impact Aid & ERATE	2,952,079	2,698,886	(253,193)
	13,350,585	12,993,881	(356,704)

Reduction in general fund revenue: $356,704

Reduction in federal grant revenues: $873,925

Overall Program shortfall for FY13: $844,387

THE LAKE AND PENINSULA SCHOOL DISTRICT
Expenditures by Function

	Budgeted 2011-2012	Projected 2012-2013	Change
GENERAL INSTRUCTION	4,649,766	4,579,502	(70,264)
SPECIAL EDUCATION	910,607	940,300	29,693
SPECIAL ED-SUPPORT SERV.	106,652	119,150	12,498
SUPPORT SERVICES-PUPILS	99,280	200,500	101,220
SUPPORT SERV.-INSTRUCTION	1,385,550	1,652,255	266,705
SCHOOL ADMINISTRATION	727,570	722,400	(5,170)
SCHOOL ADMIN SUPPORT	51,550	53,650	2,100
BOARD & ADMINISTRATION	610,577	616,519	5,942
DISTRICT ADMIN SUPPORT SERV.	464,450	500,792	36,342
MAINTENANCE	3,010,250	3,221,000	210,750
PUPIL ACTIVITIES	404,600	482,200	77,600
TRANSFERS	791,110	750,000	(41,110)
TOTAL BUDGETED	13,211,962	13,838,268	626,306

Our shortfall is a result of:

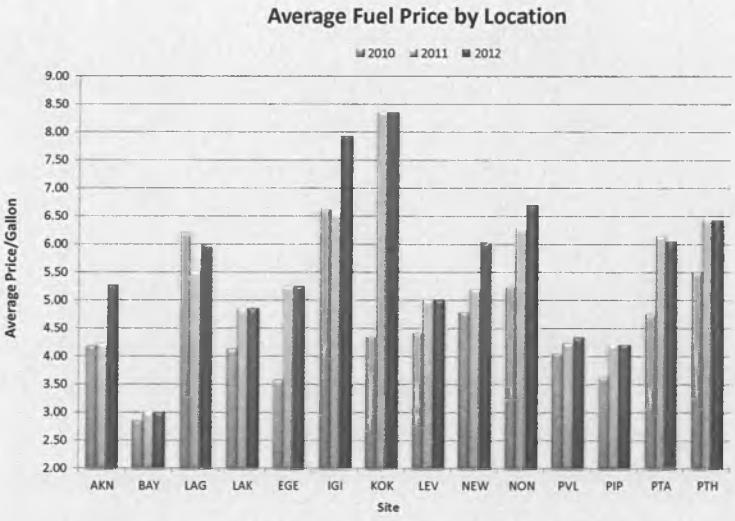
- Expected reduction in impact aid
- No anticipated increase in BSA
- Continued increase in utility and energy costs
- Expected loss of FY12 one-time energy funding
- Expiring federal grant dollars
- Increase in general transportation and postal expenses for transporting staff and materials

Planned cost saving measures:

- Explore outsourcing food service
- Reduce principals: 5 FTE to 4
- Reduce teachers: 5.26 FTE from 48 to 43.74
- Reading Coaches: 1.5 FTE from 2.64 to .5
- Eliminate district counselors: 2 FTE
- Reduce supplies & materials: $100,000
- Reduce travel of district iterant staff
- Reduce professional development travel

Major Budget Impacts:

- Utility and energy costs are increasing at staggering rates despite efficiency measures; costs continue to increase in spite of reduced usage
- Electricity costs in FY12 have increased on average $0.10 per kilowatt hour over FY11 increasing electricity costs by $129,400
- Fuel prices continue to rise and ranging from $2.99 to $8.00



LPSD Reality:

- LPSD has reduced administrative and maintenance positions over the last few years and worked to increase efficiencies in energy usage and travel.
- The fact remains that we cannot keep pace with the general inflationary costs any longer without cutting classroom staff and reducing educational programs resulting in fewer opportunities for our students.

- LPSD strives to operate as effectively as possible and absorb budget reductions in non-instructional areas. However, with anticipated reductions necessary for FY13, the core of our instructional program will be impacted.

Thank you for this opportunity to share our budget information and our specific circumstances related to educating our students.

Laura Hylton, Business Manager
Lake and Peninsula School District
lhylton@lpsd.com 907 246-4280 x310

Sitka School District

FY2013 Preliminary
Operating Budget

Stat Sheet

- Located in the City and Borough of Sitka
- Major Industries are
  - Commercial fishing
  - Tourism
  - Health care
  - Education
  - Government agencies
- Not on the Road System
- Population 8800 (flat since 2000)
- 1,306 full time students
- 200 approximate full time equivalent employees
- 5 Schools (all on the island)

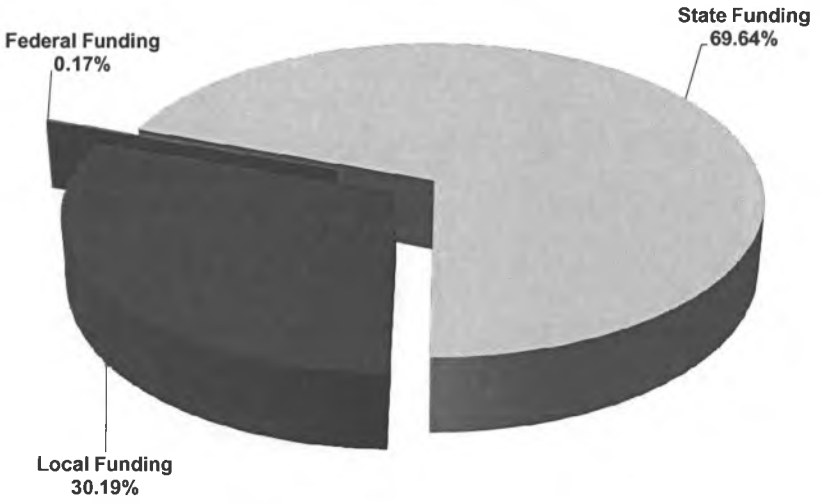
2009-2011 Actual, 2012 Budgeted, 2013 Projected Revenues

	2009 Actual	2010 Actual	2011 Actual	2012 Budgeted	***2013 Projected***
State Funding	9,782,286	10,531,615	11,207,721	12,303,659	***11,964,276***
Local Funding	5,639,242	5,574,495	5,243,359	5,186,975	***5,186,975***
Federal Funding	880,149	758,673	612,382	547,912	***30,000***
Total Revenue	16,301,677	16,864,783	17,063,462	18,038,546	***17,181,251***

2009-2011 Actual, 2012 Budgeted, 2013 Projected Revenues

	2009 Actual	2010 Actual	2011 Actual	2012 Budgeted	***2013 Projected***
State Funding	9,782,286	10,531,615	11,207,721	12,303,659	***11,964,276***
Local Funding	5,639,242	5,574,495	5,243,359	5,186,975	***5,186,975***
Federal Funding	880,149	758,673	612,382	547,912	***30,000***
Total Revenue	16,301,677	16,864,783	17,063,462	18,038,546	***17,181,251***

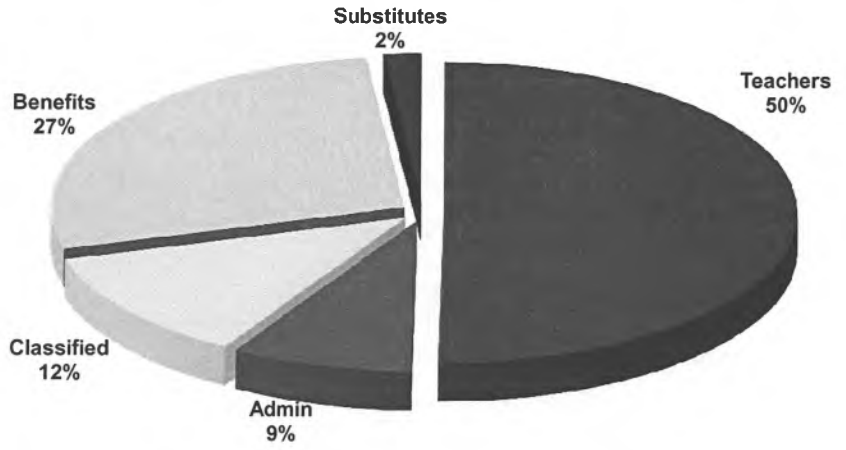
FY2013 Revenues



2009-2011 Actual, 2012 Budgeted, 2013 Projected Employee Expense

	2009 Actual	2010 Actual	2011 Actual	2012 Budgeted	***2013 Projected***
Teachers	6,889,428	6,994,244	7,073,743	7,279,546	***7,480,163***
Admin	1,143,425	1,179,233	1,189,750	1,280,020	***1,315,380***
Classified	1,520,549	1,595,109	1,594,084	1,780,167	***1,848,785***
Benefits	3,405,614	3,301,592	3,491,650	3,942,498	***3,989,053***
Substitutes	257,700	350,007	386,191	335,000	***308,000***
Total Expense	13,216,716	13,420,185	13,735,418	14,617,231	***14,941,381***

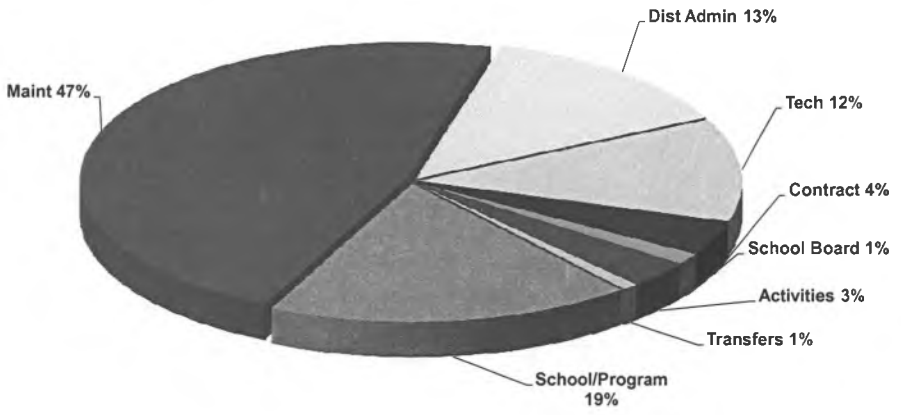
FY2013 Employee Expenditures



2009-2011 Actual, 2012 Budgeted, 2013 Projected Non Employee Expense

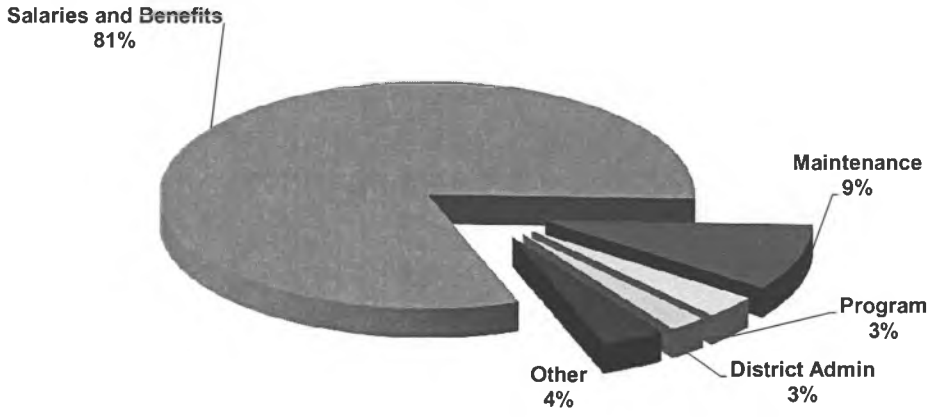
	2009 Actual	2010 Actual	2011 Actual	2012 Budgeted	***2013 Projected***
Maintenance	1,474,380	1,535,155	1,518,992	1,583,716	***1,664,660***
School/Program	505,561	795,913	684,798	649,998	***647,595***
Dist. Admin	303,089	304,697	360,585	518,181	***466,803***
Technology	52,543	104,501	324,982	394,200	***427,200***
Contract Svcs	69,257	81,403	74,951	157,700	***138,100***
School Board	33,401	41,946	37,327	57,100	***47,100***
Activities	116,180	147,843	166,164	158,645	***111,402***
Transfers	260,405	247,705	171,953	53,000	***28,000***
Total Non-Emp Expense	2,814,816	3,259,163	3,339,752	3,572,530	***3,530,860***

FY2013 Non-Employee Expenditures



$500,000 ($400,000 from Gen.)

FY2013 Total Expenditures



FY2013 Summary

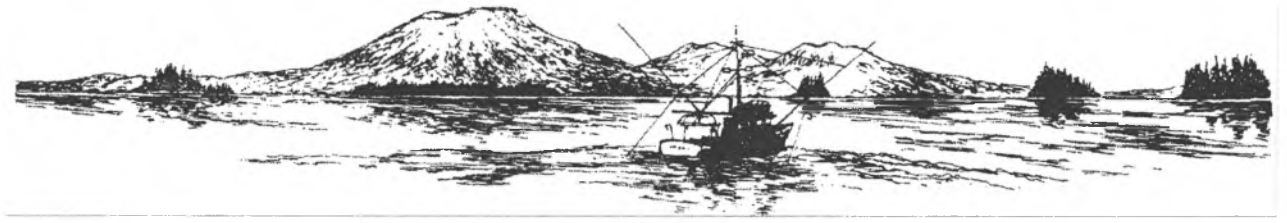
Revenues	17,181,251
Employee Expenditures	14,941,382
Non-Employee Expenditures	3,530,860
Total Expenditures	18,472,242
Surplus/(Deficit)	(1,290,991)
June 30, 2012 Fund Balance (est)	***1,211,261***

FY2013 Count Impact and Budget Estimates
February 6, 2012

	FY2011-2012	FY2012-2013	Difference
Estimated Number of Students	***1306***	***1295***	***-11***
Revenues			
2013 City/Boro Appropriation	5,026,975	5,026,975	0
Misc Local Revenue	30,000	30,000	0
E-Rate	130,000	130,000	0
Quality Schools	43,883	43,720	-163
HB108 Allocation	220,639	0	-220,639
Foundation	12,039,137	11,920,556	-118,581
Impact Aid	30,000	30,000	0
Federal Secure Rural Schools	517,912	0	-517,912
Total Revenues	**18,038,546**	**17,181,251**	**-857,295**
Expenditures			
Salaries and Wages	10,674,733	10,952,329	277,596
Benefits	3,942,498	3,989,053	46,555
Maintenance	1,583,716	1,664,660	80,944
School/Program	649,988	647,595	-2,393
District Administration	518,181	466,803	-51,378
Technology	394,200	427,200	33,000
Prof/Tech/Contract Services	157,700	138,100	-19,600
School Board	57,100	47,100	-10,000
Student Activities	158,645	111,402	-47,243
Transfers Out	53,000	28,000	-25,000
Total Expenditures	**18,189,761**	**18,472,242**	**282,481**
Total Gain/(Loss)	**-151,215**	**-1,290,991**	

Thank You!

Sitka School District



Stat Sheet

Compiled and Presented By: David Arp, Business Manager

Community Facts:

- 5th largest city in Alaska
- Population in the 8,800's since 2000
- Located on the outer coast of Baranof Island, in Southeast Alaska
- Major Industries:
    - Commercial fishing and fish processing
    - Tourism
    - Health care
    - Education
    - Government agencies
- Serviced by both Alaska Airlines and the Alaska Marine Highway System
    - No roads on/off the island

District Facts:

- 1,306 full time students
- Approximately 200 full time equivalent employees
- 6 volunteer School Board Members, including 1 voting student member
- 7 District Buildings (all located within 5 miles of each other)
    - 5 School Buildings
        - Baranof Elementary
            - Also houses the District REACH home school program
        - Keet Gooshi Heen Elementary
        - Blatchley Middle School
        - Sitka High School
        - Pacific High School
    - 2 Non-School Buildings
        - Community Performing Arts Center
        - Southeast Alaska Career Center
- The District also oversees the local Community Schools, AmeriCorp, 21st Century Learning Center, Community Recycling, and after school Ventures programs

If would like more information about the Sitka School District you can visit our website at ***www.sitkaschools.org***

FY2013 Count Impact and Budget Estimates

February 10, 2012

		FY2011-2012	FY2012-2013	Difference
	Estimated Number of Students	***1306***	***1295***	***-11***
	Revenues			
A	2013 City/Boro Appropriation	5,026,975	5,026,975	0
B	Misc Local Revenue	30,000	30,000	0
C	E-Rate	130,000	130,000	0
D	Quality Schools	43,883	43,720	-163
E	HB108 Allocation	220,639	0	-220,639
F	Foundation	12,039,137	11,920,556	-118,581
G	Impact Aid	30,000	30,000	0
H	Federal Secure Rural Schools	517,912	0	-517,912
	Total Revenues	**18,038,546**	**17,181,251**	**-857,295**
	Expenditures			
I	Salaries and Wages	10,674,733	10,952,329	277,596
J	Benefits	3,942,498	3,989,053	46,555
K	Maintenance	1,583,716	1,664,660	80,944
L	School/Program	649,988	647,595	-2,393
	District Administration	518,181	466,803	-51,378
M	Technology	394,200	427,200	33,000
	Prof/Tech/Contract Services	157,700	138,100	-19,600
	School Board	57,100	47,100	-10,000
N	Student Activities	158,645	111,402	-47,243
	Transfers Out	53,000	28,000	-25,000
	Total Expenditures	**18,189,761**	**18,472,242**	**282,481**
	Total Gain/(Loss)	**-151,215**	**-1,290,991**	

Assumptions:

Revenues:

A City and Borough Appropriation remains unchanged from FY2012 to FY2013
B Misc Local Revenue remains unchanged from FY2012 to FY2013
C E-Rate reimbursement remains unchanged from FY2012 to FY2013
D Quality Schools is adjusted to reflect the decrease in enrollment, 34 intensive students, and the final ISER increase
E State of AK HB108 Allocation is reduced to zero assuming it will not be reauthorized
F Foundation is adjusted to reflect the decrease in enrollment, 34 intensive students, and the final ISER increase
G Federal Impact Aid remains unchanged from FY2012 to FY2013
H Federal Secure Rural Schools funding is reduced to zero assuming it will not be reauthorized

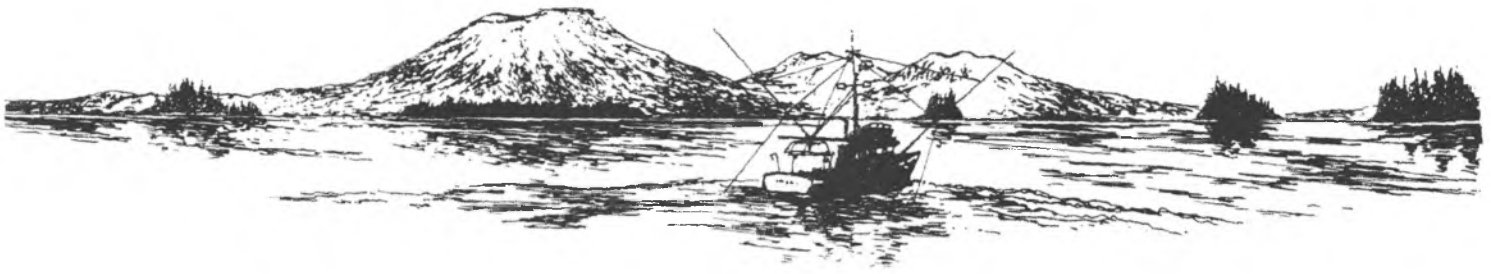
Expenditures:

I Salaries are adjusted to account for current employees rolled into the FY2013 negotiated agreement scales.
J Health Insurance premiums remain unchanged from FY2012 to FY2013. Workers Compensation Insurance is increased by 12.5% and all others insurances (non-health) are increased by 2.5% based on estimates from agents
K Heating fuel costs are increased by $20,000 as fuel prices are currently forecasted to drop in FY2013. The increase is from the anticipation of using more diesel fuel vs. heating electricity. Electricity is increased by $15,035 to prepare for anticipated increases from the City Electric Department The custodial contract is increased by 5% from FY2012
L School and Program discretionary budgets remain unchanged from FY2012 to FY2013
M Technology includes a $75,000 increase to continue the School Board's 5 year plan
N Activities budgets are set at the FY2012 budget process level (reduced by $50,000 from FY2011)

Note: The $1.29MM anticipated deficit for FY2013 equates to 14.26 full time certified teaching positions

SITKA SCHOOL DISTRICT

PRELIMINARY FY2013 OPERATING BUDGET



Staff Hearing
Sitka High Performing Arts Center
Wednesday, January 25 @ 3:45PM

Community Hearing
Keet Gooshi Heen Multi-Purpose Room
Thursday, February 9 @ 7:00PM

Budget Work Session
District Office Board Room
Thursday, March 8 @ 7:00PM

Final Budget Hearing
District Office Board Room
Monday, March 19 @ 7:00PM

"Educating Today's Children to Become Tomorrow's Leaders"

SITKA SCHOOL DISTRICT
FY2013 PRELIMINARY BUDGET
ASSUMPTIONS

Revenue Elements include:

- Full Time Enrollment decreases from 1306 to 1295
  - 34 Intensive Needs Students (down from 37 in FY12)
  - 30 Correspondence Students
  - 8 Raven's Way Students

- The Foundation formula:
  - BSA = Remains at $5,680
  - ISER Multiplier = Increases from 1.173 to 1.195

- The annual City and Borough appropriation remains flat - $5,460,734

• Operational Funding	5,026,975
• Pool Operations	44,529
• Pool Utilities	77,147
• Community Schools Janitorial	29,067
• Community Schools Appropriation	150,796
• Student Activity Travel/Intramural	132,220

- Secure Rural Schools funding and HB108 are reduced to zero in anticipation that they will not be reauthorized

- ERate will remain $130,000, Miscellaneous Revenue and Impact Aid Revenue will both remain at $30,000

Expense Elements include:

- 3 paraprofessional positions reduced to offset the assumed reduction in intensive needs students. All other current Full Time Employee levels remain unchanged

- Salaries and wages roll up to FY2013 negotiated agreement levels

- Benefits:
  - Health Insurance does not increase
  - Workers Compensation Insurance increases by 12.5%
  - TRS (12.56%), PERS (22%), FICA (1.45%), SBS (6.13%) all remain unchanged

- Property/Liability/D&O Insurances are increased by 2.5%.

- Utilities:
  - Heating Fuel increases by $20,000 and Electricity increases by $15,035
  - Water/Sewage/Garbage, Communications, Electric and Other Utilities are equal to the FY2012 revised budget

- Special Education contract services increase by $20,000 due to an increased need of speech/language and physical therapy specialists, all other School and Program budgets remain unchanged

- Custodial contract increases by 5%

- Indirect Cost Rate will increase from 3.59% to 5.37%

- Technology is increased by $75,000 to continue the 5 year funding plan

Fund Balance Elements include:

- $500,000 transferred out of unreserved fund balance to reduce the initial deficit per School Board approval

Explanation of the revenue categories as presented in the budget:

State Funding
Foundation – The formula appropriation of State funding for school districts based on enrollment

School Improvement Grant – State grant based on enrollment – will not be receiving in FY2013

Energy Relief – State grant to assist with energy costs – will not be receiving in FY2013

Quality Schools Grant – State funds, based on enrollment, to be used for professional development

HB 108 Allocation – A one-time revenue sharing appropriation from the State out of their operating budget for communities and school districts – will not be receiving in FY2013

Miscellaneous State Revenue – Reimbursements from the State for various expenditures – do not anticipate receiving in FY2013

ISER – State funding formula that allocates a cost factor into the Foundation formula – included in the Foundation for FY2013

Local Funding
Borough Appropriation – Local support for from the City and Borough for education

Miscellaneous – Refunds from previous years, COBRA insurance payments, restitution payments, reconciliation adjustments, other local revenue

E Rate Revenue – The discounted refund of telecommunications and internet access fees

Federal Funding
Title VIII Impact Aid – Federal Impact Aid paid to districts for the impact that Federal property has on local property tax of the community

Secure Rural Schools – Federal funds to communities to support schools and roads

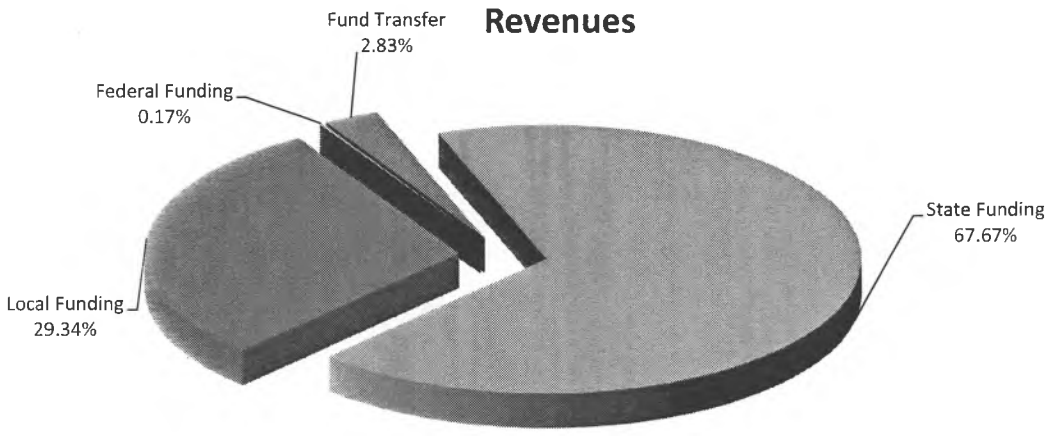
Medicaid – Funds for District provided services which are reimbursed by Medicaid – do not anticipate receiving in FY2013

Fund Balance
Fund Transfers – Operating Account Fund Balance funds the Board has approved in advance to be used to balance the budget

SITKA SCHOOL DISTRICT
OPERATING BUDGET
2008-2011 Actuals, 2012 Revised
2013 PROJECTED

Revenues

	2008 Actual Revenue	2009 Actual Revenue	2010 Actual Revenue	2011 Actual Revenue	2012 First Revision	**2013 Projected Revenue**
Students (Foundation Count)	1,366	1,309	1,309	1,291	1,306	**1,295**
State Funding						
Foundation	8,421,036	9,741,669	10,491,138	11,165,994	12,039,137	**11,920,556**
School Improvement Grant	235,522	0	0	0	0	**0**
Energy Relief	216,098	0	0	0	0	**0**
Quality Schools Grant	34,576	38,428	40,477	41,727	43,883	**43,720**
HB 108 Allocation	0	0	0	0	220,639	0
Misc State Revenue	0	2,189	0	0	0	**0**
Iser *(in Foundation 10, 11, 12 & 13)*	1,083,948	0	0	0	0	**0**
Total State Funding	9,991,180	9,782,286	10,531,615	11,207,721	12,303,659	**11,964,276**
Local Funding						
Borough Appropriation	5,338,751	5,498,913	5,439,582	5,138,459	5,026,975	**5,026,975**
Miscellaneous	19,024	52,951	19,250	23,824	30,000	**30,000**
E-Rate Revenue	32,457	87,378	115,663	81,076	130,000	**130,000**
Total Local Funding	5,390,232	5,639,242	5,574,495	5,243,359	5,186,975	**5,186,975**
Federal Funding						
Impact Aid	39,712	53,612	29,873	36,925	30,000	**30,000**
Secure Rural Schools	525,767	809,778	728,800	575,457	517,912	**0**
Medicaid	49,249	16,759	0	0	0	**0**
Total Federal Funding	614,728	880,149	758,673	612,382	547,912	**30,000**
Total Revenues	**15,996,140**	**16,301,677**	**16,864,783**	**17,063,462**	**18,038,546**	**17,181,251**
Fund Transfers	19,911	0	87,000	31,498	151,215	**500,000**
Total Revenues and Transfers	**16,016,051**	**16,301,677**	**16,951,783**	**17,094,960**	**18,189,761**	**17,681,251**
Fund Balance - End of Year	800,106	1,070,250	1,342,683	1,362,476	1,211,261	**711,261**



Explanation of the employee expense categories as presented in the budget:

Teachers' and Coaches' Salaries
Teachers Salaries – Salaries and extra duty contracts for all non-administrative, certified staff (Teachers, Special Ed Teachers, Librarians, Counselors, Therapists, etc)

Coaching Contracts – Extra duty contracts paid to activities coaches

Administrators Salaries
Superintendent & Asst Superintendent – Salaries for the Superintendent and Assistant Superintendent

Certified Administrators – Salaries for the Special Education Director, School Principals, and Assistant Principals

Non-Certified Administrators – Salaries for the Business Manager, Maintenance Director, Information Technology Director, and Cultural Program Director

Classified Staff Wages
Accounting & Secretarial – Wages for the Accounting and Secretarial staff

Paraprofessionals – Wages for Paraprofessionals

Maintenance – Wages for Maintenance staff

Benefits
Health Insurance and Physicals – The District's portion of health insurance charges and reimbursements to employees for mandatory physicals

TRS/PERS/SBS/FICA – The District's portion for retirement and taxes; TRS (12.56%), PERS (22%), SBS (6.13%), and FICAMED (1.45%)

Workers Compensation – Premiums paid for Workers Compensation insurance

Unemployment Insurance – Premiums paid for unemployment insurance

Substitutes – Wages paid to all certified and non-certified substitutes

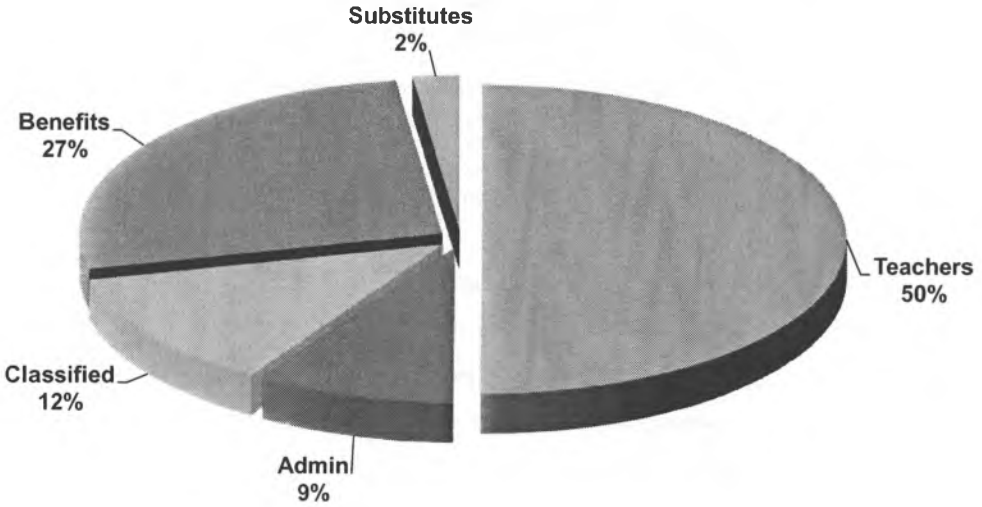
Salary Adjustments – Money set aside for certified employee lane changes and end of year leave buyouts

SITKA SCHOOL DISTRICT
OPERATING BUDGET
2008-2011 Actuals, 2012 Revised
2013 Projected

Employee Expenditures

	2008 Actual Expense	2009 Actual Expense	2010 Actual Expense	2011 Actual Expense	2012 First Revision	**2013 Projected Expense**
Teachers' And Coaches' Salaries						
Teachers	6,889,606	6,772,432	6,880,437	6,966,254	7,166,548	7,292,165
Coaching Contracts	111,065	116,996	113,807	107,489	112,998	112,998
Total Teachers and Coaches	7,000,671	6,889,428	6,994,244	7,073,743	7,279,546	**7,405,163**
Administrators' Salaries						
Superintendent & Asst Super	199,100	209,192	224,170	211,475	221,631	227,974
Certified Administrators	683,179	724,852	737,909	694,412	750,730	772,634
Non-Certified Administrators	207,793	209,381	217,154	283,863	307,659	314,772
Total Administrators	1,090,072	1,143,425	1,179,233	1,189,750	1,280,020	**1,315,380**
Classified Staff Wages						
Accounting & Secretarial	562,101	634,224	641,804	659,559	657,980	680,543
Paraprofessionals	596,739	683,325	721,572	717,707	904,435	943,344
Maintenance	190,213	203,000	231,733	216,818	217,752	224,897
Total Classified Staff	1,349,053	1,520,549	1,595,109	1,594,084	1,780,167	**1,848,785**
Benefits						
Health Insurance and Physicals	1,532,302	1,663,541	1,490,716	1,780,733	2,018,350	1,998,350
TRS/PERS/SBS/FICA	1,552,250	1,604,250	1,649,229	1,562,073	1,795,722	1,848,100
Workers Compensation Insurance	159,213	135,000	144,760	133,144	113,425	127,603
Unemployment Insurance	4,413	2,823	16,887	15,700	15,000	15,000
Total Benefits	3,248,178	3,405,614	3,301,592	3,491,650	3,942,498	**3,989,053**
Substitutes	214,013	257,700	350,007	386,191	335,000	**308,000**
Salary Adjustments						**75,000**
Total Employee Costs	12,901,987	13,216,716	13,420,185	13,735,418	14,617,231	**14,941,382**

Employee Expenditures



Explanation of the non-employee expense categories as presented in the budget:

School and Program Budgets
Baranof, Keet Gooshi Heen, Blatchley, Sitka High, Pacific High – Discretionary funds allocated to each school

REACH – Materials, curriculum, textbooks, and equipment for the District operated correspondence program

Special Education – Expenditures for contracted services, supplies, equipment, and travel for the District's regular special education program and the summer ESY program

Library Discretionary – Funds allocated to the District libraries for discretionary purchases. One time allocation in FY2010, do not anticipate a recurring expenditure in FY2013

Cultural Program Discretionary – Funds allocated to the District cultural program for discretionary purchases

Maintenance
Supplies – Funds for general maintenance, services, supplies, gasoline, and equipment for the District

Property Insurance – Premiums paid for property insurance

Utilities – Electric, Heating Fuel and Heating Electric, Water/Sewage/Gas, and other utility services

Custodial Contract – Fees paid to NANA Corporation for contract custodial services

District Administration
Travel/Professional Development – Expenditures for District approved travel and Staff Professional Development

Telephone/Communication – Charges for communications including phones and network services

Liability Insurance & Bonding – Premiums for Directors and Officers and the Errors and Omissions policies

Legal Settlement – Fees for resolving legal disputes, none since FY2007

Audit/Legal Fees – General legal consultation fees and expenses associated with the annual audit

Health Services – Equipment and supplies for the District Nurse and charges associated with wellness plan

Districtwide Programming and Supplies – Fees for financial software support, postage, copier maintenance, professional association dues, testing supplies, etc required for general District operations

Indirect Cost Rate Revenue – Revenue generated by the Federal Programs Indirect Cost rate
- *Technically a revenue but the State requires that it is represented as a negative expense*

Technology – Services (anti-virus, firewall, etc), supplies, and equipment funds for technology

Professional/Technical Contract Services – Expenses for professional services used by the District.
Examples are: Cold Water Survival, CPI Common Remitter Services (403b), Library Network (OCLC), First Aid training, Strategic Planning, Improvement Instruction, Schoolmaster/Pinnacle/Phonemaster fees

School Board – Expenses associated with the operations of the Board and Board Meetings
Examples are: Board travel expenses, fees for media services, advertising, and legal notices

Student Activities – These are District expenditures directed to sporting programs and athletic association membership fees, also included here are the charges for the auditorium management company

Transfers
SNEP – The District's annual allocation to support the Sitka Native Education Program

AmeriCorp – Transfers to the Community Schools operated AmeriCorp program, none anticipated in FY2013

Community Schools – Transfers to the Community Schools Program, none anticipated in FY2013

Pool – Transfers to operate and maintain the Blatchley pool, none anticipated in FY2013

Ventures – Transfers to the Community Schools operated before and after school latch key program, none anticipated in FY2013

SEACC – The District contribution to the Sitka Education Consortium, the program was discontinued in FY2012

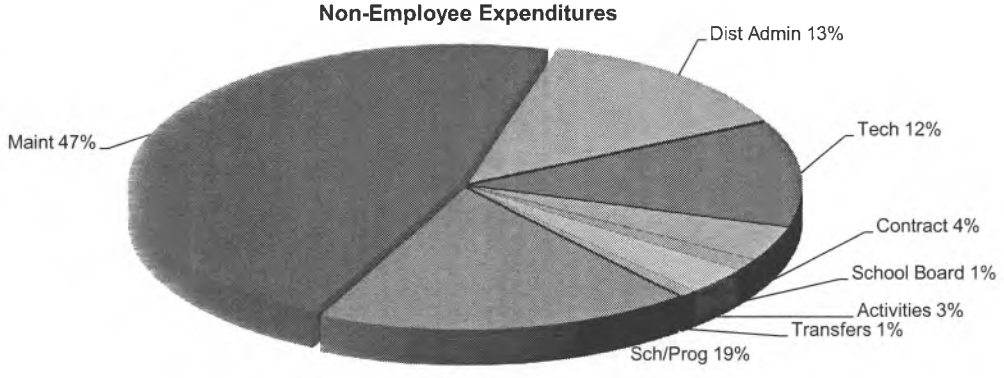
Hames – Transfers to assist with the daily operations of the Hames PE Center. The District discontinued supporting the program in FY2012

SITKA SCHOOL DISTRICT
OPERATING BUDGET
2008-2011 Actuals, 2012 Revised
2013 Projected

Non-Employee Expenditures

	2008 Actual Expense	2009 Actual Expense	2010 Actual Expense	2011 Actual Expense	2012 First Revision	**2013 Projected Expense**
School/Program Budgets						
Baranoff Elementary	46,358	47,149	57,640	48,309	51,124	47,500
Keet Gooshi Heen Elementary	72,732	85,099	80,680	75,099	79,923	74,860
Blatchley Middle School	70,083	71,454	133,837	105,611	76,740	71,545
Sitka High School	106,862	86,536	138,881	94,878	98,183	91,770
Pacific High School	12,027	11,787	16,535	16,693	11,708	11,310
REACH	44,038	43,083	48,632	83,768	52,210	52,210
Special Education	89,460	160,453	305,102	260,440	265,100	283,400
Library Discretionary	0	0	14,606	0	0	0
Cultural Program Discretionary	0	0	0	0	15,000	15,000
Total School/Program	441,560	505,561	795,913	684,798	649,988	**647,595**
Maintenance Expense						
Supplies	162,558	134,884	217,518	132,347	142,000	139,000
Property Insurance	134,142	133,575	127,880	128,849	120,341	123,350
Utilities	1,036,536	871,485	849,634	901,441	951,375	986,410
Custodial Contract	327,441	334,436	340,123	356,355	370,000	415,900
Total Maintenance	1,660,677	1,474,380	1,535,155	1,518,992	1,583,716	**1,664,660**
District Administration						
Travel/Professional Development	21,910	24,231	27,464	26,011	56,380	57,805
Telephone/Communication/Fiber	160,678	142,310	139,184	200,257	225,200	225,200
Liability Insurance & Bonding	40,220	40,194	38,220	40,159	42,893	43,965
Legal Settlement	0	0	0	0	0	0
Audit/Legal Fees	31,026	35,157	36,468	47,890	78,203	81,828
Health Services	2,462	4,118	3,909	2,488	7,805	7,805
Districtwide Programming/Supplies	78,810	113,858	101,065	104,776	157,700	115,200
Indirect Cost Rate Revenue	-79,050	-56,779	-41,613	-60,996	-50,000	-65,000
Total District Administration	256,056	303,089	304,697	360,585	518,181	**466,803**
Technology	42,385	52,543	104,501	324,982	394,200	**427,200**
Prof/Tech/Contract Services	76,315	69,257	81,403	74,951	157,700	**138,100**
School Board	36,121	33,401	41,946	37,327	57,100	**47,100**
Student Activities	91,974	116,180	147,843	166,164	158,645	**111,402**
Transfers						
SNEP	28,000	28,000	28,000	28,000	28,000	28,000
AmeriCorp	0	0	15,000	0	0	0
Community Schools	0	103,000	95,000	0	0	0
Pool	0	56,700	0	0	0	0
Ventures	40,705	72,705	82,705	103,953	25,000	0
SEACC	0	0	0	40,000	0	
Hames	0	0	27,000	0	0	0
Total Transfers	68,705	260,405	247,705	171,953	53,000	**28,000**
TOTAL NON-EMPLOYEE COSTS	2,673,793	2,814,816	3,259,163	3,339,752	3,572,530	**3,530,860**

Non-Employee Expenditures

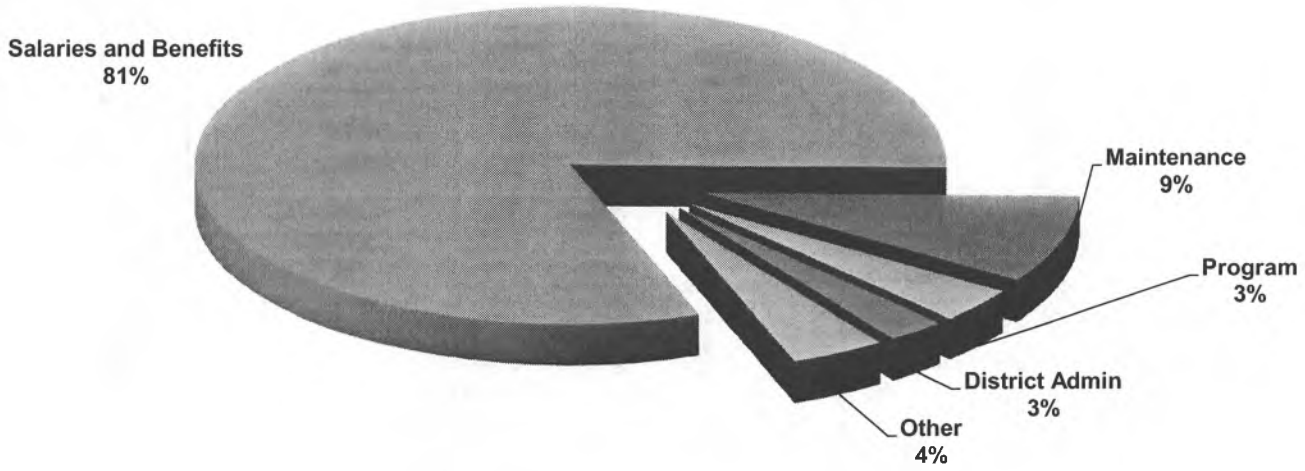


SITKA SCHOOL DISTRICT
FY2013 BUDGET SUMMARY & FY2008-2013 EXPENDITURE SUMMARY

Revenue	**17,181,251**
Employee Expenditures	14,941,382
Non-Employee Expenditures	3,530,860
Total Expenditures	**18,472,242**
Difference	-1,290,991
Board approved transfer from Fund Balance	500,000
	-790,991 **Necessary expense reduction to balance budget**
Fund Balance June 30, 2012 *(est)*	**1,211,261**
Fund Balance June 30, 2013 *(est)*	**711,261**

Expenditure	FY2013 Budgeted	% Of Total	FY2012 Revision	% Of Total	FY2011 Actual	% Of Total	FY2010 Actual	% Of Total	FY2009 Actual	% Of Total	FY2008 Actual	% Of Total
Salaries and Benefits	14,941,382	80.89%	14,617,231	80.36%	13,735,418	80.44%	13,420,185	80.46%	13,216,716	82.44%	12,901,987	82.83%
Maintenance	1,664,660	9.01%	1,583,716	8.71%	1,518,992	8.90%	1,535,155	9.20%	1,474,380	9.20%	1,660,677	10.66%
School/Program	647,595	3.51%	649,988	3.57%	684,798	4.01%	795,913	4.77%	505,561	3.15%	441,560	2.83%
District Administration	466,803	2.53%	518,181	2.85%	360,585	2.11%	304,697	1.83%	303,089	1.89%	256,056	1.64%
Technology	427,200	2.31%	394,200	2.17%	324,982	1.90%	104,501	0.63%	52,543	0.33%	42,385	0.27%
Prof/Tech/Contract Services	138,100	0.75%	157,700	0.87%	74,951	0.44%	81,403	0.49%	69,257	0.43%	76,315	0.49%
School Board	47,100	0.25%	57,100	0.31%	37,327	0.22%	41,946	0.25%	33,401	0.21%	36,121	0.23%
Student Activities	111,402	0.60%	158,645	0.87%	166,164	0.97%	147,843	0.89%	116,180	0.72%	91,974	0.59%
Transfers Out	28,000	0.15%	53,000	0.29%	171,953	1.01%	247,705	1.49%	260,405	1.62%	68,705	0.44%
	18,472,242	100.00%	18,189,761	100.00%	17,075,170	100.00%	16,679,348	100.00%	16,031,532	100.00%	15,575,780	100.00%

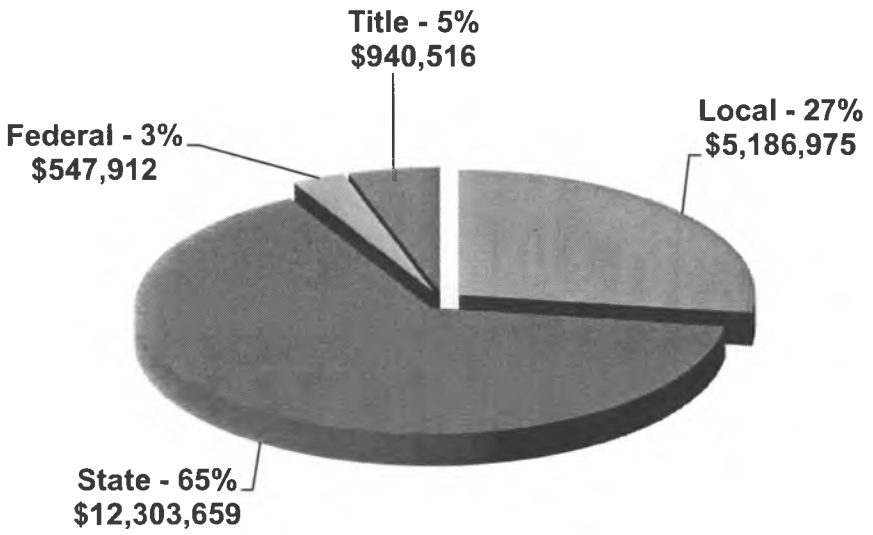
FY2013 Total Expenditures



Title Grants
Awards and FTE Summary
FY2012

Fund	Title	Full Time Employees	2012 Award
250	Title II-D (Technology)	0.00	568
258	Title I-A	3.73	379,739
260	Title VI-B	6.00	349,394
262	Preschool (619)	0.50	19,608
264	Title IV-A (Drug Free)	0.00	129
268	Title I-C (Migrant Education)	0.50	41,415
272	School Improvement	0.00	17,053
274	Carl Perkins	0.00	24,249
282	Title II-A (Classroom Reduction)	1.36	108,361
	Total Title Grants	**12.09**	**940,516**

FY2012 Revenue with Title Grants



Total 2012 Revenues (w/ Title Grants) **$18,979,062**

Successes & Challenges

- 2 National Merit Award Semi-Finalist Scholars out of a class size of 97 students
- Students that equal or outperform the average student in Alaska in all subject areas (Reading by 7%, Writing by 4%, Math is equal, and Science by 10%)
- Alternative high school serves 88% poverty, 40% homeless, and 25% pregnant or parenting population, that has graduated 140 students over the past 20 years who otherwise would have dropped out
- Vibrant K-12 music program which includes exposing students to annual music festivals which feature nationally acclaimed acts
- State Champions in Softball, Debate Sweepstakes, Wrestling. State runner ups in Girls Basketball, Girls Cross Country, Boys Swimming, and Drama/Debate/Forensics
- Special Education Department successfully manages a large number of intensive needs students (2.8% of student population) and continues to see a trend of student referrals to be in Sitka for special services
- Provides flexibility for the increased number of non-traditional students through our REACH home school program
- Continually increasing levels of English as a Second Language students with no dedicated funds to help provide the services and supports that are needed
- The addition of a Native Cultural Program which has grown in size and respect in the short 2 years it's been in existence
- Diminishing local revenues
- Over the last ten years the community of Sitka has supported, by 66% approval of bond issuance, funding for our state of the art Performing Arts Center and renovation of every school facility
- 100% of our teaching staff are highly qualified in their subject area
- Experienced School Board with 27+ combined years and a Superintendent with 10 years of experience
- Middle school grant focused on professional development in technology integration was highlighted as one of the best in the nation by the State Ed Tech Directors Association
- Ongoing need for systemic and sustained professional development for teaching and administrative staff in order to transform schools to meet student learning needs
- Inability to financially plan long term due to inconsistent funding streams (anticipated FY13 deficit of more than $1.2MM)
- Increasing Federal mandates with decreasing federal funding
- Growing number of Homeless students and students with food and shelter insecurities

Sitka School District

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Sitka School District

FY13 Legislative Funding Brief

"Educating Today's Children to Become Tomorrow's Leaders"

School Board Members:

- Lon Garrison, President
- Cass Pook, Vice President
- Tim Fulton, Clerk
- Nicole Seehafer, Student
- Dr. Tom Conley, Member
- Tonia Rioux, Member

Questions: District Office @ 907.747.8622

sitkaschoois.org

FY13 Funding Study

Teachers collaborating during a professional development opportunity

Background

In August, 2011, the Commissioner for the Department of Education and Early Development (DEED) requested the Alaska Association of School Administrators (AASA) provide him with the projected base student allocation (BSA) needed for Alaskan school districts for FY2013.

To accommodate this important request for factual unbiased information, AASA worked with the Alaska School Business Officials Association (ALASBO), in cooperation with the Department of Education, and 48 of the 54 school districts throughout the state to collect the necessary data to conduct the study.

Results

The analysis of data collected for this intensive study indicates that in order for Alaska's school districts to be able to meet projected cost increases, an equivalent to a **$320 increase** in the Base Student Allocation of would be required.

AASA has decided to focus on one priority: increasing the FY13 BSA by $320.

This must be the highest priority in order to avoid staff and program cuts in FY13, which will have compounding detrimental effects to students, communities, and public education throughout Alaska.

Middle school students individually and collectively working on academic content

Progress of Alaskan Public Education

According to Alaska's DEED:

- Alaska's graduation rate has increased 5% over the past seven years with more than 1,000 additional graduates today
- Alaska's dropout rate has steadily decreased from 6% to 4.7% over this same seven year period
- Alaska's public schools continue to produce productive students and prepared citizens
- School districts are making progress and the voting public is proud of public education in Alaska, which demonstrate the sound return on investment in education

Multi-Year Forward Funding is Essential

Without multi-year forward funding, Alaska public schools are facing an extremely challenging FY13 budget development environment due to increasing costs and revenue losses.

Local Reality

For FY2013 the Sitka School District is facing a **$1.29MM deficit** in order to provide the same level of services as provided in FY2012 while our enrollment is expected to hold steady at approximately 1300 students. Given that 80% of our budget is in personnel it stands to reason that this deficit, which equates to more than **14 full time certified teaching positions**, would come from the ranks of our employees who have the most direct contact with the students.

When increased regulations in both education and food service programs are factored in our District is faced with increased demands with a **13% smaller teaching force with the same number of students.**

Statewide Reality

Anticipated cost increases throughout the State:

- **Increased health insurance** costs of 7%-15%
- **Increased energy costs** effecting utilities, supplies and transportation
- **Increased employee salary and benefits** which have been negotiated
- Increased costs related to the projected **CPI inflation rate of 2.7%**

Anticipated revenue losses throughout the State:

- **Federal Secure Rural Schools and Community Act** (Forest Receipts) will no longer provide funding to 24 Alaska school districts
- **Federal decrease of 7.8%** in many programs including NCLB, e-rate, impact aid and other federal programs
- **Elimination of FY12 $20M energy funds** to offset rising energy costs

FY13 SSD Budget Estimates

	FY2011-2012	FY2012-2013	Difference
Estimated Number of Students	*1306*	*1295*	*-11*
Revenues			
2013 City/Boro Appropriation	5,026,975	5,026,975	0
Misc Local Revenue	30,000	30,000	0
E-Rate	130,000	130,000	0
Quality Schools	43,883	43,720	-163
HB108 Allocation	220,639	0	-220,639
Foundation	12,039,137	11,920,556	-118,581
Impact Aid	30,000	30,000	0
Federal Secure Rural Schools	517,912	0	-517,912
Total Revenues	18,038,546	17,181,251	-857,295
Expenditures			
Salaries and Wages	10,674,733	10,952,329	277,596
Benefits	3,942,498	3,989,053	46,555
Maintenance	1,583,716	1,664,660	80,944
School/Program	649,988	647,595	-2,393
District Administration	518,181	466,803	-51,378
Technology	394,200	427,200	33,000
Prof/Tech/Contract Services	157,700	138,100	-19,600
School Board	57,100	47,100	-10,000
Student Activities	158,645	111,402	-47,243
Transfers Out	53,000	28,000	-25,000
Total Expenditures	18,189,761	18,472,242	282,481
Total Gain/(Loss)	-151,215	-1,290,991	

Multi-year forward funding would benefit school districts by:

- Facilitating the process where districts can prepare fiscally sound budgets based on actual revenues for public education
- Providing opportunities for districts to develop sound education programs through long plans and partnerships
- Enabling districts to serve students better through more effective use of resources

Most budgets decisions will be made prior to the adjournment of the 27th Legislature causing heartache and disruption for employees, families, and students. Learning happens best when the environment is secure and stable.

2/13/12
ALASKA COMMISSION ON POSTSECONDARY EDUCATION, REPORT ON PERFORMANCE SCHOLARSHIP OUTCOMES

<TARGET><BILL></BILL><SUBJECT>2-13-12 ALASKA COMMISSION ON POSTSECONDARY EDUCATION, REPORT ON PERFORMANCE SCHOLARSHIP OUTCOMES</SUBJECT><COMM>HEDC27</COMM></TARGET>

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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February 14, 2012

Representative Alan Dick, Chair
Education Committee
Alaska State House of Representatives
State Capitol, Room 104
Juneau, Alaska 99801

Dear Representative Dick:

Thank you for the opportunity for Commission staff Brian Rae to present the 2012 Alaska Performance Scholarship (APS) Outcomes Report to your committee earlier this week. During the discussion around the data, Representative Seaton requested different aggregation of the data specific to relevant school sizes. The following information is provided in response to his request. Please bear in mind that these statistics are based on the data as of October 2011 and will be subject to change through the end of the 2011-12 academic year.

2011 Alaska Public High School Graduates

Size of School Graduating Class	Total Graduates	Eligible Graduates	Received Scholarship	# of Schools
All Schools	8,064	2,338	835	
Greater than 100	4,729	1,680	560	20
51 to 100	1,659	363	143	22
21 to 50	690	204	93	22
11 to 20	405	48	20	29
6 to 10	278	21	10	37
5 or fewer	303	22	9	116

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Size of School Graduating Class	% of All Graduates Eligible	% of All Graduates Receiving APS	% of Eligible Graduates Who Received APS
All Schools	29.0%	10.4%	35.7%
Greater than 100	35.5%	11.8%	33.3%
51 to 100	21.9%	8.6%	39.4%
21 to 50	29.6%	13.5%	45.6%
11 to 20	11.9%	4.9%	41.7%
6 to 10	7.6%	3.6%	47.6%
5 or fewer	7.3%	3.0%	40.9%

Thank you again for your interest in APS and its potential to transform access to higher education in Alaska. I hope this information is responsive to your questions and encourage you to contact me if have any additional information requests.

Sincerely,

Diane Barrans
Executive Director

DB/dv

2012 Alaska Performance Scholarship Outcomes Report

Presented to the Public, the Governor, and the Alaska Legislature by

Alaska Commission on Postsecondary Education
Alaska Department of Education & Early Development
Alaska Department of Labor and Workforce Development
University of Alaska

By Brian Rae
Assistant Director of Research and Analysis
Alaska Commission on Postsecondary Education

January 2012

Table of Contents

EXECUTIVE SUMMARY 3
ALASKA PERFORMANCE SCHOLARSHIP INAUGURAL YEAR'S OUTCOMES REPORT 5
AN ANALYSIS OF HIGH SCHOOL GRADUATES, APS-ELIGIBLE GRADUATES, AND RECIPIENTS 5
Data Sources for the AY11 APS Outcomes Report 5
Where Do APS-Eligible and Recipient Students Reside? 6
EXHIBIT 1. 2010-2011 APS Eligibility and Acceptance by District/Region 7
EXHIBIT 2. AY11 Graduates' APS Percentage Eligibility and Use by Region 8
Who is Eligible for the APS, and Who Is Using It? 8
EXHIBIT 3. APS Eligibility and Recipients by Gender 8
EXHIBIT 4. APS Eligibility and Recipients by Ethnicity 9
EXHIBIT 5. APS-Eligible Public School Graduates by Award Level 9
EXHIBIT 6. AY11 Public School Graduates' In-state and Out-of-state Attendance Patterns 10
EXHIBIT 7. AY11 Public School Graduates and APS-Eligible Students by Financial Status 11
EXHIBIT 8. AY11 APS Recipients by Expected Family Contribution and Award Level 11
Where are APS Recipients Pursuing Their Postsecondary Studies? 12
EXHIBIT 9. APS Recipients and Postsecondary Attendance by Institution 12
How Much In APS Funds Was Awarded, And For What Types Of Enrollment? 12
EXHIBIT 10. APS Award Amounts by Degree/Certificate 13
EXHIBIT 11. APS Award Amounts by Enrollment Status 13
EXHIBIT 12. APS Award Amounts by Award Levels 14
EXHIBIT 13. APS Total and Average Awards by Region 14
How Does the APS Affect Educational Attainment? 14
EXHIBIT 14. UA First-Time Freshmen in AY12 Taking Preparatory Courses and Average Credit Hours Attempted 15
EXHIBIT 15. Number and Percentage of Alaska High School Graduates Taking College Entrance Examinations by Year, 2006-2011 16
EXHIBIT 16. High School Graduates Pursuing Postsecondary Degree/Certificate at UA Within One Year of Graduation. 17
EXHIBIT 17. Retention of AY05-AY07 High School Graduates Attending UA Within One Year of Graduation 18
EXHIBIT 18. UA Degree and Certificate Completion by AY11, for AY05-AY07 High School Graduates Attending UA Within One Year of Graduation 19
How Does the APS Affect Workforce Success? 19
APS Survey Findings 19
EXHIBIT 19. Survey Respondents' Knowledge About the APS and their Eligibility Status 20
Conclusion 21

APPENDICES
APPENDIX A. Determining APS Eligibility 23
APPENDIX B. AY11 Alaska Public High School Graduates Attending Postsecondary Education by State Where Enrolled 25
APPENDIX C. Approved Institutions and Programs of Study 26
APPENDIX D. Sample APS Recipients' Comments to Survey 29
APPENDIX E. Alaska Regions Referenced in the APS Report 32
Acknowledgements 33

EXECUTIVE SUMMARY

As set forth in Alaska Statute 14.43.840, the state's departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE) present this first annual report on the Alaska Performance Scholarship (APS) to the public, the Governor, and the Legislature. In its first year, as of January 1, 2012 the APS has awarded over $3,000,000 to over 900[1] Alaska high school graduates from the class of 2011, with over 1,400 additional students who qualified and will remain eligible to receive the APS in coming years.

Described as "an invitation to excellence," the scholarship's intent is to inspire students to push themselves academically in areas that correlate to success in college and career training. While it is still too early to measure the full effects of the scholarship, some students have indicated that the APS has had an effect on them. While the graduating class of 2011 had very little time to change their classes or study habits in order to qualify for the scholarship, in a recent survey of APS-eligible students, 16% said they had worked harder in school in order to increase their GPA, 20% said they either took or retook a standardized test in order to become eligible, and 10% made changes to the classes they were taking. Perhaps most importantly, over one-quarter of the survey respondents said that the scholarship was extremely important in influencing their decision on whether or not to pursue postsecondary education.

APS recipients come from all regions of the state, though their eligibility and use of the scholarship vary by gender, race/ethnicity, and region. And, while there are a variety of approved training providers throughout the state at which students may use the APS, over 98% of the students in this first year are using their scholarships at one of the University of Alaska campuses. Over 96% of APS funds go to pay for students enrolled full time, and 86% of APS funds go to students pursuing a bachelor's degree.

In future years, as APS recipients progress through their academic careers and join the labor force, a more complete picture of APS' impacts on students will begin to form, and there will be additional evidence to determine how the scholarship is influencing Alaska students and providing additional opportunities for them to pursue postsecondary education and succeed in the workforce. Until then, the following report provides some preliminary information on this, the inaugural class of recipients of the Alaska Performance Scholarship, including characteristics of who is receiving the APS, where they came from, where they are pursuing their postsecondary studies, how much was spent, and some preliminary indicators of how these recipients are faring in their first year of studies.

[1] The full report references APS data as of November 14, 2011, the date information on students' APS eligibility and usage was collected and distributed to the agencies partnering in the writing of this report. At that time, APS had awarded 870 recipients approximately $2.94 million.

"I am so grateful for the APS scholarship, as I was not completely sure I was willing to take on a student loan to attend full time. Because of the APS scholarship, in conjunction with the UAA Scholars scholarship, I am able to attend full time without any loans. I am very fortunate for the timing of the APS!"

Level 1 APS Recipient, in response to APS Outcomes Survey

"I am very thankful that the APS was available for me. I definitely have a hard time paying for school, especially as a full time student working part time hours, with full time working parents who have never received higher than a high school education. I am a full time student, daughter, and eldest sibling. I am also a part time employee. Paying for tuition on top of textbooks and other fees is almost near impossible for me. Thank you APS for this opportunity, I would be struggling to make ends meet without this scholarship!"

Level 2 APS Recipient, in response to APS Outcomes Survey

"I believe the Alaska Performance Scholarship promoted the competitiveness of the University of Alaska system in its attempt to endorse post-secondary education in the state. Also, I would also want to mention that the customer service was remarkably great. I was surprised that those answering my calls were knowledgeable and did everything to help my cause, so I commend them for that!"

Level 1 APS Recipient, in response to APS Outcomes Survey

ALASKA PERFORMANCE SCHOLARSHIP INAUGURAL YEAR'S OUTCOMES REPORT

As set forth in Alaska Statute 14.43.840, Alaska's Departments of Education & Early Development (EED) and Labor and Workforce Development (DOLWD), the University of Alaska (UA), and the Alaska Commission on Postsecondary Education (ACPE) present this first annual report on the Alaska Performance Scholarship to the public, the Governor, and the Legislature. While the legislatively authorized framework of the Alaska Performance Scholarship, or APS, has been in place for little more than one year, by mid-November 2011 the program had provided $2,959,913 to 870 Alaskans from the 2011 high school graduating class[2] to provide assistance in paying for their postsecondary education. An additional 1,452 graduates qualified in 2011 and will remain eligible to receive the APS, and may take advantage of its benefit in coming years.

The APS has been described as "an invitation to excellence," in that students must strive to meet certain education milestones, which correlate to success in college and career training, in order to be eligible for a scholarship. (Information on the requirements is included in Appendix A.) Students' eligibility was verified by their school districts. The final list of eligible APS students, with relevant information, was then provided to EED. School districts were not required to report to EED the underlying details relative to each student's APS award eligibility for academic year 2011 (AY11), as such information was not readily available or easily compiled for the initial reporting period. However, this information was voluntarily provided for approximately one-third of APS-eligible students[3].

AN ANALYSIS OF HIGH SCHOOL GRADUATES, APS-ELIGIBLE GRADUATES, AND RECIPIENTS

Data Sources for the AY11 APS Outcomes Report

Information on AY11 graduates is available from several sources. EED maintains information on public school students in its K-12 data system known as OASIS (the On-line Alaska School Information System), and collects some information on a small number of graduates from outside of the public school systems who applied for an APS. As the primary source of information on all Alaska public high school graduates, including those who decide not to pursue postsecondary education, EED's data was used to identify socioeconomic and demographic characteristics of students. In order to provide comparisons between the AY11 graduating class and prior years' graduates, EED provided several years of high school graduation data for the APS outcomes report. For the graduating class of 2011, the EED data can be considered to be in its final form, with no future updates or changes expected. For all other sources of information on these students, the data available is preliminary and in some cases is likely to see significant future revisions.

For students pursing postsecondary education at one of the University of Alaska campuses, UA's BANNER system is the primary source of information about their progress toward attaining their degree or certificate. Incorporating the information on Alaska high school graduates provided by EED, the Institutional Research & Analysis (IRA) unit at UA provided some characteristics of APS-eligible students, including preliminary findings on enrollments for students attending any UA school. Data included in this report was collected early in the fall semester, and will almost certainly change once complete semester data becomes available. In future years, such information on students' rates of college attendance, retention and completion will provide valuable measures of the APS' impacts on students' educational outcomes.

DOLWD is able to link its labor force and wage data to high school and postsecondary graduates, a capability that will provide valuable information on the effects of the APS in years to come as graduates

---

[2] Public high school graduate information comes primarily from EED's summer OASIS data collection, and represents information confirmed by October 4, 2011. APS recipient information comes from ACPE's Alaska Student Aid Portal system (ASAP), and is current as of November 14, 2011. Information in both databases has been subject to slight changes since the substantive data used in this report was collected. Some information contained in this report may reflect more recent data, and slight differences in reported data may exist due to record matching disparities among the four agencies. The most recent data is available from these agencies, and on the APS webpage at *aps.alaska.gov*.

[3] EED is coordinating with school districts to build capacity for reporting individual-level data, including student GPA, completed course information, and SAT, ACT or WorkKeys scores for those students who have their scores reported to their district.

enter the workforce. While such information will not be available for APS recipients for several years, DOLWD's Research & Analysis Section has conducted several similar studies to date, looking at characteristics such as comparative wages, workers' occupations, place of work, and unemployment insurance use. This information will provide the benchmark against which to measure APS recipients in the future.

ACPE collects information on those students who complete the Free Application for Federal Student Aid (FAFSA) and other information on students receiving the APS, as well as students receiving other grants and loans it administers. ACPE also contracts with the National Student Clearinghouse (NSC) to receive information on Alaska students and their pursuit of postsecondary education, either in or outside the state[4]. For this year's APS outcomes report, ACPE also conducted a survey of APS-eligible students to gain some understanding of how the scholarship affected them. By combining the data available from these different sources, this first annual report derives a preliminary profile of the state's most recent graduates, of APS-eligible students, and of APS recipients.

Where Do APS-Eligible and Recipient Students Reside?

Consistent with the state's population distribution, the majority of APS-eligible students and recipients come from the Anchorage School District, the largest city in the state and the school district which accounted for nearly 40% of the state's public school graduates in AY11. At the other extreme, in AY11 there were 12 of Alaska's 54 school districts which graduated fewer than 10 students[5], two of which had no seniors. (See Exhibit 1.)

EXHIBIT 1. 2010-2011 APS Eligibility and Acceptance by District/Region

District Name / Region	Class of 2011 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS $ Awarded
Alaska Gateway / Interior	22	6	27%	*	*
Aleutians East / Southwest	13	*	*	*	*
Aleutian Region / Southwest	*	*	*	*	*
Anchorage / Southcentral	3,062	1,081	35%	359	$1,203,217
Annette Island / Southeast	13	*	*	*	*
Bering Strait / Far North	106	*	*	*	*
Bristol Bay / Southwest	9	*	*	*	*
Chatham / Southeast	13	*	*	*	*
Chugach / Southcentral	7	*	*	*	*
Copper River / Southcentral	24	9	38%	7	$26,154
Cordova City / Southcentral	32	10	31%	*	*
Craig City / Southeast	22	*	*	*	*
Delta-Greely / Interior	55	14	25%	10	$33,289
Denali / Interior	19	7	37%	*	*
Dillingham / Southwest	20	*	*	*	*
Fairbanks / Interior	836	288	34%	142	$487,216
Galena / Interior	253	54	21%	25	$91,549

** Information cannot be disclosed without potentially releasing personally identifiable information.*

[4] NSC states that 93% of all U.S. higher education students from 3,300 postsecondary institutions are reported to the Clearinghouse. NSC is more likely to miss students in smaller schools and those pursuing certificates and vocational licenses. For Alaska, the NSC database contains information only from the UA system and from Alaska Pacific University. The algorithm to match students is also prone to slight errors, in both erroneously matching records for different students, and in not matching records for the same student. These errors affect only a small percentage of students, but numbers may not equal other reported results due to these matching issues.

[5] There are 53 local public school districts in Alaska plus the Mount Edgecumbe boarding school in Sitka, which is managed by EED.

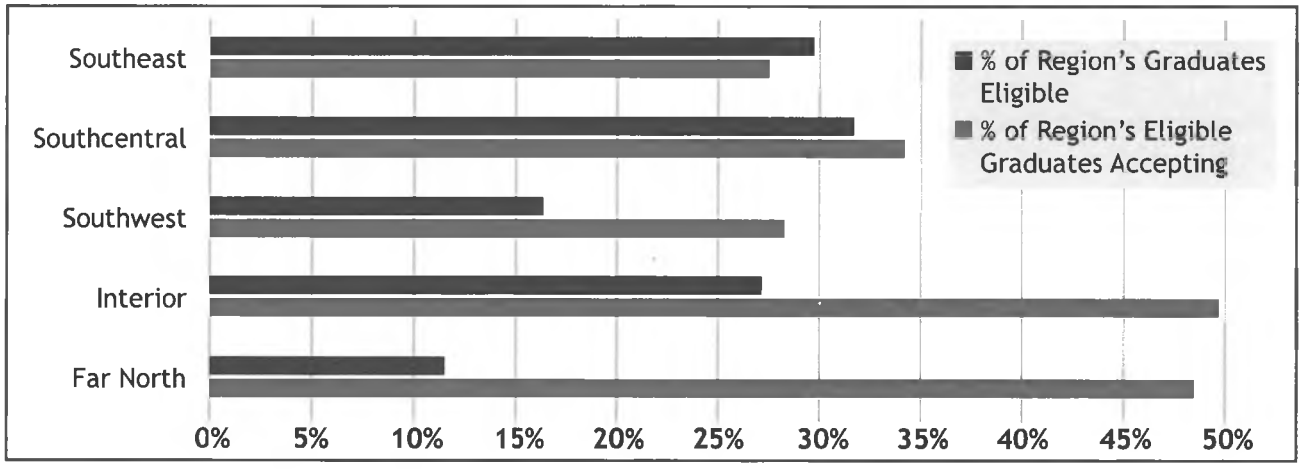
EXHIBIT 1. (continued)

District Name / Region	Class of 2011 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS $ Awarded
Haines / Southeast	24	10	42%	*	*
Hoonah / Southeast	4	*	*	*	*
Hydaburg / Southeast	4	*	*	*	*
Iditarod / Southwest	27	*	*	*	*
Juneau / Southeast	403	115	29%	25	$77,277
Kake / Southeast	6	*	*	*	*
Kashunamiut / Southwest	12	*	*	*	*
Kenai Peninsula / Southcentral	593	179	30%	58	$199,287
Ketchikan / Southeast	122	48	39%	19	$63,903
Klawock / Southeast	11	*	*	*	*
Kodiak Island / Southwest	181	67	37%	17	$49,928
Kuspuk / Southwest	20	*	*	*	*
Lake and Peninsula / Southwest	26	*	*	*	*
Lower Kuskokwim / Southwest	150	12	8%	*	*
Lower Yukon / Southwest	67	*	*	*	*
Mat-Su / Southcentral	1,085	244	22%	91	$309,281
Mt Edgecumbe / Southeast	74	13	18%	*	*
Nenana / Interior	128	5	4%	*	*
Nome / Far North	29	10	34%	6	$19,642
North Slope / Far North	86	17	20%	8	$30,910
Northwest Arctic / Far North	78	*	*	*	*
Pelican / Southeast	*	*	*	*	*
Petersburg / Southeast	53	25	47%	9	$39,234
Pribilof / Southwest	4	*	*	*	*
Saint Mary's / Southwest	13	*	*	*	*
Sitka / Southeast	98	37	38%	5	$12,484
Skagway / Southeast	12	5	42%	*	*
Southeast Island / Southeast	10	*	*	*	*
Southwest Region / Southwest	32	*	*	*	*
Tanana / Interior	*	*	*	*	*
Unalaska / Southwest	22	10	45%	5	$16,040
Valdez / Southcentral	45	13	29%	8	$21,400
Wrangell / Southeast	26	7	27%	*	*
Yakutat / Southeast	9	*	*	*	*
Yukon Flats / Far North	8	*	*	*	*
Yukon-Koyukuk / Interior	88	7	8%	*	*
Yupiit / Southwest	8	*	*	*	*
Statewide Public Schools Total	**8,064**	**2,322**	**29%**	**835**	**$2,826,835**
Non-Public Schools Total	N/A	42	N/A	35	$133,079

** Information cannot be disclosed without potentially releasing personally identifiable information.*

It is informative to look at differences in the rates of eligibility and students' use of the APS across regions of the state. Regions referenced in this report are shown in Appendix E.

EXHIBIT 2. AY11 Graduates' APS Percentage Eligibility and Use by Region



Alaska's Southcentral region not only had the most students eligible to receive an APS, but, as shown in Exhibit 2, it had the highest percentage of graduates eligible to receive a scholarship as well, at 31.7%. Southeast and Interior Alaska trailed Southcentral, and Southwest Alaska's eligibility rate was just more than one-half that of Southcentral's. The Far North region had the lowest percentage of graduates eligible for the APS. However, when we consider the percentage of APS-eligible students who actually made use of it in their first year after graduation, the Far North and Interior regions led the state with nearly one-half of all eligible students actually receiving the scholarship, 48.6% and 49.9%, respectively. This compares to the Southeast region, where just over one-quarter, 27.5%, of eligible students took advantage of the APS in this first year.

Who is Eligible for the APS, and Who Is Using It?

To determine who is benefiting from the APS, we need to make comparisons across three different populations of students: all AY11 high school graduates; the subset of students who were academically eligible to receive the APS; and those students who actually received the scholarship. In certain cases, these three populations show only slight differences, and in other cases there are significant contrasts.

Exhibits 3 and 4 provide two examples of the similarities and the differences among these three groups. When we consider all public high school graduates in AY11, nearly 29% were academically eligible to receive the APS. Of those eligible, slightly more than one-third, or 36%, took advantage of the APS during their first semester after graduating from high school.

EXHIBIT 3. APS Eligibility and Recipients by Gender

	Public School Graduates	Eligible		Recipients	
		Count	% of Graduates	Count	% of Eligible
Totals	8,064	2,322	28.8%	835	36.0%
Male	4,012	1,060	26.4%	380	35.8%
Female	4,052	1,262	31.1%	455	36.1%

Female graduates were slightly more likely to be eligible for the APS as compared to their male counterparts. However, in terms of those eligible students who go on to receive an APS in the first year after graduation, the two genders are nearly identical.

Such similarities are not the case when we analyze APS eligibility by race/ethnicity. For the eligible populations based on race, Caucasian students are four and one-half times more likely to be academically eligible for the APS than are Alaska Native/American Indian students, at 37.9% versus 8.3%.

EXHIBIT 4. APS Eligibility and Recipients by Ethnicity

	Public School Graduates	Eligible		Recipients	
		Count	% of Graduates	Count	% of Eligible
Total	8,064	2,322	28.8%	835	36.0%
Caucasian (White)	4,764	1,807	37.9%	652	36.1%
Alaska Native/American Indian	1,463	122	8.3%	44	36.1%
Asian	575	143	24.9%	44	30.8%
Hispanic	427	78	18.3%	33	42.3%
Native Hawaiian or Pacific Islander	402	112	27.9%	40	35.7%
African-American (Black), not Hispanic	292	50	17.1%	18	36.0%
2 or more races (not Hispanic)	141	10	7.1%	4	40.0%

However, similar to our gender analysis, once a student becomes eligible for the APS, differences in its usage across ethnic groups nearly disappear. Almost all groups take advantage of the APS at the same rate, 36%, within the first year after graduating from high school. The two outliers in the use of the APS are Hispanics, with 42% of eligible students using the APS in the first year after graduation, and Asians, with only 31% making use of the APS. However, given the small size of the student populations within these ethnic groups, care should be taken in drawing conclusions about their propensity to use, or not use, the APS to pursue postsecondary education opportunities. Additional information over the next several years will help identify if there are any significant differences in the use of the APS among ethnic groups.

Still, there are instances when there are observed differences in the percentages of the eligible populations making use of the APS their first year after graduation. One of the most striking is in the use of the scholarship based on the award level. (See Exhibit 5.) Even though a Level 1 award is, in its dollar value, one-third larger than a Level 2 award, students are 50% more likely to use the Level 2 award than they are a Level 1, at 43.1% compared to 28.4%.

EXHIBIT 5. APS-Eligible Public School Graduates by Award Level[6]

	Total Eligible	Recipients	
		Count	Percent
Total	2,322	835	36.0%
Level 1	922	262	28.4%
Level 2	687	296	43.1%
Level 3	713	277	38.8%

Part of the difference in APS use by award level can be attributed to competition from non-Alaska postsecondary institutions. Using information available through the NSC, it is possible to identify many of the students academically eligible to receive the APS who pursued postsecondary education at an out-of-state institution. For the graduating class of 2011, NSC data identified 30% of all high school graduates as attending a postsecondary institution in Alaska, while 17% were found to attend out-of-state institutions.

[6] Exhibit excludes non-public school APS recipients, because of a lack of information on the total number of non-public school students who were eligible for an award but who failed to apply by completing an Alternative Eligibility Determination Application.

(See Exhibit 6.) Just over one-half of the total graduating class was not found in the NSC database, either because they did not pursue postsecondary education, or because they attended an institution that does not report to NSC. Nevertheless, given the scope of the NSC database (see footnote 4, page 6), it is unlikely the number of graduates attending non-reporting institutions would be material.

EXHIBIT 6. AY11 Public School Graduates' In-state and Out-of-state Attendance Patterns

	Headcounts			
	AY11 Graduates	Attended In AK	Attended Outside	Not Found / Not Attending
Total Graduates	**8,064**	**2,437**	**1,401**	**4,226**
Not APS Eligible	**5,742**	**1,439**	**467**	**3,836**
Total APS Eligible	**2,322**	**998**	**934**	**390**
Level 1	922	298	518	106
Level 2	687	350	215	122
Level 3	713	350	201	162

	Percentages			
	AY11 Graduates	Attended In AK	Attended Outside	Not Found / Not Attending
Total Graduates	**8,064**	**30%**	**17%**	**52%**
Not APS Eligible	**5,742**	**25%**	**8%**	**67%**
Total APS Eligible	**2,322**	**43%**	**40%**	**17%**
Level 1	922	32%	56%	11%
Level 2	687	51%	31%	18%
Level 3	713	49%	28%	23%

In AY11, nearly as many APS-eligible graduates decided to attend out-of-state as did in-state, 934 versus 998, while only 390 eligible students are unaccounted for in the NSC data. For students eligible for the Level 1 awards, their tendency to attend an out-of-state institution is much greater than those students eligible for Levels 2 or 3 awards. Also, this group of highest academic performing students is more likely to pursue postsecondary training somewhere, whether in-state or out-of-state, with over 88% of these students being found in the NSC data. This compares to Level 3-eligible students, where only 77% were found to be attending any postsecondary institution.

Finally, there are some differences in the eligibility for and use of the APS based on students' (and their parents') financial capacity. While information on students' finances is not available consistently across the three student populations being considered - high school graduates, APS-eligible and APS-recipient students - there are two sources of financial information available to shed some light on which students are most likely to be eligible to receive the scholarship, and which are most likely to make use of it. For APS-eligible students, information collected by EED allows for the identification of those public school students considered economically disadvantaged in their senior year of high school. In AY11, 30% of all high school graduates were considered economically disadvantaged, or 2,420 total graduates. (See Exhibit 7.) Of these students, 10.9% were APS-eligible, compared to the total student eligibility of 28.8%.

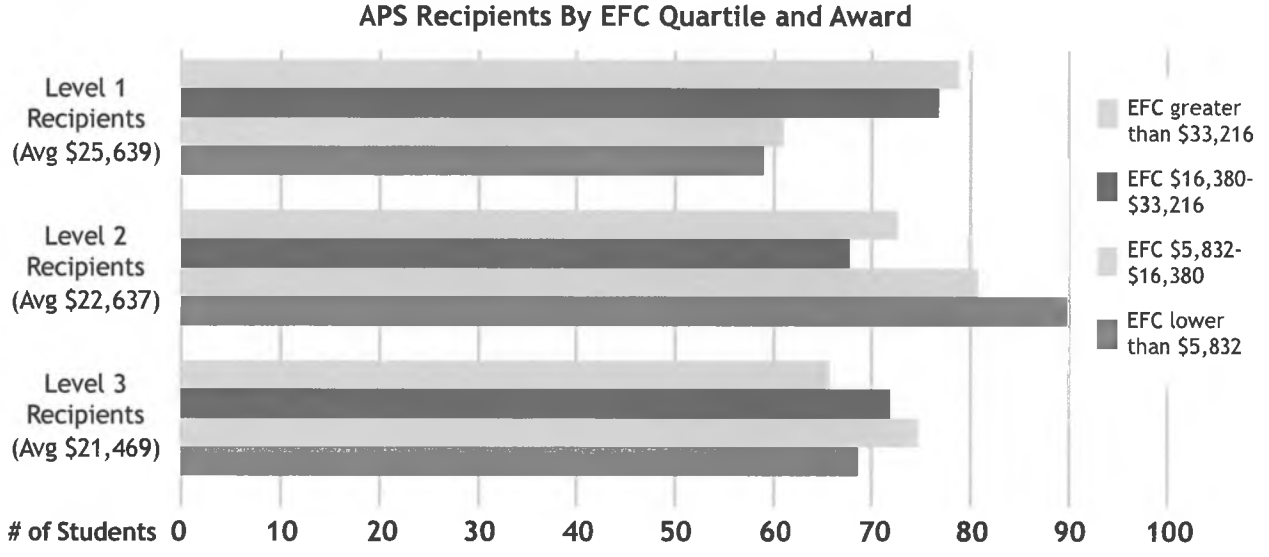
However, if an economically disadvantaged student was eligible for an APS, they were nearly as likely to use it as the total student population, at 34% versus 36%.

EXHIBIT 7. AY11 Public School Graduates and APS-Eligible Students by Financial Status

	Total AY11 Graduates	% of Total Graduates	APS Eligible	Eligible/ Total	APS Recipients	Recipients /Eligible
Total Students	8,064	n/a	2,322	28.8%	835	36.0%
Economically Disadvantaged	2,420	30.0%	253	10.9%	86	34.0%
Not Economically Disadvantaged	5,644	70.0%	2,069	36.7%	749	36.2%

The second source of financial data comes from students' FAFSA filings. To determine a student's eligibility for certain financial aid opportunities, the FAFSA collects information on the student's and their parents' (relative to dependent students) income and assets. This is used by the United States Department of Education to determine how much, according to a federal formula, the family is expected to pay toward a student's education on an annual basis (the Expected Family Contribution or EFC). Because the FAFSA is the primary application for the APS we have this information for both public- and private-school graduates. It should be noted that the EFC is not a factor in determining APS *eligibility*; however, it is used for purposes of this analysis as a proxy for student income status.

EXHIBIT 8. AY11 APS Recipients by Expected Family Contribution and Award Level



In Exhibit 8, the 870 APS recipients were sorted by their EFC and then divided into four equally sized groups, or quartiles. One quartile contained families expected to contribute at least $33,216 to their postsecondary education. Another contained families expected to contribute at least $16,380, but less than $33,216. The third quartile families were to contribute at least $5,832, but less than the second group. The final quartile was expected to contribute less than $5,832. Each quartile's use of the APS by award level was then analyzed.

Those students in the highest EFC quartile, and to a lesser extent those students in the second quartile, were slightly more likely to be Level 1 award recipients. Those in the two lower quartiles, who were expected to contribute less than $16,380, were less likely to receive a Level 1 award. Those students in

the lowest EFC quartile were most likely to receive a Level 2 award, followed by a Level 3 and finally by a Level 1 award. When we calculate the average EFC by award level received, Level 1 recipients' average $25,639 compared to Level 3 recipients, whose families are expected, according to the federal methodology, to contribute an average of $21,469 annually toward their postsecondary education.

Where are APS Recipients Pursuing Their Postsecondary Studies?

For the high school graduating class of AY11, in addition to regionally accredited institutions, 13 career and technical education institutions in the state were approved for students to attend and receive the APS[7]. However, only eight institutions were attended by APS award recipients in their first year after graduation. (See Exhibit 9.)

Because APS funds are available for up to six years after graduation from high school, and because many students pursuing career and technical training do so after having already entered the labor force, it is expected that the number of students using the APS for certifications and vocational licensure will increase in the future. However, a surprisingly low number of APS-eligible students used their scholarships to pursue certificates and licenses their first year after graduation. Of the 870 students who received a scholarship immediately after graduating, only 22 pursued a certificate.

EXHIBIT 9. APS Recipients and Postsecondary Attendance by Institution

Institution	Total # of Awards
Alaska Bible College	5
AVTEC	7
UAA	497
UAF	316
UAS	40
Other Institutions	5

As noted earlier, nearly as many eligible students pursued their postsecondary studies outside of Alaska as did in the state. (See Exhibit 6, page 10.) The largest number of students, both in terms of overall graduates and in the number of APS-eligible students, attended a postsecondary institution in Washington, followed closely by Oregon. Colorado was the only other state attracting at least 100 graduates from the class of AY11, while Montana, California, Idaho and Arizona each attracted more than 50 graduates. A list of those states where 10 or more recent graduates were attending can be found in Appendix B.

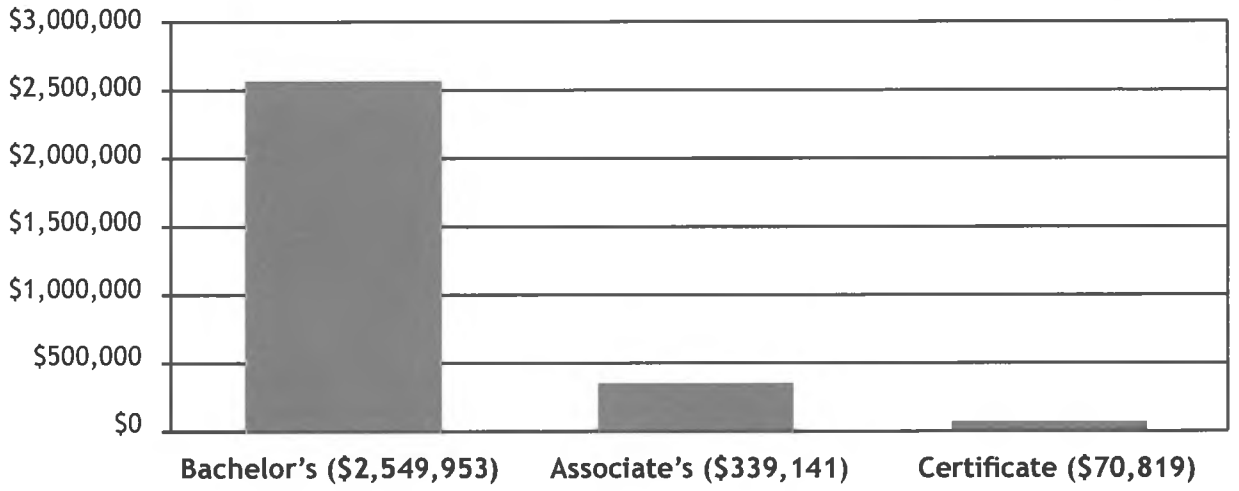
How Much In APS Funds Was Awarded, And For What Types Of Enrollment?

As of November 14, 2011, the APS program had paid out $2,959,913 to 870 recipients pursuing postsecondary education at a qualified institution in Alaska, for an average award amount of $3,402 per APS recipient[8]. As mentioned above, the majority of students used the APS to pursue degrees, either associate's or bachelor's, and so very little of the nearly $3 million was used to pursue certificates. (See Exhibit 10.)

[7] For a list of participating institutions and programs, see Appendix B.

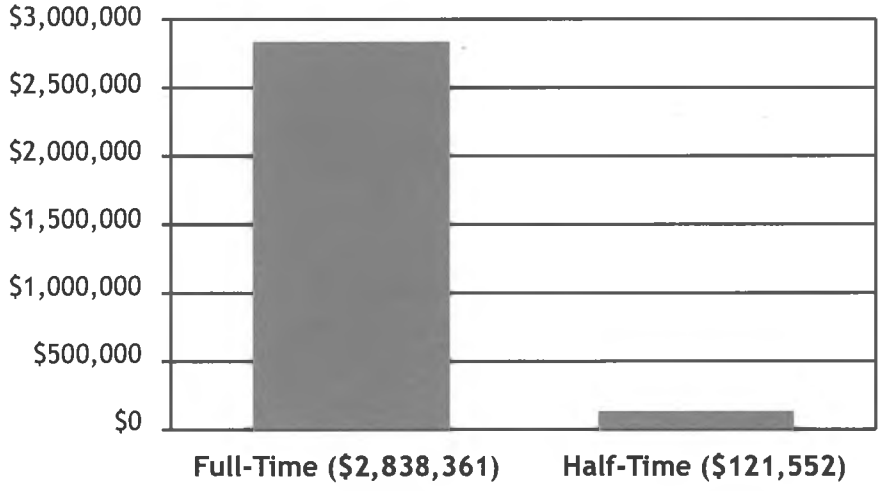
[8] As of December 20, 2011, the total amount awarded has risen to $3,006,713, with 902 recipients receiving funds.

EXHIBIT 10. APS Award Amounts by Degree/Certificate



APS recipients decided overwhelmingly to pursue postsecondary studies on a full-time basis. Because the APS can be used to pay for only four years (eight semesters or twelve quarters of studies), and because the award is reduced by 50% for attending less than full-time, students may be attempting to maximize the amount of the award they are eligible to receive. However, there are additional benefits to students for attending full-time - they are able to complete their degree sooner and therefore enter the workforce sooner, maximizing the return on their educational investment. Moreover, students who attend full time are more likely to complete their degree or certificate than those who attend less than full time.

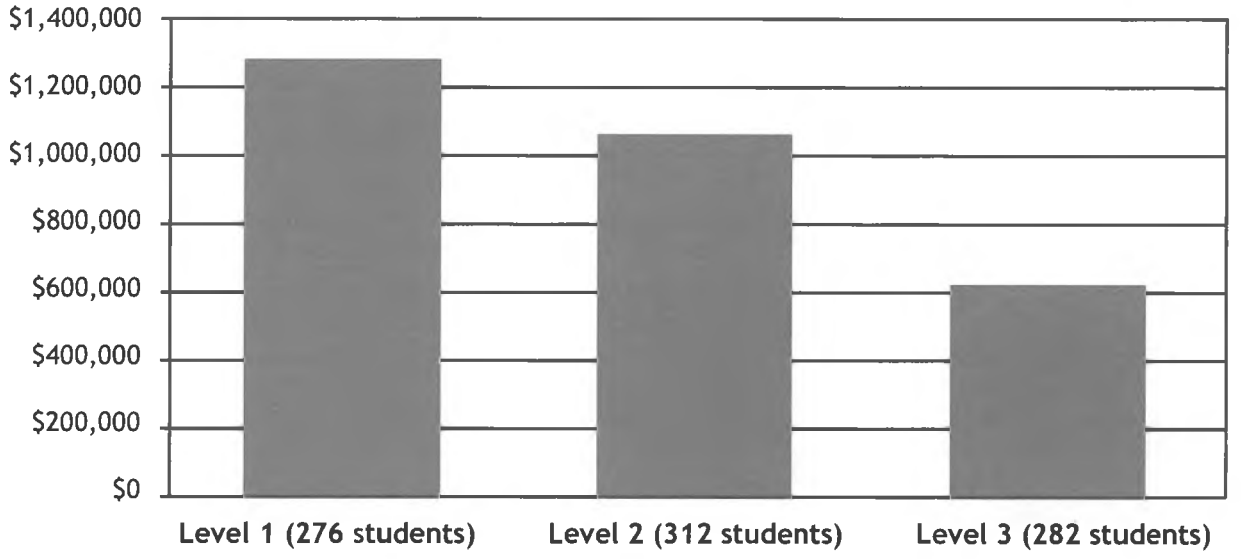
EXHIBIT 11. APS Award Amounts by Enrollment Status



As shown in Exhibit 12, given the differences in the amounts awarded at each level, most APS funds were expended for the top award level, even though this level had the fewest recipients[9].

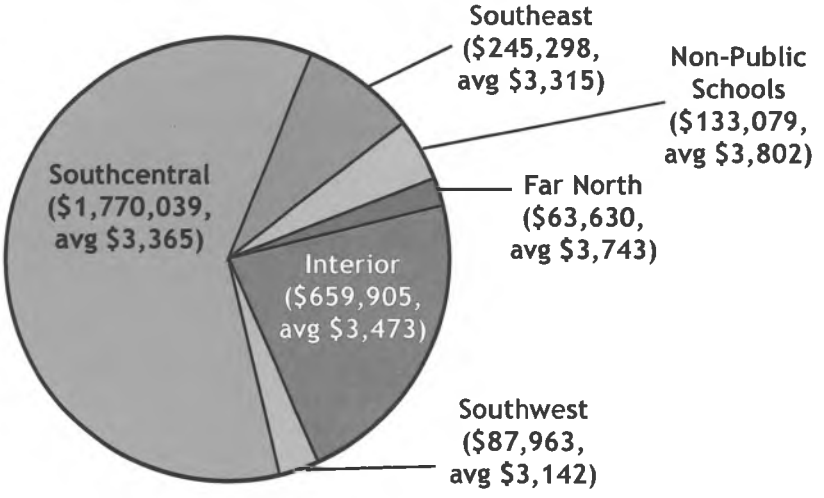
[9] Numbers of recipient students do not match those in Exhibit 3, which included only public school eligible and recipient students.

EXHIBIT 12. APS Award Amounts by Award Level



The Southcentral region receives funding roughly proportional to the number of APS recipients who come from the region, though the average award in the region is slightly less than the statewide average of $3,402. (See Exhibit 13.) Note that while 35 non-public school graduates from the class of 2011 received an APS award and were included in the chart, these students were not allocated to a region.

EXHIBIT 13. APS Total and Average Awards by Region



How Does the APS Affect Educational Attainment?

The APS goals include improving students' high school performance and preparing them for postsecondary education and career success. Evaluating progress in achieving these goals will require several years of information comparing APS recipients to non-recipients in their postsecondary education and labor force performances.

Given the program's short history, AY11 high school graduates had few opportunities to change behaviors in order to be eligible for an APS award. In future years, as the APS eligibility requirements for rigorous

curricula are completely phased in, students will have more time to align their course plans. We will then be better able to measure if the APS motivates students to push themselves academically, and if the APS' "invitation to excellence" is broadly accepted and reflected in the performance of the recipients. (For more information on how the APS affected students' behaviors in high school, see the section "APS Survey Findings" on page 19.)

Determining the appropriate measures to evaluate APS outcomes can be complex. For example, with regard to postsecondary education, three typical measures of success are: reduced remediation, increased student retention from one year to the next, and an increase in graduation rates. However, much of the information required to determine how successful the class of AY11 has been in these regards is not yet available.

There is preliminary information available on the patterns of UA first-time freshmen who enroll in preparatory (remedial) courses during the most recent fall semester. Nearly two-thirds of those who were not APS eligible enrolled in some type of preparatory classes. More than one-half of these APS-ineligible students were enrolled in preparatory mathematics courses, and more than one-third were enrolled in preparatory English classes. By comparison, just over one in four APS eligible students took any preparatory classes in their first semester at UA. (See Exhibit 14.) As would be expected, those APS-eligible students at the higher award levels were less likely to take preparatory classes, with fewer than one in 10 students eligible for the top collegiate APS award taking any type of preparatory classes.

Not only did APS-eligible students take fewer preparatory courses, but they also enrolled in more credit hours in their first semester than did the ineligible students. Ineligible students attempted, on average, 11.3 credit hours in their first semester in AY12, of which 2.9 hours were preparatory classes. APS eligible students attempted on average 13.6 credit hours in their first semester, only one of which was in a preparatory class. Because preparatory courses do not count toward degree requirements, the average APS student, if they successfully complete their first semester course load, ends up with 12.6 credit hours to apply toward a degree, compared to 8.4 hours for an ineligible student who successfully completes their first semester classes.

EXHIBIT 14. UA First-Time Freshmen in AY12 Taking Preparatory Courses and Average Credit Hours Attempted[10]

Total Headcount of First-Time Freshman, AY12 = 3,631	Non-APS-Eligible First-Time Freshmen	APS-Eligible First-Time Freshmen				
		Total Eligible	College Level 1	College Level 2	College Level 3	All Vocational
Total Student Headcount	**2,751**	**880**	**262**	**310**	**287**	**21**
Students Taking Any Preparatory Courses	**1,784**	**241**	**23**	**86**	**124**	**8**
Percent of Total Headcount	64.8%	27.4%	8.8%	27.7%	43.2%	38.1%
Students Taking Preparatory Math	1,504	207	21	71	108	7
Percent of Total Headcount	54.7%	23.5%	8.0%	22.9%	37.6%	33.3%
Students Taking Preparatory English	1,003	52	2	15	32	3
Percent of Total Headcount	36.5%	5.9%	0.8%	4.8%	11.1%	14.3%
Average Total Hours Attempted	11.3	13.6	14.5	13.6	13.0	12.8
Avg. Preparatory Hours Attempted	2.9	1.0	0.3	0.9	1.6	1.7
Avg. Preparatory Hours - Math	1.7	0.7	0.2	0.7	1.2	1.1
Avg. Preparatory Hours - English	1.1	0.2	0.0	0.2	0.4	0.5

[10] Data reflect student enrollments for the opening of the fall semester, and credit hours are credit hours attempted. Preparatory Studies and Preparatory Science courses are not included in the analysis above, and numbers are subject to change once closing data for the fall semester becomes available.

The benefits from the APS will occur if more students are successfully motivated to study harder in order to maintain a high GPA and to take rigorous classes to become APS eligible. These two factors will contribute to higher standardized test scores, and therefore less need for remediation and greater success in postsecondary pursuits.

One future measure of such motivation will be the number of students who take college entrance examinations. There was only a limited opportunity for AY11 graduates to increase their test taking during this first year of the scholarship. However, information is available from both ACT and College Board, the organization which administers the SAT, on the number of students in each graduating class taking their tests over the past several years. As future years' graduates prepare to qualify for the scholarship, it is expected that the numbers and percentage of students taking one or both tests should increase. Historically, as the percentage of students taking these tests increases, the average scores decrease. Tracking the test-taking patterns and average scores of future graduates will provide some insights into the scholarship's ability to motivate students to pursue higher education, and also on how well increased rigor and the emphasis on higher performance in secondary school translates into higher scores on college entrance examinations. As a benchmark, for the graduating class of 2011, 40% of those graduates had taken the ACT, and of these 54% scored 21 or higher on the composite score, the minimum score to become APS-eligible using the ACT[11].

EXHIBIT 15. Number and Percentage of Alaska High School Graduates Taking College Entrance Examinations by Year, 2006-2011[12]

Numbers and Percentages of ACT & SAT Test Takers By Year

	2006	2007	2008	2009	2010	2011
AK High School Graduates	7,361	7,666	7,855	8,008	8,245	8,064
ACT Test Takers	1,987	2,106	2,047	2,254	2,228	3,022
% taking ACT	27%	27%	26%	28%	27%	37%
SAT Test Takers	(not available)	4,050	4,060	3,899	4,089	3,866
% taking SAT		53%	52%	49%	50%	48%

UA data was also able to capture how quickly recent high school graduating classes' students began work on their degree. Exhibit 16 again uses the most recent three years' public high school graduating classes, noting how many students in each class began their postsecondary studies within one year of graduation, and the types of degree or certificate they pursued. For AY11, UA was able to match its APS-eligible students to EED's AY11 graduation data, and to the types of endorsements they pursued. Of UA's 880 APS eligible students, 852 had graduated from public schools. Over the past three years, the percentage of Alaska public school graduates attending UA within one year of their high school graduation has remained relatively stable, between 26% and 29%. However, for the population of APS-eligible students in AY11, 36.7% attended one of the UA schools in the fall semester following their high school graduation.

[11] ACT Profile Report - Alaska, Graduating Class 2011. Similar statistics were not yet available for SAT test takers.

[12] Percentages of test takers will not match those as reported by the testing agencies. ACT and the College Board use the Western Interstate Commission for Higher Education's (WICHE) projections of high school graduates by year. Percentages calculated in Exhibit 15 represent the number of test takers divided by the number of public school graduates receiving diplomas as reported by EED.

EXHIBIT 16. High School Graduates Pursuing Postsecondary Degree/Certificate at UA Within One Year of Graduation[13]

	Public School Graduates			APS Eligible, AY11		Percentage of Public School Graduates			Percentage APS Eligible, AY11
	AY09	AY10	AY11	Public	Other	AY09	AY10	AY11	Public
Total Graduates	7,997	8,249	8,064	2,322					
Total Degree/ Certificate Seekers	2,093	2,374	2,144	852	27	26.2%	28.8%	26.6%	36.7%
Bachelor's Degree Seekers	1,387	1,532	1,442	697	20	17.3%	18.6%	17.9%	30.0%
Associate's Degree Seekers	653	793	651	121	7	8.2%	9.6%	8.1%	5.2%
Certificate Seekers	53	49	51	10	0	0.7%	0.6%	0.6%	0.4%
Pending Endorsement	n/a	n/a	n/a	24	1	n/a	n/a	n/a	1.0%

In addition, these APS-eligible public school graduates exhibit a tendency to pursue higher degrees, thus committing to stay in school longer to attain their degrees. For all Alaska public school graduates in the last three years, between 17% and 19% pursued a bachelor's degree within a year after their high school graduation. For the inaugural class of APS-eligible students, 30% enrolled in a bachelor's degree program. In addition, because the AY11 cohort data is based only on fall semester enrollments, the percentage of AY11 students seeking a degree or certificate within one year of graduation will likely go up.

Some of these students' tendencies may be based on the fact that APS recipients have shown a history in secondary school of achieving good grades and high test scores, so these students could be more likely to pursue postsecondary education than an average student. APS recipients' higher first year attending rates could also be driven by the APS rewarding them to attend school in Alaska. Still, it appears that APS recipients are more likely to pursue postsecondary education within their first year after graduation, and at a rate substantially above the average rate for all students.

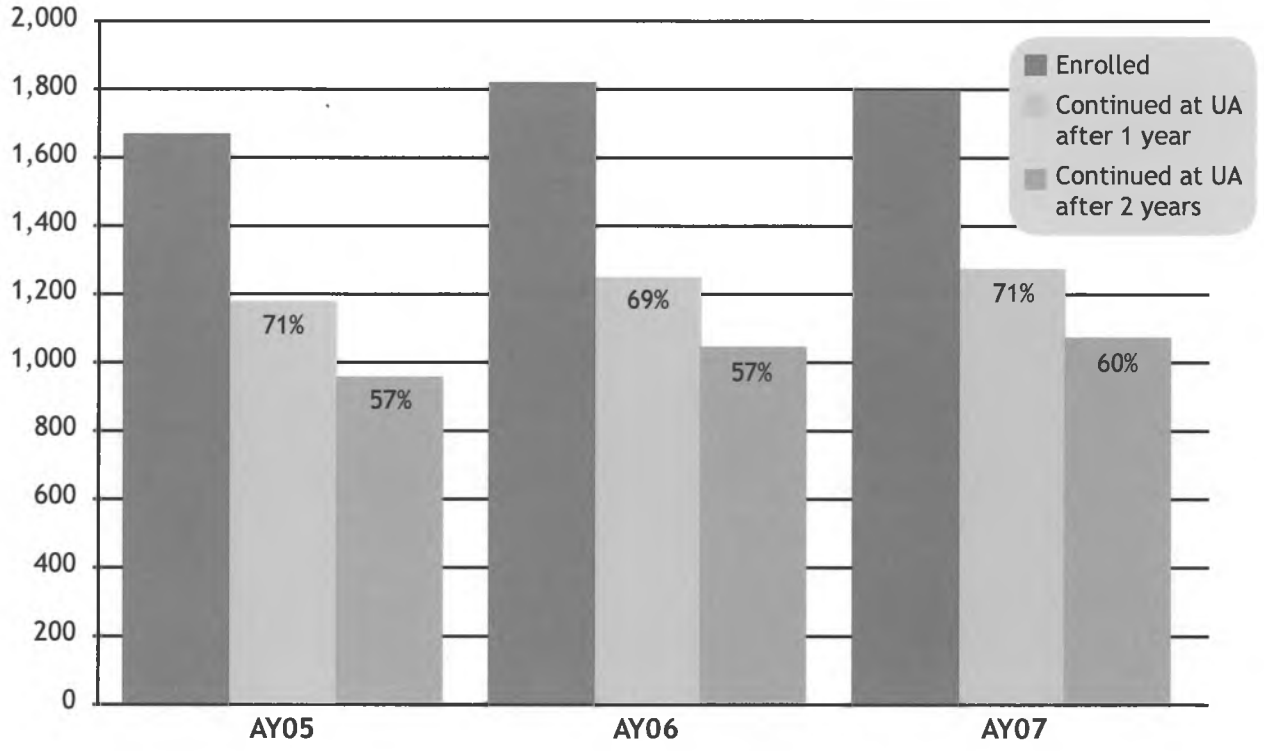
Pursuing postsecondary education soon after graduating from high school can have several benefits for students. Students' retention of information learned in high school diminishes over time, so attending a postsecondary institution early can reduce the need for remediation. Students also complete their degrees sooner, the earlier they begin their pursuit of one, giving them more years to reap the rewards of higher education.

With only one semester of postsecondary data available for review, first year attendance and remedial classes taken are the only two measures of postsecondary performance available at this time. The next potentially measurable effect of the APS, second year student retention rates, will not be available until the fall of 2012[14]. Still, historical data is available, and can be used to illustrate current student retention rates in order to create the benchmark that the APS program will be compared against. Exhibit 17 shows Alaska high school graduates from AY05 through AY07 enrolling within one year of their high school graduation (so enrolling at UA in AY06 through AY08.)

[13] AY11 data is based on information gathered at the beginning of the semester, while previous years' data reflects information gathered at the close of the semester. In the table, "Public" indicates APS students matched to AY11 EED data. "Other" includes those students graduating from non-public schools in AY11 who are eligible to receive an APS award. Because the total number of non-public school graduates in Alaska is not known, no percentages were calculated for this student population. "Pending Endorsement" includes students awaiting admission into a degree or certificate program.

[14] Going forward, NSC data can help measure whether the APS has affected students' decisions on where to attend school, and if the APS makes students more likely to pursue their postsecondary studies in Alaska.

EXHIBIT 17. Retention of AY05-AY07 High School Graduates Attending UA Within One Year of Graduation



Without linking those students who end up not returning to UA after one or two years to other data sources, most notably the NSC data, we cannot determine if these students actually stopped pursuing their postsecondary education, or if they continued at another postsecondary institution. Still, more than one in four students did not return to their declared degree program at UA after their first year, and more than one in three were no longer pursuing their degree after two years.

For AY11 high school graduates, the 2013 APS outcomes report will be able to provide comparable retention rate measures for all students attending UA, and for the subset of APS recipients. Similar to the first year postsecondary attendance rates, APS recipients may have other factors that affect their retention rates, but it is reasonable to believe the scholarships will incent students to remain in school and complete their degree. As recipients progress through their postsecondary studies, data from their attending institutions and the NSC will help provide additional measures as to the scholarship's influence on recipients.

Educational attainment data even further into the future will include APS recipients' graduation rates, how they compare to the overall student population, and how quickly they earn their degree or certificate. However, a sufficient number of years must elapse before the data on this measure of the APS' success is available.

In preparation for future reports on the outcomes of APS students, UA's IRA unit compiled UA graduation rate data on Alaska high school students using the most recent graduating class for which complete information is available, AY05[15]. Comparable data for AY06 and AY07 is not yet available, since these students have had less than six years in which to complete their degrees. Information presented for AY07

[15] Completion information and graduation rates are generally calculated based on 150% of the normal time to completion for the degree or certificate. For a bachelor's degree, which normally takes four years to complete, graduation and completion data is then based on six years after the student begins their postsecondary education. Similarly, associate's degree and two-year certificate programs are calculated after three years. For the high school graduating class of AY11, comparable completion and graduation rates information for four-year programs will not be available until after AY17, but completions will be reported in the first year data is available.

completers represents those students who completed either a bachelor's or associate's degree within four years (graduating with their degree in AY11).

In Exhibit 18, we can compare AY05 completion rates to AY07. At 31.6% versus 14%, it is obvious that a significant share of students take more than four years to complete their degree. While comparable data for APS recipients is several years away, APS' effect on degree completion and the average number of years required to complete a degree will be an important measure.

EXHIBIT 18. UA Degree and Certificate Completion by AY11, for AY05-AY07 High School Graduates Attending UA Within One Year of Graduation

Graduates Pursuing a Degree	AY05	AY06	AY07
Total Enrolled in a Degree Program	1,674	1,824	1,802
Total Completing Program	529	397	253
Percentage Completing Program	31.6%	21.8%	14.0%
Average Years to Completion	4.42	4.03	3.48

Graduates Pursuing a Certificate	AY07
Total Enrolled in a Certificate Program	38
Total Completing Program	9
Percentage Completing Program	23.7%
Average Years to Completion	1.44

How Does the APS Affect Workforce Success?

As a part of the analysis of how the APS affects students, DOLWD will in the future be able to provide information relative to several indicators of workforce success and how receipt of the APS changes students' behavior while in school. For example, one effect of the APS might be that the additional funds provided allow students to focus more on their studies and less on earning money to pay for school. We know that the majority of APS recipients are attending school full time, and we can compare recipients' wage earnings while in school to similar non-recipients to see if the APS allows a student to focus on their studies.

DOLWD will also be able to provide the average earnings of APS recipients, determine if their occupation is related to their degree, and determine how many remain in Alaska versus leaving the state to pursue a career elsewhere. Labor outcomes can be measured among the three eligibility levels for both recipients and non-recipients, and between eligible and ineligible students. Similar to graduation rates, however, this information will be available only after the APS cohorts are more fully matured.

APS Survey Findings

In December, ACPE surveyed approximately 1,800 students who met the academic requirements to receive an APS award. These students were a subset of the 2,322 APS-eligible students - they had filed a FAFSA and included an email address in that application. Students did not have to have received an APS award in order to be included in the survey, though students filing a FAFSA are those most likely to pursue postsecondary education. Therefore the selection process was biased toward those students intending to be enrolled in postsecondary studies in 2011-12 and therefore more likely to have received the scholarship.

The survey included several multiple choice and scaled questions, as well as opportunities for responders to provide their own comments. Selected comments gathered through the survey have been interspersed throughout this report. Not all comments received were positive, though most negative ones focused on the scholarship's requirement that it be used only at in-state schools, and in some cases on the confusion and lack of information available about the scholarship in this its first year. (Representative comments, both pro and con, are included in Appendix C.)

Responses were collected from 357 students, or 20% of the students who were asked to participate. Response rates ran from a high of 23% for award Level 1-eligible students, down to 16% for award Level 3-eligible students. Nearly 90% of respondents were pursuing a degree, and 5% were not pursuing postsecondary education. Of those pursuing postsecondary education, just over one-quarter were attending school outside of Alaska and were therefore not eligible to receive the award in AY12.

Two-thirds of the survey respondents, 237 students, said that the APS affected their decision to attend school. Nearly two-thirds of these students said the APS affected their decision to pursue their education in Alaska, and over 20% said that it made them consider doing so, even though they eventually went to an out-of-state school. Over one-quarter of the respondents said it was extremely important in influencing their decision on whether or not to pursue postsecondary education.

When asked about their use of the APS, 58% of respondents said it was extremely likely that they would make use of their entire APS award within six years of graduating, and 44% said they were extremely likely to do this within four years. Two-thirds of respondents said that it is extremely likely that they will attend school full-time.

Although the APS program was new this year, and final outcomes regarding funding were not available until the spring, 55% of students knew that they could become eligible for the APS before or near the beginning of their last semester during their senior year. Another 19% found out shortly before their graduation, and only 5% discovered they were eligible after having arrived at their postsecondary institution. Nearly 10% of students surveyed stated that they weren't aware that they were eligible to receive the APS until they received the ACPE survey, but this high level was partially due to confusion in their interpretation of the question - 29 of these 34 students were attending an out-of-state institution, so while they were academically eligible they did not meet all requirements to actually receive an APS award. Thirty-nine percent of students learned about the APS through a teacher or school counselor, and 29% through a parent or guardian.

Students were seemingly well-informed about the program and their status. Two-thirds knew the award level they were eligible to receive, and 40% knew the dollar value of their award. (See Exhibit 19.)

EXHIBIT 19. Survey Respondents' Knowledge About the APS and their Eligibility Status

Knew the award level for which they were eligible	67.5%
Knew the amount of their award	40.4%
Knew the APS was available only if they attended a qualifying Alaska school	78.1%
Knew they must attend at least half time to receive the scholarship	38.4%
Knew that they would be eligible to receive up to four years of funding	57.3%
Knew that they had six years in which to use the APS	24.8%

The high school graduates in AY11 had little opportunity to change their approach to the classes they took or the effort they expended in order to become eligible for the APS - 69% said they made no changes. Almost 16% said they worked harder to increase their GPA, 12% said they retook a standardized test in hopes of increasing their score, 10% made changes to the classes they had planned to take, and 8% took a standardized test when they would not have done so otherwise.

Conclusion

With the first-ever APS recipients just finishing the first semester of their postsecondary studies, it is impossible to determine the long-term effects of the scholarship, and it is too early to tell if the eligibility and enrollment patterns seen in this first year were caused by the APS, or if they will continue into the future. Because the information available at this early date is so preliminary, it will be subject to revision as a more complete picture of these students' performance during their first semester of postsecondary studies becomes available.

Until comparative data for APS recipients versus non-recipients becomes available, some of the best information comes directly from students who are eligible to receive the scholarship, and their thoughts on how the APS program has affected them. A significant number of recipients expressed their belief that the scholarship had allowed them to pursue postsecondary education, with one-quarter saying that it was extremely important in their decision to even pursue postsecondary education. Two-thirds of surveyed students responded that it strongly influenced their decision to attend school, and most credited the APS with their choice to attend school in Alaska.

In future years, as more data becomes available, additional assessments of APS' effectiveness will be possible, and a better determination can be made as to what extent the scholarship is meeting its intended goals. For the 2013 report, examples include preliminary information on students' retention rates and more complete information on the number of remedial credit hours being taken by AY11 graduates. Information on satisfactory annual progress of APS recipients will also be available, and can be compared to non-recipients' progress. There will also be data on the number of graduates beginning their pursuit of postsecondary training in their second year after high school graduation, and on those students initially attending institutions outside of Alaska and then returning in their second year. In subsequent years, information on degree/certificate completions and labor force participation will become available, and will offer even more meaningful measures of the success and value of the Alaska Performance Scholarship.

"I think it is an amazing thing to offer a scholarship to encourage students to stay in Alaska. I love Alaska and find it sad that a lot of students my age are so eager to flee the state after graduating."

Level 3 APS Recipient, in response to APS Outcomes Survey

"I really appreciate that I get APS. It really helps me pursue my education and life goals. It is extremely hard to work and study and any financial assistance helps a lot. Thank you very much for helping me pursue my goals. I'm greatly thankful for the opportunities I have."

Level 3 APS Recipient, in response to APS Outcomes Survey

"Thank you for rewarding my efforts in high school with this scholarship. Every bit of financial aid encourages and empowers Alaskans to pursue a higher education. If the state invests in us, the youth, we will invest in the state with the power of our minds and ideas. It is because of programs like this that advocates for positive change are born."

Level 2 APS Recipient, in response to APS Outcomes Survey

"It was a very nice surprise to see that I did not have to pay for school at all with this scholarship and all of my others. It is helping my family very much not to have to get a loan. It is a nice way to see that the state wants their children to go to college and will help you with that."

Level 2 APS Recipient, in response to APS Outcomes Survey

"This scholarship program is opening up so many doors I never thought would be open and available to me. Thank you so much!"

Level 1 APS Recipient, in response to APS Outcomes Survey

"You have changed my life and future. Thank you for investing in me. I will do my best to use your faith in me well. My home is here; and hopefully will always be here."

Level 1 APS Recipient, in response to APS Outcomes Survey

APPENDIX A.

Determining APS Eligibility

For the high school graduating class of 2011, a student could become eligible for the APS by:

- ✓ maintaining a minimum grade-point average in high school of 2.5 or higher;
- ✓ achieving a minimum score on a college entrance exam to be eligible for an APS which could be used to pursue a degree or a certificate, or achieving a minimum score on a standardized examination designed to measure a student's level of preparedness to transition to the workforce to pursue a certificate or professional licensure; and
- ✓ completing a rigorous core curriculum that included four years of language arts, three years of social studies, a minimum of two years of each and five years combined of mathematics and science, and one year of physical education.

The APS rigorous curriculum is being phased in over four years to give school districts time to incorporate changes to meet the new requirements. Therefore curriculum requirements for the class of 2011 were less rigorous than ultimately established by the APS legislation. In 2013, students must complete:

- ✓ either four years of mathematics, science, language arts, and social studies; or
- ✓ four years of language arts and social studies, three years of science and mathematics, and two years of a foreign language or an Alaska Native language.

If a student met the rigorous curriculum requirements, their GPA and college entrance and standardized test scores were used to determine the APS award level the student could receive, and therefore the amount of their scholarship. (See Exhibit 1.) A student is eligible only for the lowest award level based on their GPA and test scores. For example, consider a student with an SAT score of 1710 and a GPA of 2.6. Although the SAT score would qualify for an APS Level 1 award, it must be combined with a GPA that also qualifies for Level 1. In this example, the lower GPA drops the student's eligibility to a Level 3.

EXHIBIT 1. APS Award Levels and Minimum Requirements

APS Award Level	Minimum GPA	Minimum Standardized Test Scores (only one test required)			Award Amounts
		Collegiate & Career/Technical		Career/Technical Only	
		SAT	ACT	WorkKeys	
Level 1	3.5	1680	25	5 in three subject areas	$ 4,755
Level 2	3.0	1560	23		$ 3,566
Level 3	2.5	1450	21		$ 2,378

The type of standardized test the student takes affects the award type they are eligible to receive. Scores from the two college entrance exams, the SAT and the ACT, can be used to determine a student's eligibility for both a collegiate award and a career/vocational award. In the example described earlier, the student would be eligible to pursue either a degree or a certificate or vocational license and receive a Level 3 award. However, the WorkKeys test scores can only be used to determine a student's eligibility to receive a scholarship to pursue a certificate or vocational licensure program. WorkKeys scores will not qualify a student for a collegiate award. To become eligible for a collegiate award, the student would need to take a college entrance exam.

RECEIVING THE SCHOLARSHIP

To actually receive the APS scholarship, a student must:

- ✓ submit a FAFSA or an approved alternative application no later than June 30 for the following academic year[16];
- ✓ enroll in a qualified postsecondary program at one of the 23 participating institutions, or pursue an approved certificate or vocational licensure program at one of 13 career and technical education institutions in the state;
- ✓ enroll in:
  - ❖ at least 12 credit hours for each semester to receive the full amount of their APS award during their freshman year, and 15 credit hours in subsequent years; or
  - ❖ at least 6 credit hours to receive a half-time award[17]; or
  - ❖ a qualifying clock-hour CTE program.
- ✓ have an unmet cost of attendance[18] of $500 or more in order to receive the scholarship.

[16] For AY11 graduates, the FAFSA and alternative application deadlines were extended to December 15, 2011, because of the availability of funding to provide additional scholarships after the June 30 filing deadline.

[17] Students pursuing graduate degrees have lower credit hour limit requirements.

[18] The cost of attendance includes tuition, fees, books, required tools and supplies, room, board and transportation. This amount is reduced by all other non-loan aid (scholarships, grants, etc.) for which a student is eligible to calculate the unmet cost of attendance. If the unmet cost of attendance is less than $500, a student does not receive any APS funds. If the unmet cost of attendance is greater than $500 but less than the available APS award amount, the student receives only the amount of their unmet cost of attendance.

APPENDIX B.

AY11 Alaska Public High School Graduates Attending Postsecondary Education by State Where Enrolled

	Headcount of Students Attending Outside Alaska by State and APS Eligibility				
STATE	Not Eligible	Level 1	Level 2	Level 3	TOTAL
WA	60	80	36	25	201
OR	63	59	30	22	174
CO	28	50	12	17	107
MT	15	43	17	14	89
CA	34	29	7	11	81
ID	29	13	11	17	70
AZ	29	11	17	11	68
MN	20	16	4	7	47
UT	9	21	4	8	42
TX	20	12	4	4	40
NY	10	15	4	2	31
HI	9	4	7	9	29
NV	10	5	6	8	29
PA	2	22	3	0	27
MA	3	18	1	0	22
ND	10	4	1	7	22
WY	14	3	1	4	22
IL	9	7	2	2	20
MI	4	12	3	0	19
VA	7	5	2	3	17
GA	4	5	4	3	16
OK	7	5	2	2	16
IN	4	8	1	1	14
MO	5	5	3	1	14
NM	5	6	1	1	13
OH	4	4	4	1	13
FL	6	2		3	11
CT	2	6	2	0	10
NE	4	3	3	0	10
Other - 22	41	45	23	18	127
Grand Total	**467**	**518**	**215**	**201**	**1,401**

APPENDIX C.

Approved Institutions and Programs of Study

Regionally Accredited Institutions: Institution	Website and Telephone Number
Alaska Pacific University	www.alaskapacific.edu 907-564-8342
Bristol Bay Campus-UAF	www.uaf.edu/bbc 800-478-5109
Chukchi Campus-UAF	www.uaf.edu/chukchi/ 800-478-3402
Ilisagvik College	www.ilisagvik.edu 907-852-3333
Interior-Aleutians Campus-UAF	www.iac.uaf.edu 888-474-5207
Kenai Peninsula College-UAA	www.kpc.alaska.edu 907-262-0300
Ketchikan Campus-UAS	www.ketch.alaska.edu 907-225-6177
Kodiak College-UAA	www.koc.alaska.edu 907-486-4161
Kuskokwim Campus-UAF	www.bethel.uaf.edu/ 800-478-5822
Matanuska-Susitna College-UAA	www.matsu.alaska.edu 907-745-9774
Northwest Campus-UAF	www.nwc.uaf.edu 907-478-2202
Prince William Sound Community College	www.pwscc.edu 907-834-1600
Sitka Campus-UAS	www.uas.alaska.edu 907-747-6653
UAF Community & Technical College	www.ctc.uaf.edu 877-882-8827
University of Alaska Anchorage	www.uaa.alaska.edu 907-786-1800
University of Alaska Fairbanks	www.uaf.edu 907-474-7211
University of Alaska Southeast-Juneau Campus	www.uas.alaska.edu 907-796-6457
Wayland Baptist University- Anchorage Campus	www.wbu.edu/colleges-in-anchorage 907-333-2277
Wayland Baptist University-Anchorage Ft. Richardson Army Post Site	www.wbu.edu/colleges-in-anchorage 907-428-1496
Wayland Baptist University-Eielson Air Force Base	www.wbu.edu/colleges-in-fairbanks 907-377-4398
Wayland Baptist University-Elmendorf Air Force Base	www.wbu.edu/colleges-in-anchorage 907-753-6416
Wayland Baptist University- Fort Wainwright	www.wbu.edu/colleges-in-fairbanks 907-356-2403
Wayland Baptist University-Wasilla Center (Valley Center)	www.wbu.edu/colleges-in-anchorage 907-373-4828

Career and Technical Education Institutions	Website and Telephone Number	Approved Programs
A Head of Time Design Academy	907-277-5907	Barber Course Instructor Training Course Hairdresser Course Half-time Eligible Program: Refresher Course Hairdresser/Barber
Alaska Bible College	*www.akbible.edu* 907-822-3201	Bible Certificate Bible and Ministry Certificate Associate's of Arts Degree Bachelor's of Arts Degree
Alaska Christian College	*www.akcc.org* 907-260-7422	Certificate in Biblical and General Studies
Alaska Teamster Employer Service Training Trust	*www.akteamsterstraining.com* 907-278-3674	Half-time Eligible Programs: Freight Over-the-Road Driver Apprenticeship (Heavy Truck Driver) Construction Driver Apprenticeship Surveyor Assistant, Instruments Apprenticeship
Alaska Technical Center	*www.nwarctic.org/atc* 907-442-3733	Administrative Assistant Millwright Maintenance Construction Technology Training Half-time Eligible Programs: Personal Care Attendant Certified Nursing Assistant
Amundsen Educational Center	*www.aecak.org* 907-260-8041	Professional Medical Coding Professional Medical Coding (Residential)
AVTEC	*www.avtec.edu* 907-224-3322	Automotive Business and Office Technology Combination Welding Diesel/Heavy Equipment Technology Facility Maintenance Construction Industrial Electricity Information Technology Licensed Practical Nurse Plumbing and Heating Professional Cooking and Baking Pipe Welding Structural Welding Qualified Member of the Engine Department (QMED) Oiler Half-time Eligible Programs: Certified Nurse Assistant Master Not More than 200 Tons
Alaska Career College	*www.alaskacareercollege.edu* 907-563-7575	Business Office Technology Specialist Insurance Coding and Billing Specialist with Externship Insurance Coding and Billing Specialist without Externship Medical Assistant Specialist Therapeutic Massage Specialist Business and Computer Technology, AAS Half-time Eligible Programs: Phlebotomy Technician Specialist Aircraft Dispatcher Specialist
Center for Employment Education	*www.cee-ak.net* 907-279-8451	Half-time Eligible Program: Basic Driver Training-CDL-A
Charter College	907-277-1000 Anchorage Campus 907-352-1000 Wasilla Campus	Certificate Program in Computerized Accounting Specialist Certificate Program in Computer Aided Drafting Associate Certificate Program in Medical Assistant Certificate Program in Network Technology Certificate Program in Network Security Certificate Program in Computerized Office Specialist Certificate Program in Paralegal Studies A.A.S. Degree in Computerized Accounting A.A.S. Degree in Business Management Practice A.A.S. Degree in Computer Science Concentration in Technical Graphics A.A.S. Degree in Criminal Justice A.A.S. Degree in Health Information Technology

Charter College (continued)		A.A.S. Degree in Medical Office Administration: Concentration in Medical Assistant A.A.S. Degree in Computer Science: Concentration in Networking Technology A.A.S. Degree in Computer Science: Concentration in Network Security A.A.S. Degree in Computer Science: Concentration in Business Applications A.A.S. Degree in Paralegal Studies B.S. Business Management Accounting B.S. Business Management Technology B.S. Criminal Justice B.S. Construction Management B.S. Health Care Management B.S. Information Technology Engineering
Galena City School District Postsecondary Adult Programs	postsec.galenaalaska.org 907-565-1205	Hairdressing (Full-time and Half-time eligible)
MetrOasis	www.metroasis.com 907-276-4110	Hairdressing Esthetician
Northern Industrial Training	www.nitalaska.com 907-357-6400	Half-time Eligible Programs: CET Heavy Equipment/ Truck Driver (CDL) NCCER Electrical Level I Program NCCER Pipefitting Program Professional Truck Driver Institute (PTDI) Truck Driver Program NCCER Welding Level I Program

APPENDIX D.

Sample APS Recipients' Comments to Survey

Responders to the APS survey had an opportunity to provide comments on how their eligibility to receive the APS affected their decision on whether and where to pursue their postsecondary education, and were asked if they had any additional thoughts on the scholarship. In total there were 335 comments provided by responders, with a sampling of them below. Responses have been separated into generally positive and generally negative ones.

Examples of responders' positive comments on the APS program:

I was going to transfer after a year or two, but now I'll probably stay in Alaska all four years.

It made me stay in Alaska instead of leave the state for a different college.

The scholarship was appreciated and is a great initiative on the part of the State of Alaska. Suggest that even though a student doesn't study in Alaska, if the student comes back to Alaska and works for five years that the APS be awarded to pay student's college loans. Alaska is still benefiting from having a college educated worker in Alaska; just as if the worker studied in Alaska.

I was excited to learn that I can use it for two year of graduate school after I graduate from an out-of-state university. It has given me an incentive to return to Alaska. I like having plans for my future!

It was a huge deciding factor on whether or not I would be going to college, and if I would stay in-state.

I was going to attend Brown University, but the financial aid I received for studying within the state has encouraged me to stay in Alaska.

The APS scholarship is helping me stay in school. I could have gone to just the certification on the previous scholarship money and money I had saved. Now I will apply the APS money toward my associate's and my bachelor's degrees. I will be in the aviation industry and am convinced that a 4 yr degree is important. I thank the APS board for this assistance.

Since my family is low-income, my parents would not have been able to pay for my education. The APS Scholarship encouraged me to continue with my post-secondary plans and gave me a means to do so. It is a great idea =).

It made it possible. I graduated a year early from high school. It was important to me to start taking a core classes right away and work into seeing what field I really want to study. The APS made this possible....THANK YOU!

Knowing that I had this extra help of funding for school, I decided to go for my full bachelor's degree instead of just my associate's.

I was considering other-out-of state schools, but I believed that this scholarship opportunity was too big to miss. Thus the APS was the deciding factor for me attending college in Alaska.

It was not advantageous to me to attend an in-state school before the APS became available. I was offered the top scholarship at Covenant College in Georgia and half tuition scholarships at two or three other schools. However, as an independent home school student I was not eligible for the UA Scholars program. Thank you for providing this merit-based program to Alaskans of all walks of life!

The APS helped me take a closer look at the field of study that I plan on pursuing (Applied Engineering) and see the excellent opportunities available at Alaskan universities.

I am a UA Scholar, so I knew that $11,000 of my tuition and fees would be covered if I chose to stay in-state. However, when I heard about the APS, I knew that it would cover any remaining tuition costs. This really closed the deal for me to stay in Alaska.

I would've attended the University of Washington in Seattle if there was no scholarship. I conducted a cost-benefit analysis of whether I should attend the University of Alaska Fairbanks or the University of Washington, and UAF proved to reap more benefits if attended. Also, this decision to decline the University of Washington was made in late June because I found out I was eligible for my scholarship level only then.

My candid opinion is that the APS is a step in the right direction; obviously, it is in its first stage, so the coordination problems are inherently understandable. However, more needs to be done. Higher education is too expensive, still, even in-state.

This scholarship is a great idea for helping low-to-middle-income students get through college. In general, this segment of students falls through the cracks, insofar that need-based scholarships seldom accept them and their family's income often prevents them from going to a choice school without taking out costly loans. Furthermore, the scholarship is well-rounded in its brackets, however I know of a few students who missed out on it by falling short in only one of the admission factors. A little more leniency would go very far, as poor test-takers are often not poor students.

I believe the Alaska Performance Scholarship promoted the competitiveness of the University of Alaska system in its attempt to endorse post-secondary education in the state. Also, I would also want to mention that the costumer service was remarkably great. I was surprised that those answering my calls were knowledgeable and did everything to help my cause, so I commend them for that!

I wasn't sure who to contact in an effort to thank you all for this scholarship, but I am very grateful for this award. I plan to use it all, and I'm working towards maintaining my GPA so I can use it.

Examples of responders' negative comments on the APS program:

I felt cheated. I worked hard, took difficult classes and did well. Why should I be discriminated against and denied access to these public funds because I am going to school Outside? I actually cost the State of Alaska less since I am out of state. UAA tuition is already subsidized by the state.

Since I was misinformed and made my plans accordingly, I have to come up with a different plan that will now take longer and cost me more money than anticipated! Very disappointed!

I was already pretty certain about going to school in Alaska. I think high school should inform students better about how the program works. I know a lot of girls who didn't know they could get it with their grade 3.0's and so they didn't take the ACT or the SAT.

I had already applied and gotten in to out of state schools by the time that I knew about APS, so it didn't affect my decision much, but may in the future since I can use it for up to six years after graduating.

It did not offer me much and indicated I would get more by going out-of-state. I already knew I would be pursuing a postsecondary education. I already had full-tuition waivers, honors program offers, and other scholarship opportunities that were much better.

I think high-achieving students should be able to receive the APS even if they attend school out of state. Although I understand the appeal of keeping these students in Alaska, the fact remains that those students eligible for the APS who wish to pursue higher education out of state usually have to pay more for school than they would remaining in Alaska without the APS. There should be a level of APS that can be given regardless of the location of the chosen university of the student.

Originally I had trouble receiving this scholarship. I was eligible, but I had a few complications with the school and with my FAFSA. I ended up receiving the scholarship about a month late, but I was pleased that I was still able to receive it. After I emailed the APS through the website they were very helpful.

I could not receive the APS because I was over-awarded by many other scholarships I applied and competed for. If I knew that the APS scholarship would have been funded earlier, I could have spent less time on scholarship applications and more time studying or doing athletic sports.

I wish I had received more information on the APS. I didn't realize this award was different from some of the other scholarships offered to Alaska students, so I didn't think to look further into it.

It is a great scholarship, but I would like to see more scholarships for Alaska residents pursuing other studies that are not available in Alaska.

We had a very complicated experience with getting the 2nd set of SAT/ACT scores from the high school to the state. Each thought the other was responsible for getting scores from one place to the other. If it wasn't for the perseverance of my mother facilitating and phone calling everywhere my APS opportunity would have slipped through the cracks and I would not have gotten it! No one really understood the process or procedures at the time and it was very frustrating and messy. Maybe next year it will go smoother for students and families! Thank you very much for helping me and my family pay for college in Alaska. We are grateful for the support at home here in Alaska.

APPENDIX E.

Alaska Regions Referenced in the APS Report

Created by: Alaska Department of Labor and Workforce Development

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For more information about the Alaska Performance Scholarship, or to contact ACPE, visit: *APS.alaska.gov*

3/12/12 PRESENTATION PROPOSED ALASKA MATHEMATICS STANDARDS

<TARGET><BILL></BILL><SUBJECT>3-12-12 PRESENTATION PROPOSED ALASKA MATHEMATICS STANDARDS</SUBJECT><COMM>HEDC27</COMM></TARGET>

STATE OF ALASKA

SEAN PARNELL, GOVERNOR

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March 9, 2012

Alaska House Education Committee:

The House Education Committee, through Chair Alan Dick, asked the department to be prepared to discuss with the House Education Committee the proposed Alaska mathematics standards on March 12, 2012, and the proposed language arts standards on March 16, 2012. Several specific questions were posed, as referenced in the accompanying letter. I will take advantage of this opportunity to address issues raised in this letter, and deeper discussion can occur during the upcoming hearings.

Between February 2010 and November 2011 the department held eight meetings to develop the standards. Two-hundred twenty-eight people participated in those meetings. Most of the participants were educators from diverse regions across the state, as documented in an email sent to Representative Dick's staff on November 22, 2011. Twenty-eight of the individuals who participated were from non-K-12 programs, including industry, career-technical education programs and universities. Many people from industry were invited, and approximately ten industry and career-technical training stakeholders participated.

As requested, I am enclosing in this letter as one of the attachments a document, previously provided to Representative Dick's staff, which outlines who participated in the development of these standards during the eight meetings conducted by the department. This listing provides the name, affiliation, and home city of each participant. I have not provided contact information, however, as I did not seek their permission to do so when they agreed to serve.

In December the State Board, at their quarterly meeting, reviewed the standards and voted to put them out for public comment until May 2012. During the period of public comment the department has deployed multiple strategies to seek additional comment from stakeholders, including holding webinars about the standards. The department will have conducted six webinars each on the mathematics and language arts standards prior to April 17. The department will host meetings seeking input from industry in different regions of the state, including one via audio/webinar to allow for people to participate regardless of location. In June the State Board will review the entirety of the written public comment, take public comment in person, and will consider taking action.

The next webinar regarding the language arts standards will take place March 20, and the mathematics standards webinar will be March 21. To register go to:
http://www.eed.state.ak.us/tls/assessment/2012AKStandards.html

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The question was also asked who is the audience is for the standards. Academic standards are technical documents written for teachers, writers of curriculum, and writers of assessments -- those responsible for implementing the standards. The proposed standards use the technical terms of education, language arts and mathematics. Mathematics in particular, especially in the higher grades, uses complicated technical terms and concepts.

If the State Board approves the standards, the department will create parent guides for each grade containing a summary in plain English of what students should know and be able to do in English language arts and mathematics. Note that even the National PTA's parent guides use technical terms to describe higher mathematics.

I have attached a document, titled "Memo on standards to the House Education Committee." This document explains what academic standards are, what are meant by college and career ready, and provides an excellent link for additional information. I am also attaching slides from a PowerPoint that provides an overview to the standards, and Deputy Commissioner Morse will address these slides during the March 12, 2012, House Education hearing.

I also want to make the committee aware of a research study commissioned by the department, and being conducted by the Center for Alaska Educational Policy Research (CAEPR) at UAA. This is a validity study examining courses at career and technical certificate-granting institutions as well as two- and four-year degree-granting institutions. The instructors in these institutions will provide specific information about their respective courses in relation to the proposed standards in reading, writing, and mathematics, ranking the standards by importance for entering students to know. Additionally, each instructor will be able to add comments that will address standards they feel are missing. This validity study will help the State Board know, prior to taking final action, if the standards match up with the expectations necessary to enter career-technical education programs and universities in Alaska.

In the letter there are several questions about the standards documents as well as the standards themselves. I believe the webinars, which were previously addressed in this letter, will provide an excellent background in the standards; however, to really address these questions in an authentic manner it would be best to see content standards in practice. To have an academic discussion about the standards may be interesting, but to see the standards in the context of a classroom where teachers are having children address complex problems is much more instructive. We had the opportunity to see state standards implemented in both math and science when the Task Force on Theme Based Education met in Barrow. Both lessons used the Inupiaq Learning Framework as the basis for instruction. I would be happy to work with the Juneau School District to identify teachers that could provide this experience to the full committee by conducting a field visit to a local school. I am confident that we could do that in a timely manner.

The discussion regarding how the standards are assessed will provide an outline of the next step involved in building or selecting an assessment tool. Ideally the department would conduct this process following board action and be prepared to use a new assessment in 2016. To develop the

test items, test blueprints and then item proposals will have to be built and vetted by Alaskans prior to field testing the items with Alaska students. This process, which engages educators and experts from the field of behavioral measurement, must be carefully crafted to ensure that a valid and reliable test is created for Alaska students.

Finally, let me address how the adopted Cultural Standards become a part of the content standards. The Cultural Standards, as well as many elements and values that are important to local communities -- such as geography, local industry, weather patterns, and community norms -- all become part of the curriculum and instruction. The standards are a statement of the content that must be learned by students; however, the curriculum provides the rich context in which those standards and many other important elements to learn are outlined. When students perform well on their local curriculum, they also will perform well on the statewide assessments as long as we build those assessments in a valid, reliable, and transparent manner.

I apologize but I will not be able to attend the hearing as I have accepted an invitation from the Chief Justice of the Alaska Supreme Court to participate in a National Leadership Summit on School Justice. In my absence Deputy Commissioner Les Morse will be present, and will be prepared to address the committee.

Sincerely,

Mike Hanley
Commissioner

Attachments:

- Letter from Chair of House Education Committee
- Memo to the House Education Committee
- Standards Development participant List
- Standards FAQ
- PowerPoint on Proposed Standards

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman
HOUSE EDUCATION COMMITTEE

March 7, 2012

Commissioner Mike Hanley
PO Box 110500
Juneau, AK 99811

Re: **New Math Standards**

Dear Commissioner Hanley:

On Monday March 12, the House Education Committee will begin hearings on the proposed Alaska State Educational Standards. We will begin with the Math Standards, and go through them with appropriate detail.

Please be prepared to comment on and answer questions regarding the following:

How many public hearings for the proposed State Educational Standards have already occurred?

Who was the target audience for the proposed standards? Teachers, curriculum coordinators, parents?

Please give the names and contact numbers for those who 1) participated in the development of the proposed Alaska State Educational Standards **and** 2) were ***not*** educators.

In the introduction to the Mathematics standards (p.3), is the statement that "They (the standards) simply establish a strong foundation of knowledge and skills all students need *for success* after graduation." As we discuss these standards, please be prepared to show how each of these skills will prepare students "for success," ie. real-life problems.

Please be prepared to explain and give examples for the *Standards for Mathematical Practice* on pages 4-15 in the proposed Alaska Mathematics Standards.

In the *Description of Mathematics Standards* (p. 3) it states: The high school standards set a rigorous definition of readiness by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees *regularly* do.

Please give a few examples of applying mathematics to novel situations.

On Page 4 of the same section of the Mathematics Standards, is the statement: These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as *sensible, useful, and worthwhile,* coupled with a belief in diligence and one's own efficacy).

Please explain the above and give examples of "productive disposition" that will be promoted by these standards.

Also on Page 4 of the Mathematics Standards:
What is meant by the following? How is a teacher to apply them?
3. Construct viable arguments and critique the reasoning of others
5. Use appropriate tools strategically
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

From Pages 4-5 of the Mathematics Standards for the following, please give examples. Pick any real life situation.

1. Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

Please describe examples of the following. **In grades 3-5 mathematically proficient students will**:

- explain correspondences between equations, verbal descriptions, tables, and graphs
- draw diagrams of important features and relationships, graph data, and search for regularity or trends
- understand the approaches of others to solving complex problems
- identify correspondences between different approaches
- check if the solution makes sense

Please describe examples of the following. I can see teachers doing these, but struggle seeing all students doing them. How would a teacher approach teaching these strategies?

In grades 6-8 mathematically proficient students will:

- explain correspondences between a new problem and previous problems
- represent algebraic expressions numerically, graphically, concretely/with manipulatives, verbally/written
- explain connections between the multiple representations
- determine the question that needs to be answered
- make a plan for attempting a problem
- choose a reasonable strategy
- identify the knowns and unknowns in a problem
- solve a problem in more than one way

Please give examples of the following using real life problems. How would a teacher approach teaching these strategies?

I**n grades 9-12 mathematically proficient students will:**

- make connections between a new problem and previous problems
- determine the question that needs to be answered
- make a plan for attempting a problem
- choose a reasonable strategy
- identify the knowns and unknowns in a problem
- break a problem into manageable parts or simpler problems

- represent algebraic expressions numerically, graphically, concretely/with manipulatives, verbally/written
- explain connections between the multiple representations
- solve a problem in more than one way
- explain the meaning of a problem and look for an entry point
- analyze a problem and make a plan for solving it
- explain correspondence between differing approaches to identify regularity and trends
- check answer using a different method
- identify correspondence between different approaches
- monitor and evaluate progress and change course if necessary
- check the answers to problems using a different method and continually ask, "Does this make sense?"

For the above, how would DEED assess the student's performance on the Standards Based Assessment and the High School Graduation Qualification Exam?

As the standards call for districts to implement the Cultural Standards, please give three examples of how they might do that using the high school standards. Use examples from any of the five Alaska Native cultural areas.

I look forward to our discussion.

Sincerely,

Representative Alan Dick Chairman

MEMORANDUM

State of Alaska
Department of Education
& Early Development

To: House Education Committee

Date: March 8, 2012

Phone: 465-2802

Fax: 465-4156

From: Mike Hanley
Commissioner

Subject: State standards

What are academic standards?

Academic standards are technical documents written for teachers, writers of curriculum, and writers of assessments. The proposed standards use the technical terms of education, language arts and mathematics. Mathematics in particular, especially in the higher grades, uses complicated technical terms and concepts.

If the State Board approves the standards, the department will create parent guides for each grade containing a summary in plain English of what students should know and be able to do in English language arts and mathematics. Note that even the National PTA's parent guides use technical terms to describe higher mathematics.

The proposed state standards answer the question of what we should strive to teach in each grade, with one grade building on previous grades and leading to the next grades, in English language arts and mathematics. For example, the standards tell us what fifth-graders should be taught in mathematics. That is a technical question. To answer it, you need to know mathematics, know how to teach mathematics, and understand the development of children.

To answer that sort of question, you also need to know what you're aiming for in English language arts and mathematics skills in a high school graduate. We do know what the end-users of our graduates want. More than half of our graduates need remedial courses in English and/or mathematics at the University of Alaska. Nationwide, a quarter of high school graduates who apply to the military cannot pass its entrance exam, the Armed Services Vocational Aptitude Battery. Across the country, business groups have expressed dissatisfaction with high school graduates.

Alaska's proposed standards are detailed. It takes 13 years for students to work their way through the standards and complete their public education. It takes skilled teachers a full school year to teach a year's worth of standards by translating these complicated ideas into terms that students can understand. That is the art and craft of being a teacher.

State standards do not introduce complexity and change in education. Those qualities have always existed. If we did not have state standards and had only district-level curricula, teachers would still have the task of translating complicated ideas into terms that students can understand. Districts would still have to indoctrinate newly hired teachers into their curricula, and districts would still revise their curricula every few years -- just as they did before state standards existed.

Complexity and change are part of private enterprise, as well. Some businesses practice a model of continuous improvement.

What do states mean by the terms "college ready" and "career ready"?

When we say "college," we mean every type of schooling and training after high school: the military, union apprenticeships, vocational certificate programs, associate's degrees in careers, and bachelor's degrees in careers and academic fields. Specifically, when we say "college-ready," we mean that high school graduates should not need remedial courses in their postsecondary institutions.

Many occupations require some sort of training beyond high school. Thus, the term "college-ready" applies to the needs of many students, far more than the few Alaskans who complete a bachelor's degree. There is an overlap in required skills for postsecondary technical training and academic degrees.

For example, the construction technology associate's degree from the University of Alaska Southeast requires students to take an algebra course that compares to an intermediate high school algebra course. If you ask that student when he's 14 years old whether he wants to study algebra, he might say no. He would not know whether algebra would be relevant to his adulthood.

What does "career ready" mean? There are hundreds of careers, and obviously students don't graduate high school ready to be electricians and doctors.

National associations that promote career and technical education list three criteria of career readiness: 1) academic preparation in high school; 2) personal traits and skills that employers value, such as being on time, behaving and dressing appropriately, being able to problem-solve and collaborate with others; and 3) training for a specific career.

The proposed standards in English language arts and mathematics meet the first criteria for those two fundamental subjects. The standards are not intended to deal with the second criteria, but they do not preclude schools from dealing with workplace readiness

in other ways. The standards prepare students to be able to enter postsecondary training and meet the third criteria.

It is important to note what the proposed standards are and what they are not. Standards in English language arts and mathematics do not preclude having other sets of standards such as for STEM, culture, career and technical education, entrepreneurship, or workplace readiness. In fact, the English language arts and mathematics standards could be partly taught through those subjects. For example, mathematics is a good preparation for engineering; English and mathematics have value for entrepreneurs.

Why have academic standards?

The goal of formal education is not to meet students where they are and leave them there. If only 7% of our ninth-graders receive a bachelor's degree within six years of leaving high school, that is a cause for alarm. It is not a target to aim for. Nor should it be interpreted as a reflection of student desires. Rather, it reflects the limits that all of us responsible for public education have placed on those students.

An indication of student desires is the retention rates at the University of Alaska. Only about a quarter of freshmen seeking a B.A. at UA graduate within six years. Only about a third of freshmen seeking a technical certificate, associate's degree or bachelor's degree graduate within six years. In other words, three times as many Alaskans try for a UA certificate or degree as actually receive one. And we don't know how many other students wanted a credential but never entered postsecondary education.

Surely, there are many causes of this. We believe that some of the students' limitations are academic. Our evidence is that UA itself requires at least half of its students to take remedial (meaning high school-level) courses in English and mathematics. For example, in fall of 2009 UA had 3,587 first-time freshmen, of which 1,902 took remedial courses -- about 53%.

The proposed standards in English language arts and mathematics set high expectations for students and the public education system. The mathematics standards distinguish between standards that all students should strive for and standards for students taking advanced courses. The goal is to give students choices in life after high school.

We did not propose the English language arts and mathematics standards because we think they are the only important subjects in school, or because we think that school is the only source of valued knowledge.

We proposed the English language arts and mathematics standards because:

1) those subjects are fundamental to other school subjects and to training after high school on the job, in a technical school, the military, or college; and

2) the study of those subjects develops students' minds and habits of thought.

Students who study English language arts and mathematics learn to practice attentiveness, attention to detail, perseverance, creativity, problem-solving, individual and group learning, and complex and nuanced thinking.

One of the flaws of educating children for what seems relevant now is that as adults they might need to be very flexible in moving from job to job as the economy shifts. We must educate children for an adulthood that they and we cannot fully anticipate. The study of English language arts and mathematics is part of such a foundation.

State standards are an important element in equitable public education. Some of the strongest supporters of No Child Left Behind have been civil rights and disabilities organizations because they want schools to act on the premise that all children can learn and all will be held to the same standards.

We cannot agree with the characterization of standards as a fad. Every industrialized nation has them. Forty-five states and D.C. have adopted the Common Core standards, which generally are more rigorous than the states' original standards were. Over time, educational materials will be geared to the Common Core and similar standards. College and career-ready standards may be required under a reauthorized federal Elementary and Secondary Education Act. They are certainly required for a waiver from No Child Left Behind. They have been required for certain federal education funds.

Standards alone are ineffective

Admittedly, standards alone do not increase student achievement. School districts' curricula, professional development and teachers' instruction must incorporate the standards, or there will be no effect on the students.

Randi Weingarten, president of the American Federation of Teachers, recently published a statement called "Implementation Will Move the Needle." She said the Common Core standards (which are similar to Alaska's proposed standards) "are an essential building block for a better education system – not a new educational craze, a federal intrusion, or an untested idea." Weingarten said the standards must be supported by development of aligned curriculum, professional development, instructional materials, collaborative planning, and aligned assessments that inform instruction but are not used excessively or punitively. We agree.

Massachusetts set high standards more than a decade ago and worked through the challenges of implementing them. The result today is that Massachusetts is the highest-scoring state on the National Assessment of Educational Progress in its overall student body and in every subgroup of students. In other words, the percentage of African-American students in Massachusetts who score proficient on the NAEP is the highest of the states and D.C. The same is true of their Hispanic students, students with disabilities,

low-income students, and English language learners. Massachusetts is the only American state whose students score comparably on international assessments with leading nations such as Finland, Japan, Taiwan and South Korea.

It is important not to overpromise the effect of standards. Massachusetts has raised all boats, but it still has achievement gaps. Some of its students still need remedial courses in college. In fact, many of its students still don't score proficient on assessments (which is equally true of high-scoring nations). But Massachusetts has seen progress in proficiency rates, and it is giving parents and students an accurate understanding of whether a student is proficient.

Final thoughts

The costs of implementing more rigorous standards must be weighed by the costs of standing still. The costs of standing still will be borne by families. Every time an Alaska high school graduate spends money to attend UA and leaves without a diploma, his or her family has lost their investment. Every Alaskan high school graduate who is undereducated and has not reached his or her potential faces a greater risk of reduced earnings, unemployment, and reliance on public support.

For more information on Alaska's proposed standards, see
http://www.eed.state.ak.us/standfaqs.html

For comments on the Brookings Institution report, which criticized the effectiveness of standards, see
http://education.nationaljournal.com/2012/02/common-cores-good-bad-and-ugly.php

First Name	Last Name	School District/Campus Name	School	City
Kathy	Ahgeak	North Slope Borough School District		Barrow
J. Paul	Apfelbeck	Galena City Schools		Galena
Anne	Armstrong	University of Alaska Fairbanks		Fairbanks
Christina	Barlow	Craig City Schools	Craig High School	Craig
Phyllis	Barnett	Saint Mary's Schools		St. Mary's
Anne	Barnett	Anchorage Schools		Anchorage
Susan	Baxter	Alaska's Environmental Literacy Plan		Juneau
Sandra	Bell	Fairbanks North Star Borough Schools	Anderson Elementary School	Eielson AFB
Thomas	Belleque	Bering Strait Schools		Teller
Ray	Benson	Lower Kuskokwim Schools		Atmautluak
Matthew	Bierer	Fairbanks North Star Borough Schools		Fairbanks
Rebecca	Binkley	Southeast Island Schools		Thorne Bay
William	Black	Nenana City Schools	District Office	Nenana
Brian	Blitz	University of Alaska Southeast		Juneau
Mary	Bogard	Delta-Greely Schools		Delta Junction
Carole	Bookless	Juneau Borough Schools		Juneau
Gerry	Briscoe	Southeast Alaska Regional Resource Center		Anchorage
Valerie	Brooks	Ketchikan Gateway Borough Schools	Houghtaling Elementary	Ketchikan
Peggy	Bruno	Yukon-Koyukuk Schools		Huslia
Jeanne	Campbell	Kashunamiut Schools		Chevak
Arva	Carlson	Nine Star		Anchorage
Douglas	Carroll	Cordova City Schools		Cordova
Jamie	Carroll	Fairbanks North Star Borough Schools		Fairbanks
Nina	Chordas	University of Alaska Southeast		Juneau
Kathy	Christopherson	Lower Kuskokwim Schools		Bethel
Russell	Clark	Lower Yukon Schools	Pilot Station School	Pilot Station
Deanna	Claus	Craig City Schools		Craig
Carol	Combs	Anchorage Schools		Anchorage
Gary	Cooper			Anchorage
Sandra	Cott	Lower Kuskokwim Schools		Bethel
Cathy	Coulter	University of Alaska Anchorage		Anchorage
Barb	Crandall	Anchorage Schools		Anchorage
Samuel	Crow	Lower Kuskokwim Schools		Bethel
Michelle	Daml	Fairbanks North Star Borough Schools		Fairbanks
Jodi	Darling	Bering Strait Schools		Stebbins
Rodger	Davis	Take Flight Alaska		Anchorage

First Name	Last Name	School District/Campus Name	School	City
John	DeVolld	Kenai Peninsula Borough Schools		Soldotna
Deborah	Dixon	AVTEC - Alaska's Institute of Technology		Seward
Benjamin	Dolgner	Bering Strait Schools		Stebbins
Jean	Domansi	Lower Yukon Schools		Mountain Village
Teresa	Duncan	Dillingham City Schools		Dillingham
Hugh	Dyment	Lower Kuskokwim Schools		Bethel
Sarah	Edwards	Dillingham City Schools		Dillingham
Shelly	Eldred	Anchorage Schools		Anchorage
Mary	Ellison	Anchorage Schools		Anchorage
Deborah	Endicott	Southwest Region Schools		Dillingham
Sara	Erickson	Lake and Peninsula Borough Schools		
Ben	Eveland	Career and Technical High School		Wasilla
Philip	Farson	Anchorage Schools		Anchorage
Michael	Fenster	Anchorage Schools		Anchorage
Amanda	Ferrari	Pribilof Schools		St. Paul
Dora Judith	Ferri			Fairbanks
Robert	Fish	Kodiak Island Borough Schools	Kodiak High School	Kodiak
Terry	Folsom	Valdez City Schools		Valdez
Victoria	Foote	University of Alaska Fairbanks - Rural Health Prog		Fairbanks
Emily	Forstner	Mat-Su Borough Schools		Wasilla
Michelle	Foss	Anchorage Schools		Anchorage
Virgil	Fredenberg	UAS School of Education		Juneau
Ron	Fuhrer	Anchorage School District		Anchorage
Marina	Gantz	Anchorage Schools	Boniface Educational Center	Anchorage
Pamela	Garcia	Juneau Borough Schools		Juneau
Monica	Garza	Yukon-Koyukuk Schools		Minto
Rebecca	Gerik	Anchorage Schools		Anchorage
Dianna	Gharst	Bering Strait Schools		Elim
Matthew	Gho	Anchorage Schools		Anchorage
Julia	Gibeault	Anchorage Schools	North Star Elementary	Anchorage
Kim	Girard	Anchorage Schools		Anchorage
Amber	Glynn	Delta/Greely Schools	Delta Junction Sr. High School	Delta Junction
Diana	Grady	Bering Strait Schools		Unalakleet
Cindy	Granatir	North Slope Borough Schools		Barrow
Kirsten	Gray	Fairbanks North Star Borough Schools		Fairbanks
Jessica	Graziano	Anchorage Schools		Anchorage

First Name	Last Name	School District/Campus Name	School	City
David	Grimes	Kake City Schools	Kake Elementary & High School	Kake
Alison	Gryga	Kashunamiut Schools		Chevak
Paul	Gutzler	Kenai Peninsula Borough Schools		Homer
Cheryl	Guyett	Anchorage A.J. Dimond High School		Anchorage
Joseph	Hackenmueller	Anchorage School District		Anchorage
Teresa	Hall	Fairbanks North Star Borough Schools		Fairbanks
John	Hamill	Alaska Military Youth Academy		Fort Richards
Kimberly	Handy	Anchorage Schools	East High School	Anchorage
Erik	Hanson	Kodiak Island Borough Schools		Kodiak
Susan	Hardin	Petersburg City Schools		Petersburg
Ranada	Hassemer	Kenai Peninsula Borough Schools		Soldotna
Nicole	Havert	Mat-Su Borough Schools		Palmer
Jeanette	Hayden	Fairbanks Hutchison High School		Fairbanks
Krista	Heard	Department of Education		Juneau
Dona	Helmer	Anchorage Schools		Anchorage
Martina	Henke	Anchorage Schools		Anchorage
Rebecca	Himschoot	Sitka Borough Schools		Sitka
Todd	Hindman	Nome City Schools	Anvil City Science Academy	Nome
Kimberly	Hoover	Southeast Island Schools		Naukati
Susan	Hubbard	Kuspuk Schools		Sleetmute
Matthew	Hunter	Mount Edgecumbe		Sitka
Ann	Ibele	Anchorage Schools		Anchorage
Marcia	Indahl	Anchorage Schools		Anchorage
Karen	Iris	Anchorage Schools		Anchorage
Amy	Iutzi	Department of Labor		Juneau
Matt	Johnson	Bering Strait Schools		Stebbins
Kimberly	Johnson	Kenai Peninsula Borough Schools		Anchor Point
David	Jones	Ketchikan Gateway Borough Schools		Ketchikan
Carolyn	Jordan	Fairbanks North Star Borough Schools	Tanana Middle School	Fairbanks
Barbara	Jordan	Sitka Borough Schools	Blatchley Middle School	Sitka
Jamie	Katchatag	Bering Strait Schools		Unalakleet
John	Keller	University of Alaska Fairbanks		Fairbanks
Amy	Kesten	Juneau Borough Schools		Juneau
Ruth	Knight	Valdez City Schools	Valdez City Schools	Valdez
David	Kohler	Anchorage Schools		Anchorage
Sally	Kookesh	Chatham Schools		Chatham

First Name	Last Name	School District/Campus Name	School	City
Joe	Krause	Nenana City Schools		Nenana
Harvey	Kurzbard	Fairbanks North Star Borough Schools		Fairbanks
Nathan	Laabs	Denali Borough Schools		Healy
Kathy	Leary	Ilisagvik College		Barrow
Lisa	Leeper	Nome Public Schools		Nome
Kim	Liland	Anchorage Schools		Anchorage
Celeste	Long	Anchorage Schools		Anchorage
Craig	Luchsinger	Kuspuk Schools	Aniak Jr./Sr. High School	Aniak
Janice	Lund	Craig City Schools	Craig Elementary	Craig
Christy	Lyle	Kodiak Island Borough Schools	Kodiak Middle School	Kodiak
Diane	Maples	Alaska Tech Prep Consortium		Anchorage
Edward	Marman	Mat-Su Borough Schools		Palmer
Mark	Martin	Denali Borough Schools		Healy
Jeni	Mason	Denali Borough Schools		Cantwell
Carol	May	Juneau Borough Schools	Thunder Mountain High School	Juneau
Romee	McAdams	Tribal Recruitment Coordinator		
Mary	McCaffrey	Skagway City Schools		Skagway
Les	McCormick	Chatham Schools		Angoon
Patricia	McDonald	EED SSOS		Juneau
Susan	McIntosh	Fairbanks North Star Borough Schools		Fairbanks
Scott	McKay	Valdez City Schools	Hermon Hutchens Elementary	Valdez
Lesa	Meath	Fairbanks North Star Borough Schools		Fairbanks
Helen	Mehrkens	Department of Education		Juneau
Debbie	Merle	Ketchikan Gateway Borough Schools		Ketchikan
Jim	Merriner	SBOE		
Vivian	Meyer	Skagway City Schools	Skagway City School	Skagway
Suzie	Michaud	Craig City Schools		Craig
Jenn	Miller	Wrangell City Schools		Wrangell
Stacy	Miller	Anchorage Schools		Anchorage
Sheila	Miller	Ketchikan Gateway Borough Schools		Ketchikan
Carolyn	Mork	Sitka Borough Schools	Keet Gooshi Heen Elementary	Sitka
Karla	Moxley	North Slope Borough Schools		Barrow
Suzan	Mullane	Anchorage Schools		Anchorage
Gretchen	Murphy			Fairbanks
Mary	Murphy	Anchorage Schools		Anchorage
Tyler	Nalisnick	Take Flight Alaska		Anchorage

First Name	Last Name	School District/Campus Name	School	City
Debbie	Narang	University of Alaska Anchorage		Anchorage
Allyson	Nicholson	Fairbanks North Star Borough Schools		Fairbanks
Doug	Noon	Fairbanks North Star Borough Schools		Fairbanks
Judy	Norton-Eledge			Anchorage
Carl	Oberg	Anchorage School District		Anchorage
Mark	O'Brien	Ketchikan Gateway Borough Schools		Ketchikan
Greg	Owens	University of Alaska Fairbanks		Fairbanks
Tammy	Palmer	Mat-Su Borough Schools		Palmer
Tina	Pasteris	Juneau Borough Schools	District Office	Juneau
Star	Patterson	Fairbanks North Star Borough Schools	Two Rivers School	Fairbanks
Philip	Patterson	University of Alaska Fairbanks		Fairbanks
Paula	Pawlowski	Alaska PTA - Parent Engagement		Anchorage
Marjorie	Payton-Hewlett	Southwest Alaska Vocational & Education Center		King Salmon
Jodi	Picou	Mat-Su Borough Schools		Palmer
Angela	Pirtle	Sitka Borough Schools	Keet Gooshi Heen Elementary	Sitka
Kathy	Port	Fairbanks North Star Borough Schools		Fairbanks
Steve	Potter	Juneau Borough Schools	Juneau-Douglas High School	Juneau
Gale	Pratt	Yukon Flats Schools		Fort Yukon
Lolly	Rader	Anchorage School District		Anchorage
Jennifer	Randall	Fairbanks North Star Borough Schools		Fairbanks
LaDonna	Rees	Anchorage Schools		Anchorage
Melissa	Reese	Valdez City Schools		Valdez
Cliff	Reimers	Anchorage Schools		Anchorage
Cathy	Rexford	North Slope Borough School District		Barrow
Mary	Richards	Anchorage Schools	South Anchorage High School	Anchorage
Anthony	Rickard	University of Alaska Fairbanks		Fairbanks
Melissa	Rickey	University of Alaska Fairbanks		Fairbanks
Amber	Rinella	Mat-Su Borough Schools		Palmer
William	Rodawalt	Dillingham City Schools		Dillingham
Roy	Roehl	University of Alaska Fairbanks		Fairbanks
Lesa	Rohrer	Northwest Arctic Borough Schools		Kotzebue
Lori	Rucksdashel	Anchorage Schools		Anchorage
Margaret	Salisbury	Fairbanks North Star Borough Schools		Fairbanks
Jessica	Schauffler	Fairbanks North Star Borough Schools		Fairbanks
Laurie	Schoenberger			Juneau
Sandy	Schoff			Anchorage

First Name	Last Name	School District/Campus Name	School	City
Deanna	Schultz	University of Alaska Anchorage		Anchorage
Jeff	Selvey	Department of Labor & Workforce Development		Anchorage
Barb	Shogren	Mat-Su Career & Tech Education Department		Palmer
Maria	Skala	Anchorage Schools		Anchorage
Sheri	Skelton	Bering Strait Schools	White Mountain School	White Mountain
Jan	Slattery	Anchorage Schools	East High School	Anchorage
Bev	Smith	Bev Smith Educational Consulting		Douglas
Alan	Sorum	Prince William Sound Community College		Valdez
Katy	Spangler	UAS School of Education		Eagle River
Sally	Spieker	University of Alaska Anchorage		Anchorage
Jamie	Stacks	Pribilof Schools	St. Paul School	St. Paul
Sarah	Stanley	University of Alaska Fairbanks		Fairbanks
Robbin	Stockton	North Slope Borough Schools		Barrow
Jennifer	Stone	University of Alaska Anchorage		Anchorage
Janice	Summers	Anchorage Schools		Anchorage
Amy	Summers	Fairbanks North Star Borough Schools		Fairbanks
Sabrina	Sutton	Kodiak Island Borough Schools	East Elementary	Kodiak
Patrick	Tatera	Galena Schools	Interior Distance Education of AK (IDEA)	Fairbanks
Dana	Thomas	University of Alaska Fairbanks		Fairbanks
Joel	Thomas	Lower Kuskokwim Schools		Bethel
Laron	Thomas	Kashunamiut Schools		Chevak
Nancy Georgia	Tompkins	Mat-Su Borough Schools	Academy Charter School	Palmer
Jo-Ann	Trozzo	Skagway City Schools		Skagway
Tamara	Van Wyhe	Copper River Schools	Kenny Lake School	Copper Center
Emily	Vanderpool	Kuspuk Schools		Aniak
Theresa	Vick	Fairbanks North Star Borough Schools		Fairbanks
John	Wahl	Juneau Borough Schools	District Office (JSD)	Juneau
Allison	Wall	Mat-Su Borough Schools		
Douglas	Walrath	Northwestern Alaska Career and Technical Center		Nome
Jack	Walsh	Bristol Bay Borough Schools		Naknek
Matt	Walton	Kenai Peninsula Borough Schools	Soldotna High School	Soldotna
Bill	Watkins	Kodiak Island Borough School District		Kodiak
Lisa	Weight	Anchorage Schools		Anchorage
Tracie	Weisz	Alaska Gateway Schools		
Seth Marie	Westfall	Anchorage Schools		Anchorage
Harry	White	Yukon-Koyukuk School District		

First Name	Last Name	School District/Campus Name	School	City
Sandra	Wildfeuer	University of Alaska Fairbanks		Fairbanks
Penny	Williams	Anchorage Schools	Boniface Educational Center	Anchorage
Lynn	Williams	EED		
Susan	Wilson	Anchorage Schools		Anchorage
Laura	Wren	Anchorage Schools		Anchorage
Samantha	Wuttig	Fairbanks North Star Borough Schools	District Office	Fairbanks
Bei	Yang	Anchorage Schools		Anchorage
Joe	Zawodny	Anchorage Schools		Anchorage
Elizabeth	Zeuli	Anchorage Schools	Rogers Park Elementary	Anchorage
Leslie	Zibell	Northwest Arctic Borough Schools		
Victor	Zinger	University of Alaska Fairbanks		Fairbanks
Holly	Zwink	Kenai Peninsula Borough Schools		

Alaska proposes new standards for English language arts and mathematics in the public schools

Speak out about Alaska's student standards

The State Board of Education & Early Development welcomes your comments on proposed new standards in English language arts and mathematics for public school students.

All public comments will go to the State Board for their consideration. The State Board, which has the authority to adopt state standards, is scheduled to decide the issue in June 2012. The State Board could choose to adopt the standards as proposed, adopt them with changes, or not adopt them.

If the new standards are adopted in June 2012, the state will work with school districts to align their curriculum to the new standards. The department expects that students would first be assessed in the new standards in spring 2016.

Why are new standards being proposed?

The new standards would guide the education of students from kindergarten through grade 12 so that Alaska's high school graduates are ready for postsecondary education, career training and the workplace. Alaska's current standards do not reach this goal for two main reasons: they stop at grade 10, and they are not rigorous enough.

Currently, many Alaska's high school graduates who enter bachelor degree programs at the University of Alaska need remedial courses in English and/or mathematics. Those students are more likely to drop out of college. Employers also say high school graduates are not fully prepared for the workplace. Only about a third of Alaska students score proficient or above on the National Assessment of Educational Progress, a rigorous test in English and math given to large samples of fourth-graders and eighth-graders in each state.

Alaska's high school graduates must be prepared to compete for jobs, even within Alaska, with people from across the United States and the globe. The proposed standards would increase our students' skills in academic English and mathematics. These skills are important in business, industry, government, and science and technology.

Briefly, how do the proposed standards differ from current standards?

The proposed standards for English language arts cover reading, writing, vocabulary, and speaking and listening. Our current grade-level standards cover only reading and writing. Speaking and listening are important skills in postsecondary classrooms and the workplace. In addition, the proposed standards expect students to develop their language skills in the context of many subjects, not just literature. This is important because employers say that employees are not always skilled in reading and writing informational documents.

Finally, as an appendix to the standards, Alaska educators will provide lists of recommended literary and informational texts that challenge students to build knowledge, gain insights, and broaden their perspective.

In mathematics, students will be taught the content of some standards a grade earlier than they are now so that students in the earlier grades are well-prepared for high school. In high school, students will develop a depth of understanding and the ability to apply mathematics to new situations, as college students and employees must do. The proposed standards align with expectations for students from the National Council of Teachers of Mathematics and the National Research Council of the National Academy of Sciences and the National Academy of Engineering.

How were the proposed new standards created?

For nearly two years, the Alaska Department of Education & Early Development has worked on the standards with rural and urban Alaskans from around the state, including representatives of universities, career and technical programs, and industries. Working groups also included teachers and other specialists in English and mathematics; school districts' curriculum coordinators; librarians; high school teachers of career and technical subjects; and teachers who work with struggling schools, students with disabilities, English language learners, economically disadvantaged students, and students of diverse ethnicities.

The Alaska reviewers compared Alaska's current standards with new nationwide standards in reading, writing and math for each grade from kindergarten to 12, and with new nationwide college-ready and career-ready standards, which define what students must know and be able to do to be ready for postsecondary education or careers.

The review process incorporated the best of Alaska's current standards, added new standards, and revised standards for clarity. Reviewers paid attention to what was developmentally appropriate to each grade level. They made sure that each grade level gradually built toward a high level of skill and understanding in grade 12 students.

The nonprofit National Center for the Improvement of Educational Assessment reviewed Alaska's proposed standards in detail. The University of Alaska will review the standards to determine whether they will lead to high school graduates who are ready for college without remediation.

The result is a set of standards created by Alaskans but comparable in rigor to new standards that are being adopted around the United States. The department expects that many curricular materials that will be developed for the new nationwide standards would be relevant to Alaska's proposed standards.

How would the new standards be used?

The proposed new standards provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help students.

School districts would use the standards as the framework for their curriculum in English language arts and mathematics. In turn, teachers would use their district's curriculum to determine their lesson plans.

The standards do not tell teachers how to teach. The standards do not preclude the use of culturally relevant teaching methods. The standards represent a goal. Educators locally will determine how to meet this goal.

The standards in English language arts and mathematics are not meant to imply that those are the only important subjects in school, or that school-based knowledge is the only important type of knowledge. The department proposed new standards in English language arts and mathematics because those subjects are fundamental to many other subjects in school and to many occupations and aspects of daily life.

The department would use the standards to develop assessments for students. The results of these assessments will show whether students have advanced skills, proficient skills, or less than proficient skills in English language arts and mathematics.

For families, the assessments help you understand your students' readiness for postsecondary education and careers. Classroom grades and the observations of teachers and families also show how students are performing in school.

For all Alaskans, the assessments allow us to see how students are doing schoolwide, districtwide and statewide. Citizens, policymakers and administrators locally and at the state level will be able to see the bigger picture of student achievement. At the same time, educators can look at results for subgroups of students, such as economically disadvantaged students or students with disabilities. That helps school districts understand where to target their resources.

The assessments allow Alaskans to see whether more students are becoming proficient over time. The federal government currently requires states to have standards and assessments, and to use the assessment results to hold school districts accountable for increasing student achievement. Alaska has a similar statute.

If the State Board approves the proposed new standards, what are the next steps?

The Alaska Department of Education & Early Development will prepare brochures that summarize the standards at each grade level for families and for educators. Parents, students and teachers will be able to understand the expectations for students in English language arts and mathematic at each grade.

Just as Alaskans have high expectations for students, we must have high expectations for the educational system at the local and state level. Implementing new standards requires a transition period. Students will be educated for nearly four years under the new standards before they are assessed in them.

This provides time for school districts to closely align what is taught in the classroom to the new standards. The state, as well, must align new assessments with the standards.

The department will provide school districts with a clear understanding of the differences between Alaska's former standards and the new standards, and offer online guidance in making the transition. Additionally, the department will continue to provide districts twice-yearly institutes on curriculum and alignment.

How can I comment on proposed new standards?

You can review the proposed new standards online at http://www.eed.state.ak.us/regs/, where you also can submit comments electronically.

If you would like a copy of the standards mailed to you, contact Eric Fry at 907-465-2851 or eric.fry@alaska.gov or Dorothy Knuth at 907-465-2802 or Dorothy.knuth@alaska.gov.

You may submit comments in writing by fax or mail. Fax comments to 907-465-4156 attention Dorothy Knuth. Mail comments to Alaska Department of Education & Early Development, Attn: Dorothy Knuth Regulation Comments, 801 West 10th Street, Suite 200, P.O. Box 10500, Juneau, AK 99811-0500.

The deadline to submit comments prior to the State Board meeting is May 12. If you would like to make your comments in person or telephonically at the June 7-8, 2012,

State Board meeting in Anchorage, see http://www.eed.state.ak.us/State_Board/ in late May, when the agenda will be posted.

How can I read more about it?

The current standards and the proposed standards are at http://www.eed.state.ak.us/tls/assessment/2012AKStandards.html

Summary of proposed English language arts standards

The reading standards require students to read increasingly complex texts so that by the end of high school they are ready for the demands of college-level and career-level reading. The standards require that students grow in their reading comprehension; as they advance through the grades, they are able to gain more from whatever they read. The reading standards assume that students must be able to read well in all their courses. Students are expected to read challenging informational texts in subjects such as social studies and science, as well as literature.

The cornerstone of the writing standards is the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The standards begin to teach these skills in the earliest grades. Students will be expected to conduct research in short, focused projects and longer in-depth projects. Research skills – in order to gather information before writing or speaking -- are emphasized throughout the language arts standards.

The language standards provide opportunities for students to develop their vocabularies through conversation, direct instruction, and reading. The standards emphasize word meanings and nuances of words, steadily expanding students' repertoires of words and phrases. Thus students build an ability to communicate with greater precision and complexity.

Oral uses of language are common in postsecondary education and the workplace. The speaking and listening standards require students to gain, evaluate, and present complex information, ideas and evidence through speaking and listening. An important focus of the speaking and listening standards is discussion of academic topics in one-on-one, small-group and whole-class settings. Formal presentations are valued. But so are informal discussions in which students collaborate to answer questions, build understanding, and solve problems.

Summary of the proposed mathematics standards

The mathematics standards stress both procedural skills and conceptual understanding. This ensures that students absorb the critical information they need to succeed at higher levels. When students have deep understanding, they do not need prior instruction to be taught again the following year.

The mathematics standards seek to develop the following types of expertise: 1) make sense of problems and persevere in solving them; 2) reason abstractly and quantitatively; 3) construct viable arguments and critique the reasoning of others; 4) apply mathematics to solve problems in everyday life; 5) use appropriate tools strategically; 6) pay attention to precision; 7) look for and make use of structure; and 8) notice repeated calculations and look for general methods and shortcuts.

In kindergarten, the standards follow successful international models and recommendations by focusing on the number core: how numbers correspond to quantities and how to put together numbers and take them apart (the beginnings of addition and subtraction).

The standards for kindergarten to grade 5 provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. With this foundation, students in kindergarten to grade 5 can do hands-on learning in geometry, algebra, probability and statistics.

The middle school standards are robust and provide a coherent and rich preparation for high school mathematics. Students who have mastered the mathematics skills through grade 7 will be well-prepared for algebraic concepts in grade 8.

The high school standards set a rigorous definition of readiness for postsecondary education and careers. Students develop a depth of understanding and the ability to apply mathematics to new situations, as college students and employees do.

Please note

This document will be updated to be responsive to questions from the public. This version was posted online on Jan. 19, 2012.

Presentation developed by the Department of Education &Early Development

January 2012

Need to Know

The department has proposed new standards for reading, writing, and mathematics

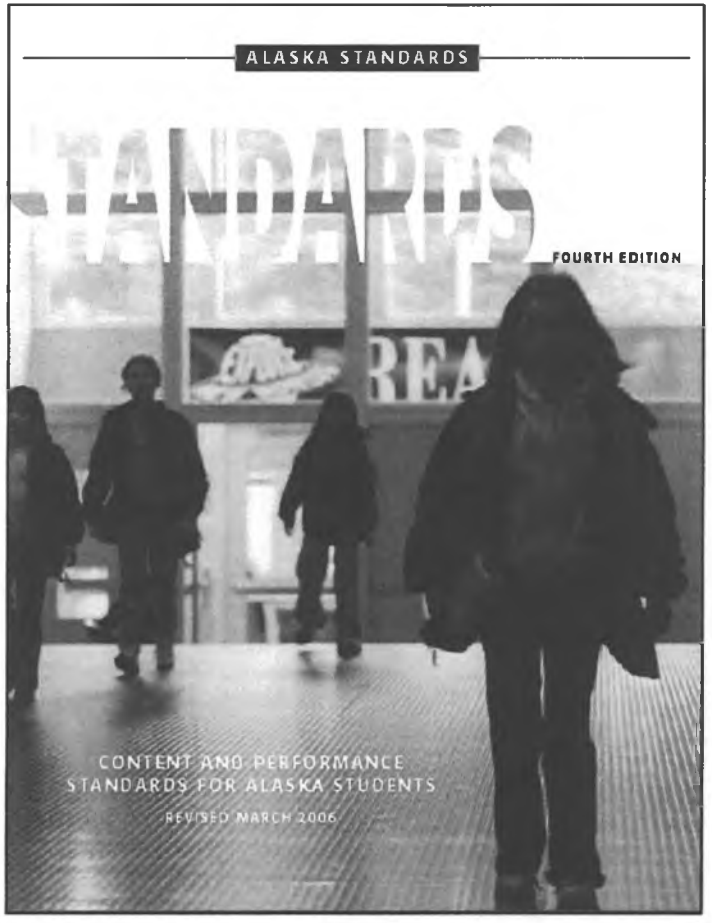
- Who participated in the development of the proposed standards?
- What is included in the proposed standards for Alaska?
- What is the timeline?
- Where is information for districts?
- Who are the contacts to support districts?

History of Alaska's Standards

1990s: Alaska standards in reading, writing, and mathematics were developed by age spans (K-2, 3-5, 6-8, and 9-12)

2004: Grade Level Expectations (GLEs) in reading, writing, and mathematics were developed to further define standards at each grade level (grades 3 – 10)

2006: Grade Level Expectations were expanded to include kindergarten through second grade



The content in red is expected to change with the new proposed standards.

Table of Contents

I. Content Standards
- English/Language Arts
- Mathematics
- Science
- Geography
- Government and Citizenship
- History
- Skills for a Healthy Life
- Arts
- World Languages
- Technology
- Employability
- Library/Information Literacy

II. Cultural Standards

III. Performance Standards/Grade Level Expectations
- Reading
- Writing
- Mathematics
- Science
- Alaska History

June – November 2011, Alaska educators along with national experts shared their knowledge and assisted with the revision to create the proposed standards.

The proposed Alaska standards:

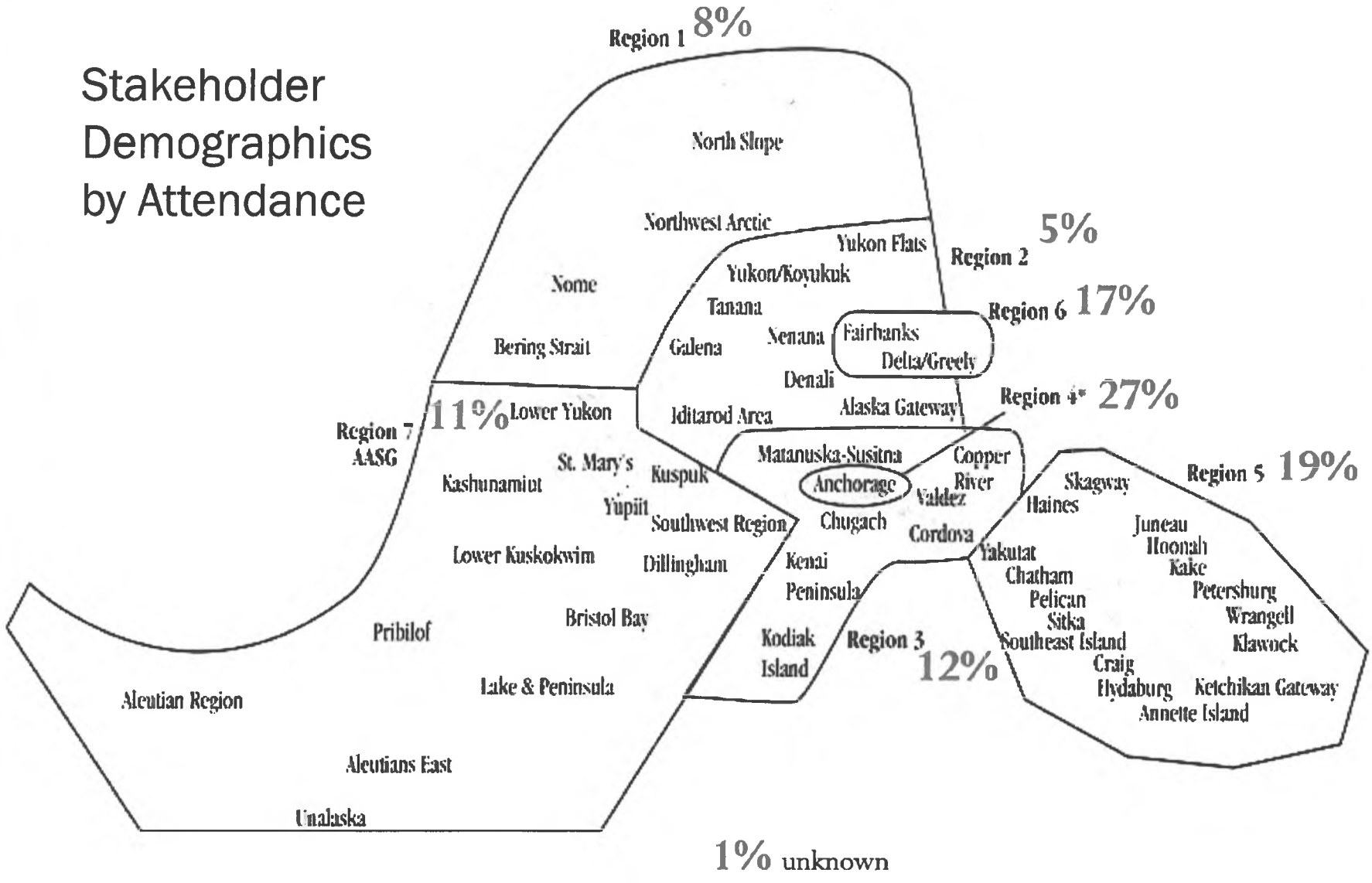
1. align with college and work readiness.
2. include rigorous content.
3. build upon strength and lessons of the GLEs.
4. outline instructional expectations for grades K-12.
5. equal in rigor to national common standards.
6. relate to real world application.

Alaska Stakeholders

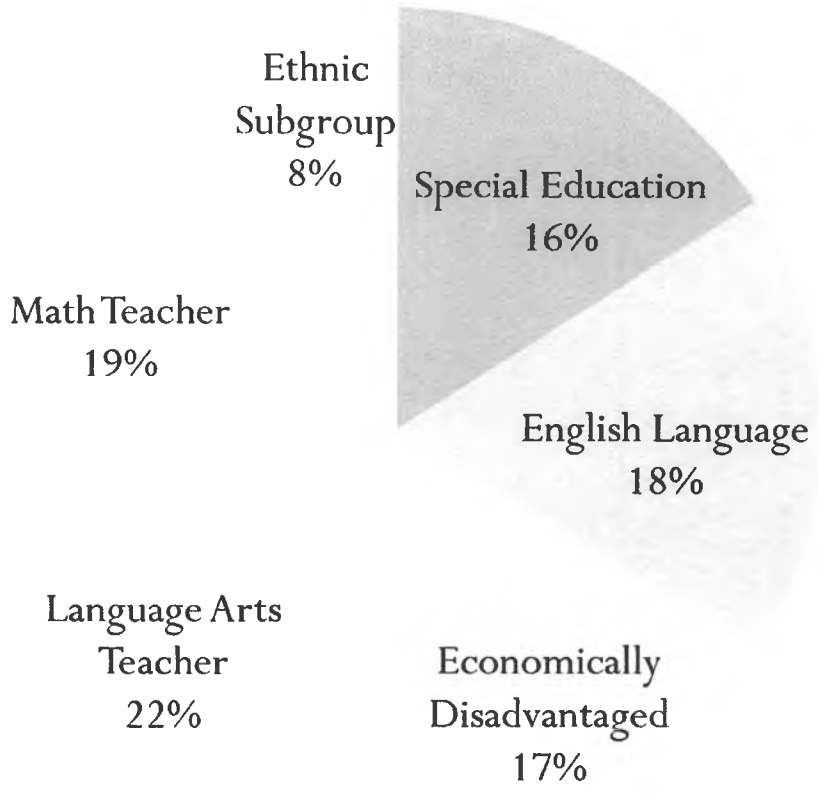
What was the representation of the stakeholders?

- Classroom teachers in reading, writing, and mathematics – kindergarten through high school
- University instructors representing multiple content areas
- Career and technical education instructors
- Alaska industry and business representatives
- District administrators
- Educators representing students with disabilities, English language learners, economically disadvantaged, and ethnic groups

Stakeholder Demographics by Attendance



Stakeholder Demographic Educational Emphasis



Tools for Alaska's Graduates

1. Increased text complexity will bridge the gap between high school and college/work readiness.
2. Connections between writing and reading will strengthen research skills.
3. Speaking and listening standards promote collaboration and clear communication.
4. Rigorous math content will have application to real world problems.
5. In-depth analysis of mathematical and logical arguments will increase critical thinking skills.

Relevancy

The new proposed standards align with the uniqueness of Alaska. Combined with the Cultural Standards and local educators, relevant learning experiences will continue.

- Same relevancy as the GLEs
- Allow for relevancy at a greater level

The proposed standards establish a strong foundation of knowledge and skills all students need for success after graduation. It is up to schools and teachers to decide how to put the standards into practice and incorporate other state standards, including the cultural standards.

Timeline

January –May 12, 2012	Public comment period
February– April 2012	Webinars and presentations about the new standards scheduled
June 2012	New standards potentially adopted
Fall 2012 – Spring 2015	Transition from GLEs to new standards
Spring 2016	New assessments potentially administered

Support for Districts

EED Website provides information and updated weekly

http://www.eed.state.ak.us/tls/assessment/GLEHome.html

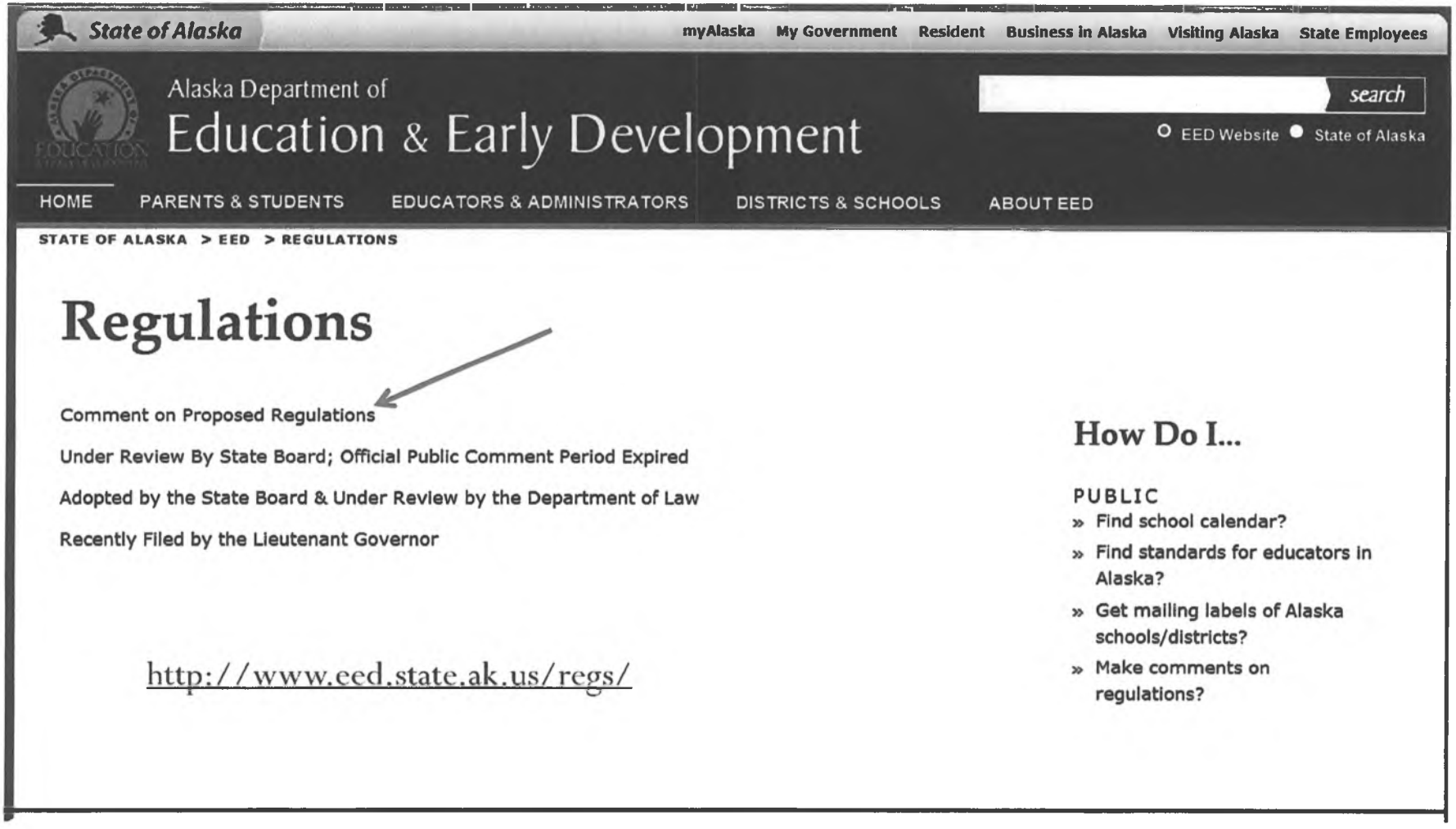
Frequently asked questions have been created for distribution
http://www.eed.state.ak.us/standfaqs.html

Webinars have been scheduled for an in-depth review of the proposed standards (dates are posted on the website)

Publications for parents, teachers, and the community will be available.

Curriculum and Alignment Institute will support districts with the transition of curriculum.

Public Comment



Department Contacts

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NAEP Coordinator: Jeanne Foy, jeanne.foy@alaska.gov

Department of Education
& Early Development

ALASKA MATHEMATICS STANDARDS

Pending approval by the State Board of Education in June 2012

Table of Contents

Introduction 3

Description of Mathematics Standards 3

Alaska Standards for Mathematical Practice 4

1. Make sense of problems and persevere in solving them. 4

2. Reason abstractly and quantitatively 6

3. Construct viable arguments and critique the reasoning of others. 8

4. Model with mathematics. 9

5. Use appropriate tools strategically. 11

6. Attend to precision. 12

7. Look for and make use of structure. 13

8. Look for and express regularity in repeated reasoning. 14

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content 15

Instructional Focus: Kindergarten through Second Grade 16

Alaska Mathematics Standards Grades K-2 19

Instructional Focus: Third Grade though Fifth Grade 28

Alaska Mathematics Standards Grades 3-5 30

Instructional Focus: Sixth Grade though Eighth Grade 45

Alaska Mathematics Standards Grades 6-8 48

Alaska High School Mathematics Standards 66

Narrative of Standards - Number and Quantity 67

Number and Quantity Standards 68

Narrative of Standards - Algebra 72

Algebra Standards 74

Narrative of Standards - Functions 78

Functions Standards 79

Narrative of Standard – Modeling 84

Narrative of Standard - Geometry 86

Geometry Standards 88

Narrative of Standard - Statistics and Probability* 93

Statistics and Probability Standards* 94

Glossary for Alaska Mathematics Standards 98

Introduction

High academic standards are an important first step in ensuring that all of Alaska's students have the tools they need for success. These standards reflect the collaborative work of Alaska educators and experts in the education community, and are also informed by public comments. Alaska teachers have played a key role in this effort, ensuring that the standards reflect the realities of the classroom. Since work began more than a year ago, the standards have undergone a thoughtful and rigorous drafting and refining process.

These standards do not tell teachers how to teach, nor do they attempt to override the unique qualities of each student and classroom. They simply establish a strong foundation of knowledge and skills all students need for success after graduation. It is up to schools and teachers to decide how to put the standards into practice and incorporate other state standards, including the cultural standards.

Description of Mathematics Standards

The standards stress procedural skills and conceptual understanding; this ensures students are learning and absorbing the critical information they need to succeed at higher levels. Often current practices suggest students learn enough to get by on the next test, only to forget the information later. This practice creates the need for prior instruction to be taught again the following year.

In kindergarten, the standards follow successful international models and recommendations by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals--which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

Having built a strong foundation, K-5 students can do hands-on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8.

The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.

The high school standards set a rigorous definition of readiness by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Alaska Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Each Standard for Mathematical Practice listed below is followed by a set of grade-span descriptors. These descriptors of the Standards of Mathematical Practice are meant to help students, parents and educators to picture how these practices might be demonstrated by students and should not serve as a checklist. Within the grade span, students should apply the practices using specific grade-level content. Additionally, students at higher grade spans may revisit earlier grade-span proficiencies as the rigor of the content increases.

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal

descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

In grades K-2 mathematically proficient students will:

- focus on the problem and check for alternate methods
- check if the solution makes sense

In grades 3-5 mathematically proficient students will:

- explain correspondences between equations, verbal descriptions, tables, and graphs
- draw diagrams of important features and relationships, graph data, and search for regularity or trends
- use concrete objects or pictures to help conceptualize and solve a problem
- understand the approaches of others to solving complex problems
- identify correspondences between different approaches
- check if the solution makes sense

In grades 6-8 mathematically proficient students will:

- explain correspondences between a new problem and previous problems
- represent algebraic expressions numerically, graphically, concretely/with manipulatives, verbally/written
- explain connections between the multiple representations
- determine the question that needs to be answered
- make a plan for attempting a problem
- choose a reasonable strategy
- identify the knowns and unknowns in a problem
- use previous knowledge and skills to simplify and solve problems
- break a problem into manageable parts or simpler problems
- solve a problem in more than one way

In grades 9-12 mathematically proficient students will:

- make connections between a new problem and previous problems
- determine the question that needs to be answered
- make a plan for attempting a problem
- choose a reasonable strategy
- identify the knowns and unknowns in a problem
- use previous knowledge and skills to simplify and solve problems
- break a problem into manageable parts or simpler problems
- represent algebraic expressions numerically, graphically, concretely/with manipulatives, verbally/written
- explain connections between the multiple representations
- solve a problem in more than one way
- explain the meaning of a problem and look for an entry point
- analyze a problem and make a plan for solving it
- explain correspondence between differing approaches to identify regularity and trends
- check answer using a different method
- identify correspondence between different approaches
- monitor and evaluate progress and change course if necessary
- check the answers to problems using a different method and continually ask, "Does this make sense?"

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

In grades K-2 mathematically proficient students will:

- represent a situation symbolically and/or with manipulatives
- create a coherent representation of the problem
- use units of measurement consistently

In grades 3-5 mathematically proficient students will:

- represent a situation symbolically
- create a coherent representation of the problem
  have the ability to show how problem has a realistic meaning
- reflect during the manipulation process in order to probe into the meanings for the symbols involved
- use units consistently

In grades 6-8 mathematically proficient students will:

- represent a situation symbolically and carry out its operations
- create a coherent representation of the problem
- translate an algebraic problem to a real world context
- explain the relationship between the symbolic abstraction and the context of the problem
- compute using different properties
- consider the quantitative values, including units, for the numbers in a problem

In grades 9-12 mathematically proficient students will:

- decontextualize to abstract a given situation and represent it symbolically and manipulate the representing symbols.
- reflect during the manipulation process in order to probe into the meanings for the symbols involved
- create a coherent representation of the problem
- make sense of quantities and their relationships in problem situations
- attend to the meanings of quantities
- use flexibility with different properties of operations and objects
- translate an algebraic problem to a real world context
- explain the relationship between the symbolic abstraction and the context of the problem
- compute using different properties
- consider the quantitative values, including units, for the numbers in a problem

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

In grades K-2 mathematically proficient students will:

- construct arguments using concrete referents such as objects, drawings, diagrams, and actions
- justify conclusions, communicate conclusions
- listen to arguments and decide whether the arguments make sense

In grades 3-5 mathematically proficient students will:

- construct arguments using concrete referents such as objects, drawings, diagrams, and actions
- justify conclusions, communicate conclusions, listen and respond to arguments, decide whether the argument makes sense, and ask questions to clarify the argument
- reason inductively about data, making plausible arguments that take into account the context from which the data arose

In grades 6-8 mathematically proficient students will:

- construct arguments using both concrete and abstract explanations
- justify conclusions, communicate conclusions, and respond to the arguments
- listen to arguments, critique their viability, and ask questions to clarify the argument
- compare effectiveness of two arguments by identifying and explaining both logical and/or flawed reasoning
- recognize general mathematical truths and use statements to justify the conjectures
- identify special cases or counter-examples that don't follow the mathematical rules

- infer meaning from data and make arguments using its context

In grades 9-12 mathematically proficient students will:

- construct arguments using both concrete and abstract explanations
- justify conclusions in a variety of ways, communicate the methodology, and respond to the arguments
- reason inductively about data and make plausible arguments that take into account the context from which the data arose
- understand and use stated assumptions, definitions, and previously established results in constructing arguments
- make conjectures and build a logical progression of statements to explore the truth of the conjectures
- analyze situations by breaking them into cases and recognize and use counter-examples
- recognize general mathematical truths and statements to justify the conjectures
- identify special cases or counter-examples that don't follow the mathematical rules
- infer meaning from data and make arguments using its context
- compare effectiveness of two arguments by identifying and explaining both logical and/or flawed reasoning

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

In grades K-2 mathematically proficient students will:

- apply mathematics to solve problems in everyday life
- identify important quantities in a practical situation and model the situation with manipulatives or pictures
- interpret mathematical results in the context of the situation and reflect on whether the results make sense

In grades 3-5 mathematically proficient students will:

- apply mathematics to solve problems arising in everyday life
- identify important quantities in a practical situation and model the situation using such tools as manipulatives, diagrams, two-way tables, graphs or pictures
- interpret mathematical results in the context of the situation and reflect on whether the results make sense
- apply mathematical knowledge, make assumptions and approximations to simplify a complicated situation

In grades 6-8 mathematically proficient students will:

- apply mathematics to solve problems arising in everyday life and society
- identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, and formulas
- interpret their mathematical results in the context of the situation and reflect on whether the results make sense
- make assumptions and approximations to simplify a situation, realizing the final solution will need to be revised
- analyze quantitative relationships to draw conclusions
- reflect on whether their results make sense
- improve the model if it has not served its purpose

In grades 9-12 mathematically proficient students will:

- apply mathematics to solve problems in everyday life, society, and workplace
- identify important quantities in a practical situation and map the relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas
- consistently interpret mathematical results in the context of the situation and reflect on whether the results make sense
- apply knowledge, making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later
- make assumptions and approximations to simplify a situation, realizing the final solution will need to be revised
- identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, and formulas
- analyze quantitative relationships to draw conclusions
- improve the model if it has not served its purpose

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

In grades K-2 mathematically proficient students will:

- select the available tools (such as pencil and paper, manipulatives, rulers, and available technology) when solving a mathematical problem
- be familiar with tools appropriate for the grade level to make sound decisions about when each of these tools might be helpful
- identify relevant external mathematical resources and use them to pose or solve problems
- use technological tools to explore and deepen their understanding of concepts

In grades 3-5 mathematically proficient students will:

- select the available tools (such as pencil and paper, manipulatives, rulers, calculators, a spreadsheet, and available technology) when solving a mathematical problem
- be familiar with tools appropriate for their grade level to make sound decisions about when each of these tools might be helpful
- identify relevant external mathematical resources and use them to pose or solve problems
- use technological tools to explore and deepen their understanding of concepts
- detect possible errors by strategically using estimation and other mathematical knowledge
- know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data

In grades 6-8 mathematically proficient students will:

- select and use tools appropriate to the task: pencil and paper, protractor, visual and physical fraction models, algebra tiles, geometric models, calculator, spreadsheet, and interactive geometry software.
- use estimation and other mathematical knowledge to confirm the accuracy of their problem solving
- identify relevant external and digital mathematical resources and use them to pose or solve problems
- represent and compare possibilities visually with technology when solving a problem
- explore and deepen their understanding of concepts through the use of technological tools

In grades 9-12 mathematically proficient students will:

- select and accurately use appropriate, available tools (such as pencil and paper, concrete or virtual manipulatives such as geoboards and algebra tiles, graphing and simpler calculators, a spreadsheet, and available technology) when solving a mathematical problem
- identify relevant external and digital mathematical resources and use the resources to pose or solve problems
- detect possible errors by strategically using estimation and other mathematical knowledge
- use technology to visualize the results of varying assumptions, exploring consequences, comparing predictions with data, and deepening understanding of concepts

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

In grades K-2 mathematically proficient students will:

- give thoughtful explanations to each other
- use clear definitions and reasoning in discussion with others
- state the meaning of symbols they choose, including using the equal sign consistently and appropriately

In grades 3-5 mathematically proficient students will:

- give carefully formulated explanations to each other

- use clear definitions and reasoning in discussion with others
- state the meaning of symbols, including using the equal sign consistently and appropriately
- specify units of measure, and label axes to clarify the correspondence with quantities in a problem
- calculate accurately and efficiently
- express numerical answers with a degree of precision appropriate for the problem context

In grades 6-8 mathematically proficient students will:

- use clear definitions in explanations
- understand and use specific symbols accurately and consistently: equality, inequality, ratios, parenthesis, for multiplication and division, absolute value, square root
- specify units of measure, and label axes to clarify the correspondence with quantities in a problem
- calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context

In grades 9-12 mathematically proficient students will:

- communicate precisely to others
- use clear definitions in explanations
- use symbols consistently and appropriately
- specify units of measure, and label axes to clarify the correspondence with quantities in a problem
- calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context
- examine claims and make explicit use of definitions

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

In all grade levels mathematically proficient students will:

- discern a pattern or structure
- understand complex structures as single objects or as being composed of several objects
- check if the answer is reasonable

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

In all grade levels mathematically proficient students will:

- identify if calculations or processes are repeated
- use alternative and traditional methods to solve problems
- evaluate the reasonableness of their intermediate results, while attending to the details

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices. In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Coding for K-8 Mathematical Domains:

1. Counting, Cardinality, and Ordinality – CC
2. Operations and Algebraic Thinking – OA
3. Number and Operations in Base Ten – NBT
4. Measurement and Data - MD
5. Number and Operations—Fractions - NF
6. Geometry - G
7. Ratios and Proportional Relationships – RP
8. The Number System - NS
9. Expressions and Equations - EE
10. Functions - F
11. Statistics and Probability - SP

Instructional Focus: Kindergarten through Second Grade

Kindergarten	Grade 1	Grade 2
In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics. (1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. (2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary.	In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. (1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20.	In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. (1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones). (2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to

Kindergarten	Grade 1	Grade 2
They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.	By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction. (2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes. (3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1] (4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they	mentally calculate sums and differences for numbers with only tens or only hundreds. (3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length. (4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Kindergarten	Grade 1	Grade 2
	are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry [1]Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.	

Grade K	Grade 1	Grade 2
Counting and Cardinality K.CC **Know number names and the count sequence.** K.CC.1. Count to 100 by ones and by tens. K.CC.2. Count forward beginning from a given number within the known sequence. K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **Count to tell the number of objects.** K.CC.4. Understand the relationship between numbers and quantities to cardinality. a. When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	**Counting, Cardinality, and Ordinality 1.CC** **Skip count and know ordinal names.** 1.CC.1. Skip count by 2s and 5s. 1.CC.2. Use ordinal numbers correctly when identifying object position (e.g., first, second, third, etc.). **Count to tell the number of objects.** 1.CC.3. Count a large quantity of objects by grouping into 10s and counting by 10s and 1s to find the quantity.	

Grade K	Grade 1	Grade 2
K.CC.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		
Compare numbers. K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching, counting, or estimating strategies). K.CC.7. Compare and order two numbers between 1 and 10 presented as written numerals.	**Compare numbers.** 1.CC.4. Use the symbols for greater than, less than or equal to when comparing two numbers or groups of objects. 1.CC.5. Order numbers from 1-100. 1.CC.6. Estimate how many and how much in a given set to 20 and then verify estimate by counting.	
Operations and Algebraic Thinking K.OA **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations.	**Operations and Algebraic Thinking 1.OA** **Represent and solve problems involving addition and subtraction.** 1.OA.1. Use addition and subtraction strategies to solve word problems (using numbers up to 20), involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions, using a number line(e.g., by using objects, drawings and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem.	**Operations and Algebraic Thinking 2.OA** **Represent and solve problems involving addition and subtraction.** 2.OA.1. Use addition and subtraction strategies to estimate, then solve one- and two-step word problems (using numbers up to 100) involving situations of adding to, taking from, putting together, taking apart and comparing, with unknowns in all positions (e.g., by using objects, drawings and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem.

Grade K	Grade 1	Grade 2
K.OA.2. Add or subtract whole numbers to 10 (e.g., by using objects or drawings to solve word problems). K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings, and record each decomposition by a drawing or equation). K.OA.4. For any number from 1-4, find the number that makes 5 when added to the given number and, for any number from 1-9, find the number that makes 10 when added to the given number (e.g., by using objects, drawings or 10 frames) and record the answer with a drawing or equation. K.OA.5. Fluently add and subtract numbers up to 5.	1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings and equations). Record and explain using equation symbols and a symbol for the unknown number to represent the problem. **Understand and apply properties of operations and the relationship between addition and subtraction.** 1.OA.3. Apply properties of operations as strategies to add and subtract. (Students need not know the name of the property.) Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition.) Demonstrate that when adding or subtracting zero to any number, the quantity does not change (Identity property of addition.) 1.OA.4. Understand subtraction as an unknown-addend problem. *For example, subtract 10-8 by finding the number that makes 10 when added to 8.*	

Grade K	Grade 1	Grade 2
	Add and subtract using numbers up to 20. 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6. Add and subtract using numbers up to 20. Use strategies such as • counting on • making ten (8 + 6 = 8 + 2 +4 = 10 + 4 = 14) • decomposing a number leading to a ten (13 - 4 = 13 -3 -1 =10 -1 = 9) • using the relationship between addition and subtraction, such as fact families, (8 + 4 = 12 and 12 - 8 = 4) • creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **Work with addition and subtraction equations.** 1.OA.7. Understand the meaning of the equal sign (e.g., read equal sign as "same as") and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2)* 1.OA.8. Determine the unknown whole number in an addition or subtraction equation. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 6 + 6 = ?, 5 = ? - 3.*	**Add and subtract using numbers up to 20.** 2.OA.2. Fluently add and subtract using numbers up to 20 using mental strategies. Know from memory all sums of two-digit numbers. **Work with equal groups of objects to gain foundations for multiplication.** 2.OA.3. Determine whether a group of objects (up to 20) is odd or even (e.g., by pairing objects and comparing, counting by 2s). Model an even number as two equal groups of objects and then write an equation as a sum of two equal addends. 2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as repeated addition (e.g., array of 4 by 5 would be 5 + 5 + 5 + 5 = 20).

Grade K	Grade 1	Grade 2
Identify and continue patterns. K.OA.6. Recognize, identify and continue simple patterns of color, shape, and size. **Number and Operations in Base Ten K.NBT** **Work with numbers 11-19 to gain foundations for place value.** K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings) and record each composition and decomposition by a drawing or equation (e.g., 18=10 +8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.	**Identify and continue patterns.** 1.OA.9. Identify, continue and label patterns (e.g., aabb, abab). Create patterns using number, shape, size, rhythm or color. **Number and Operations in Base Ten 1.NBT** **Extend the counting sequence.** 1.NBT.1. Count to 120. In this range, read, write and order numerals and represent a number of objects with a written numeral. **Understand place value.** 1.NBT.2. Model and identify place value positions of two digit numbers. Include: a. 10 can be thought of as a bundle of ten ones, called a "ten". b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, refer to one, two, three, four, five, six, seven, eight or nine tens (and 0 ones). 1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, <.	**Identify and continue patterns.** 2.OA.5. Identify, continue and label number patterns (e.g., aabb, abab). Describe a rule that determines and continues a sequence or pattern. **Number and Operations in Base Ten 2.NBT** **Understand place value.** 2.NBT.1. Model and identify place value positions of three digit numbers. Include: a. 100 can be thought of as a bundle of ten tens --called a "hundred". b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 2.NBT.2. Count up to 1000, skip-count by 5s, 10s and 100s. 2.NBT.3. Read, write, order up to 1000 using base-ten numerals, number names and expanded form. 2.NBT.4. Compare two three-digit numbers based on the meanings of the hundreds, tens and ones digits, using >, =, < symbols to record the results.

Grade K	Grade 1	Grade 2
	Use place value understanding and properties of operations to add and subtract. 1.NBT.4. Add using numbers up to 100 including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of 10. Use: • concrete models or drawings and strategies based on place value • properties of operations • and/or relationship between addition and subtraction; Relate the strategy to a written method and explain the reasoning used. Demonstrate in adding two-digit numbers, tens and tens are added, ones and ones are added and sometimes it is necessary to compose a ten from ten ones. 1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number without having to count. 1.NBT.6. Subtract multiples of 10 up to 100. Use: • concrete models or drawings • strategies based on place value • properties of operations • and/or the relationship between addition and subtraction Relate the strategy to a written method and explain the reasoning used.	**Use place value understanding and properties of operations to add and subtract.** 2.NBT.5. Fluently add and subtract using numbers up to 100. Use: • strategies based on place value • properties of operations • and/or the relationship between addition and subtraction. 2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. 2.NBT.7. Add and subtract using numbers up to 1000. Use: • concrete models or drawings and strategies based on place value • properties of operations • and/or relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Demonstrate in adding or subtracting three-digit numbers, hundreds and hundreds are added or subtracted, tens and tens are added or subtracted, ones and ones are added or subtracted and sometimes it is necessary to compose a ten from ten ones or a hundred from ten tens.

Grade K	Grade 1	Grade 2
		2.NBT.8. Mentally add 10 or 100 to a given number 100-900 and mentally subtract 10 or 100 from a given number. 2.NBT.9. Explain or illustrate the processes of addition or subtraction and their relationship using place value and the properties of operations.
Measurement and Data K.MD **Describe and compare measurable attributes.** K.MD.1. Describe measurable attributes of objects (e.g., length or weight). Match measuring tools to attribute (e.g., ruler to length). Describe several measureable attributes of a single object. K.MD.2. Make comparisons between two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* **Classify objects and count the number of objects in each category.** K.MD.3. Classify objects into given categories (attribute). Count the number of objects in each category (limit category counts to be less than or equal to 10).	**Measurement and Data 1.MD** **Measure lengths indirectly and by iterating length units.** 1.MD.1. Measure and compare three objects using standard or non-standard units. 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	**Measurement and Data 2.MD** **Measure and estimate lengths in standard units.** 2.MD.1. Measure the length of an object by selecting and using standard tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.MD.2. Measure the length of an object twice using different length units for the two measurements. Describe how the two measurements relate to the size of the unit chosen. 2.MD.3. Estimate, measure and draw lengths using whole units of inches, feet, yards, centimeters and meters. 2.MD.4. Measure to compare lengths of two objects, expressing the difference in terms of a standard length unit. **Relate addition and subtraction to length.** 2.MD.5. Solve addition and subtraction word problems using numbers up to 100 involving length that are given in the same units (e.g., by using drawings of rulers). Write an equation with a symbol for the unknown to represent the problem.

Grade K	Grade 1	Grade 2
Work with time and money. K.MD.4. Name in sequence the names of the week. K.MD.5 Tell time to the hour using both analog and digital clocks. K.MD.6. Identify coins by name.	**Tell and write time and work with money.** 1.MD.3. Tell and write time in hours and half hours using both analog and digital clocks. 1.MD.4. Read a calendar distinguishing yesterday, today and tomorrow. Read and write a date. 1.MD.5. Recognize and read money symbols including $ and ¢. 1.MD.6. Identify values of coins (e.g., nickel = 5 cents, quarter = 25 cents). Identify equivalent values of coins up to $1 (e.g., 5 pennies = 1 nickel, 5 nickels = 1 quarter).	**Work with time and money.** 2.MD.6. Tell and write time to the nearest five minutes using a.m. and p.m. from analog and digital clocks. 2.MD.7. Solve word problems involving dollar bills and coins using the $ and ¢ symbols appropriately.
	Represent and interpret data. 1.MD.7. Organize, represent and interpret data with up to three categories. Ask and answer comparison and quantity questions about the data.	**Represent and interpret data.** 2.MD.8. Collect, record, interpret, represent, and describe data in a table, graph or plot. 2.MD.9. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart and compare problems using information presented in a bar graph.

Grade K	Grade 1	Grade 2
Geometry K.G **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** K.G.1. Describe objects in the environment using names of shapes and describe their relative positions (e.g., *above*, *below*, *beside*, *in front of*, *behind*, *next to)*. K.G.2. Name shapes regardless of their orientation or overall size. K.G.3. Identify shapes as two-dimensional or three-dimensional. **Analyze, compare, create, and compose shapes.** K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices), and other attributes (e.g., having sides of equal lengths). K.G.5. Build shapes (e.g., using sticks and clay) and draw shapes. K.G.6. Put together two-dimensional shapes to form larger shapes (e.g., join two triangles with full sides touching to make a rectangle).	**Geometry 1.G** **Reason with shapes and their attributes.** 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes. Identify shapes that have non-defining attribute (e.g., color, orientation, overall size). Build and draw shapes given specified attributes. 1.G.2. Compose (put together) two-dimensional or three-dimensional shapes to form larger (composite) shapes. Compose new shapes from the composite shapes. 1.G.3. Partition circles and rectangles into two and four equal parts. Describe the parts using the words, *halves, fourths*, and *quarters* and phrases *half of, fourth of* and *quarter of*. Describe the whole as two of or four of the parts. Understand for these examples that decomposing (break apart) into more equal shares creates smaller shares.	**Geometry 2.G** **Reason with shapes and their attributes.** 2.G.1. Identify and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces compared visually, not by measuring. Identify triangles, quadrilaterals, pentagons, hexagons and cubes. 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 2.G.3. Partition circles and rectangles into parts, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Instructional Focus: Third Grade though Fifth Grade

Grade 3	Grade 4	Grade 5
In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. (1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. (2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger	In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. (1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures	In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. (1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) (2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to

Grade 3	Grade 4	Grade 5
bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. (3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle. (4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.	to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context. (2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.	add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately. (3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking 3.OA **Represent and solve problems involving multiplication and division.** 3.OA.1. Interpret products of whole numbers (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). *For example, show objects in rectangular arrays or describe a context in which a total number of objects can be expressed as 5 × 7.* 3.OA.2. Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). *For example, deconstruct rectangular arrays or describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* 3.OA.3. Use multiplication and division numbers up to 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	**Operations and Algebraic Thinking 4.OA** **Use the four operations with whole numbers to solve problems.** 4.OA.1. Interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 groups of 7 and 7 groups of 5). (Commutative property) Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem or missing numbers in an array). Distinguish multiplicative comparison from additive comparison. 4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**Operations and Algebraic Thinking 5.OA** **Write and interpret numerical expressions.** 5.OA.1. Use parentheses to construct numerical expressions, and evaluate numerical expressions with these symbols.

Grade 3	Grade 4	Grade 5
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$, and find $32 \div 8$ by finding the number that makes 32 when multiplied by 8). **Understand properties of multiplication and the relationship between multiplication and division.** 3.OA.5. Make, test, support, draw conclusions and justify conjectures about properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) • Commutative property of multiplication) If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. • Associative property of multiplication $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. • Distributive property) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. • Inverse property (relationship) of multiplication and division.	**Gain familiarity with factors and multiples.** 4.OA.4. • Find all factor pairs for a whole number in the range 1–100. • Explain the correlation/differences between multiples and factors. • Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. • Determine whether a given whole number in the range 1–100 is prime or composite.	

Grade 3	Grade 4	Grade 5
Multiply and divide within 100. 3.OA.6. Fluently multiply and divide numbers up to 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 ×5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** 3.OA.7. Solve and create two-step word problems using the any of the four operations. Represent these problems using equations with a symbol (box, circle, question mark) standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 3.OA.8. Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**Generate and analyze patterns.** 4.OA.5. Generate a number or shape pattern, table, t-chart, input/output function that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Be able to express the pattern in algebraic terms. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* 4.OA.6 Extend patterns that use addition, subtraction, multiplication, division or symbols, up to 10 terms, represented by models (function machines), tables, sequences, or in problem situations (L)	**Analyze patterns and relationships.** 5.OA.2. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Grade 3	Grade 4	Grade 5
Number and Operations in Base Ten 3.NBT **Use place value understanding and properties of operations to perform multi-digit arithmetic.** 3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.2. Use strategies and/or algorithms to fluently add and subtract with numbers up to 1000, demonstrating understanding of place value, properties of operations, and/or the relationship between addition and subtraction. 3.NBT.3. Multiply one digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 10 x 60) using strategies based on place value and properties of operations.	**Number and Operations in Base Ten 4.NBT** **Generalize place value understanding for multi-digit whole numbers.** 4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* 4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons. 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place using a variety of estimation methods; be able to describe, compare, and contrast solutions. **Use place value understanding and properties of operations to perform multi-digit arithmetic.** 4.NBT.4. Fluently add and subtract multi-digit whole numbers using any algorithm. Verify the reasonableness of the results.	**Number and Operations in Base Ten 5.NBT** **Understand the place value system.** 5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 5.NBT.2. Explain and extend the patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain and extend the patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. 5.NBT.3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form [e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 (1/10) + 9 (1/100) + 2 (1/1000)]. b. Compare two decimals to thousandths place based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Grade 3	Grade 4	Grade 5
	4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6. Find whole-number quotients and remainders with one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	5.NBT.4. Use place values understanding to round decimals to any place. **Perform operations with multi-digit whole numbers and with decimals to hundredths.** 5.NBT.5. Fluently multiply multi-digit whole numbers using a standard algorithm. 5.NBT.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, number lines, real life situations, and/or area models. 5NBT.7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between the operations. Explain their reasoning in getting their answers.

Grade 3	Grade 4	Grade 5
Number and Operations—Fractions 3.NF **(limited in this grade to fractions with denominators 2, 3, 4, 6, and 8)** **Develop understanding of fractions as numbers.** 3.NF.1. Understand a fraction $1/b$ (e.g., 1/4) as the quantity formed by 1 part when a whole is partitioned into b (e.g., 4) equal parts; understand a fraction a/b (e.g., 2/4) as the quantity formed by a (e.g., 2) parts of size $1/b$. (e.g., 1/4) 3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ (e.g., 1/4) on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b (e.g., 4) equal parts. Recognize that each part has size $1/b$ (e.g., 1/4) and that the endpoint of the part based at 0 locates the number $1/b$ (e.g., 1/4) on the number line. b. Represent a fraction a/b (e.g., 2/8) on a number line diagram or ruler by marking off a lengths $1/b$ (e.g., 1/8) from 0. Recognize that the resulting interval has size a/b (e.g., 2/8) and that its endpoint locates the number a/b (e.g., 2/8) on the number line.	**Number and Operations—Fractions 4.NF** **(limited in this grade to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100)** **Extend understanding of fraction equivalence and ordering.** 4.NF.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.2. Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½). Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).	**Number and Operations—Fractions 5.NF** **Use equivalent fractions as a strategy to add and subtract fractions.** 5.NF.1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* 5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and check the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

Grade 3	Grade 4	Grade 5
3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they are the same size (modeled) or the same point on a number line. b. Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model). c. Express and model whole numbers as fractions, and recognize and construct fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).	**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.** 4.NF.3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). *Examples: 3/8 = 1/8 + 1/8 + 1/8 ;3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction). d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators (e.g., by using visual fraction models and equations to represent the problem).	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.** 5.NF.3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., by using visual fraction models or equations to represent the problem). *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* 5.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)* b. Find the area of a rectangle with fractional side lengths appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

Grade 3	Grade 4	Grade 5
	4.NF.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)* c. Solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem). Check for the reasonableness of the answer. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. (Division of a fraction by a fraction is not a requirement at this grade.) 5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers (e.g., by using visual fraction models or equations to represent the problem).

Grade 3	Grade 4	Grade 5
	Understand decimal notation for fractions, and compare decimal fractions. 4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* 4.NF.6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* 4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual model).	5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.* b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.* c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem). *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Grade 3	Grade 4	Grade 5
Measurement and Data 3.MD **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** 3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes or hours (e.g., by representing the problem on a number line diagram or clock). 3.MD.2. Estimate and measure liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve and create one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem). (Excludes multiplicative comparison problems [problems involving notions of "times as much."])	**Measurement and Data 4.MD** **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, and time.** 4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).* 4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Measurement and Data 5.MD** **Convert like measurement units within a given measurement system. Solve problems involving time.** 5. MD.1. Identify, estimate measure, and convert equivalent measures within systems English length (inches, feet, yards, miles) weight (ounces, pounds, tons) volume (fluid ounces, cups, pints, quarts, gallons) temperature (Fahrenheit) Metric length (millimeters, centimeters, meters, kilometers) volume (milliliters, liters), temperature (Celsius), (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems using appropriate tools. 5. MD.2. Solve real-world problems involving elapsed time between world time zones. (L)

Grade 3	Grade 4	Grade 5
3.MD.3. Select an appropriate unit of English, metric, or non-standard measurement to estimate the length, time, weight, or temperature (L)	4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* 4.MD.4. Solve real-world problems involving elapsed time between U.S. time zones (including Alaska Standard time) (L)	
Represent and interpret data. 3.MD.4. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* 3.MD.5. Measure and record lengths using rulers marked with halves and fourths of an inch. Make a line plot with the data, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. 3.MD.6. Explain the classification of data from real-world problems shown in graphical representations .Use the terms minimum and maximum. (L)	**Represent and interpret data.** 4.MD.5. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.* 4.MD.6. Explain the classification of data from real-world problems shown in graphical representations including the use of terms mean, range, median and mode with a given set of data. (L)	**Represent and interpret data.** 5.MD.3. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

Grade 3	Grade 4	Grade 5
Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.7. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit is said to have "one square unit" and can be used to measure area. b. Demonstrate that a plane figure can be covered without gaps or overlaps by *n* (e.g., 6) unit squares is said to have an area of *n* (e.g., 6) square units. 3.MD.8. Measure areas by tiling with unit squares (square centimeters, square meters, square inches, square feet, and improvised units).	**Geometric measurement: understand concepts of angle and measure angles.** 4.MD.7. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand the following concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. 4.MD.8. Measure and draw angles in whole-number degrees using a protractor. Estimate and sketch angles of specified measure. 4.MD.9. Recognize angle measure as additive. When an angle is divided into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems (e.g., by using an equation with a symbol for the unknown angle measure).	**Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** 5.MD.4. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. 5.MD.5. Estimate and measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.

Grade 3	Grade 4	Grade 5
3.MD.9. Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. *For example, after tiling rectangles, develop a rule for finding the area of any rectangle.* b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use area models (rectangular arrays) to represent the distributive property in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. d. Recognize area as additive. Find areas of rectangular figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. *For example, the area of a 7 by 8 rectangle can be determined by decomposing it into a 7 by 3 rectangle and a 7 by 5 rectangle.*		5.MD.6. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Estimate and find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Demonstrate the associative property of multiplication by using the product of three whole-numbers to find volumes (length x width x height). b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two conjoined right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Grade 3	Grade 4	Grade 5
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 3.MD.10. Solve real world and mathematical problems involving perimeters of polygons, including: • finding the perimeter given the side lengths, •finding an unknown side length, • exhibiting rectangles with the same perimeter and different areas • exhibiting rectangles with the same area and different perimeters.		
Geometry 3.G **Reason with shapes and their attributes.** 3.G.1. Categorize shapes by different attribute classifications and recognize that shared attributes can define a larger category. Generalize to create examples or non-examples. 3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	**Geometry 4.G** **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** 4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular, parallel, and intersecting line segments. Identify these in plane figures. 4.G.2. Classify plane figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Geometry 5.G** **Graph points on the coordinate plane to solve real-world and mathematical problems.** 5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

Grade 3	Grade 4	Grade 5
		5.G.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. **Classify two-dimensional figures into categories based on their properties.** 5.G.3. Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* 5.G.4. Classify two-dimensional figures in a hierarchy based on attributes and properties

Instructional Focus: Sixth Grade though Eighth Grade

Grade 6	Grade 7	Grade 8
In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. (1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates. (2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They	In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. (1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships. (2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction,	In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. (1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation. Students strategically choose and efficiently

Grade 6	Grade 7	Grade 8
reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane. (3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities. (4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their	multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems. (3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms. (4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.	implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems. (2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations. (3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances

Grade 6	Grade 7	Grade 8
variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected. Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.		between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships 6.RP **Understand ratio concepts and use ratio reasoning to solve problems.** 6.RP.1. Write and describe the relationship in real life context between two quantities using ratio language. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."* 6.RP.2. Understand the concept of a unit rate (a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship) and apply it to solve real world problems (e.g., unit pricing, constant speed). *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*	**Ratios and Proportional Relationships 7.RP** **Analyze proportional relationships and use them to solve real-world and mathematical problems.** 7.RP.1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour or apply a given scale factor to find missing dimensions of similar figures.* 7.RP.2. Recognize and represent proportional relationships between quantities. Make basic inferences or logical predictions from proportional relationships. a. Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin). b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships in real world situations.	

Grade 6	Grade 7	Grade 8
6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios, and understand equivalencies. b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units between given measurement systems (e.g., convert kilometers to miles); manipulate and transform units appropriately when multiplying or dividing quantities.	c. Represent proportional relationships by equations and multiple representations such as tables, graphs, diagrams, sequences, and contextual situations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.* d. Understand the concept of unit rate and show it on a coordinate plane. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate. 7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*	

Grade 6	Grade 7	Grade 8
The Number System 6.NS **Apply and extend previous understandings of multiplication and division to divide fractions by fractions.** 6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions (e.g., by using visual fraction models and equations to represent the problem). *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3 (In general (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*	**The Number System 7.NS** **Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.** 7.NS.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. Multiply and divide rational numbers and include other models to the representation. a. Show that a number and its opposite have a sum of 0 (additive inverses). Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.* b. Understand addition of rational numbers ($p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative). Interpret sums of rational numbers by describing real-world contexts. c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. d. Apply properties of operations as strategies to add and subtract rational numbers.	**The Number System 8.NS** **Know that there are numbers that are not rational, and approximate them by rational numbers.** 8.NS.1. Classify real numbers as either rational (the ratio of two integers, a terminating decimal number, or a repeating decimal number) or irrational. 8.NS.2. Order real numbers, using approximations of irrational numbers, locating them on a number line. *For example, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.* 8.NS.3. Identify or write the prime factorization of a number using exponents. L

Grade 6	Grade 7	Grade 8
Compute fluently with multi-digit numbers and find common factors and multiples. 6.NS.2. Fluently multiply and divide multi-digit whole numbers using the standard algorithm. Express the remainder as a whole number, decimal, or simplified fraction; explain or justify your choice based on the context of the problem. 6.NS.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Express the remainder as a terminating decimal, or a repeating decimal, or rounded to a designated place value. 6.NS.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*	7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers and use equivalent representations. a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. c. Apply and name properties of operations used as strategies to multiply and divide rational numbers. d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. e. Convert between equivalent fractions, decimals, or percents.	

Grade 6	Grade 7	Grade 8
Apply and extend previous understandings of numbers to the system of rational numbers. 6.NS.5 Understand that positive and negative numbers describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explain the meaning of 0 in each situation. 6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; Recognize that the opposite of the opposite of a number is the number itself [e.g., –(–3) = 3] and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers. (Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) *For example, use models explanations, number lines, real life situations, describing or illustrating the effect of arithmetic operations on rational numbers (fractions, decimals).*	

Grade 6	Grade 7	Grade 8
6.NS.7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.* b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 °C > –7 °C to express the fact that –3 °C is warmer than –7 °C.* c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.* d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.* 6.NS.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.		

Grade 6	Grade 7	Grade 8
Expressions and Equations 6.EE **Apply and extend previous understandings of arithmetic to algebraic expressions.** 6.EE.1. Write and evaluate numerical expressions involving whole-number exponents *For example multiply by powers of 10 and products of numbers using exponents. ($7^3 = 7•7•7$)* 6.EE.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions and formulas. Include formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order with or without parentheses. (Order of Operations)	**Expressions and Equations 7.EE** **Use properties of operations to generate equivalent expressions.** 7.EE.1. Apply properties of operations as strategies to add, subtract, factor, expand and simplify linear expressions with rational coefficients. 7.EE.2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."* **Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** 7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*	**Expressions and Equations 8.EE** **Work with radicals and integer exponents.** 8.EE.1. Apply the properties (product, quotient, power, zero, negative exponents, and rational exponents) of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* 8.EE.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. 8.EE.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.* 8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both standard notation and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.

Grade 6	Grade 7	Grade 8
6.EE.3. Apply the properties of operations to generate equivalent expressions. Model (e.g., manipulatives, graph paper) and apply the distributive, commutative, identity, and inverse properties with integers and variables by writing equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x.* 6.EE.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*	7.EE.4. Use variables to represent quantities in a real-world or mathematical problem, and construct multi-step equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*	**Understand the connections between proportional relationships, lines, and linear equations.** 8.EE.5. Graph linear equations such as $y=mx+b$, interpreting m as the slope or rate of change of the graph and b as the y-intercept or starting value. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.* 8.EE.6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

Grade 6	Grade 7	Grade 8
Reason about and solve one-variable equations and inequalities. 6.EE.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. *For example: does 5 make 3x > 7 true?* 6.EE.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. 6.EE.7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers. 6.EE.8. Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		**Analyze and solve linear equations and pairs of simultaneous linear equations.** 8.EE.7. Solve linear equations in one variable. a. Give examples of linear equations in one variable with one solution infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). b. Solve linear equations with rational coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms. 8.EE.8. Analyze and solve systems of linear equations. a. Show that the solution to a system of two linear equations in two variables is the intersection of the graphs of those equations because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables and estimate solutions by graphing the equations. Simple cases may be done by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.* c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Grade 6	Grade 7	Grade 8
Represent and analyze quantitative relationships between dependent and independent variables. 6.EE.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*		

Grade 6	Grade 7	Grade 8
		Functions 8.F **Define, evaluate, and compare functions.** 8.F.1. Understand that a function is a rule that assigns to each input (the domain) exactly one output (the range). The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. *For example, use the vertical line test to determine functions and non-functions.* 8.F.2. Compare properties of two functions function each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.* 8.F.3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

Grade 6	Grade 7	Grade 8
		Use functions to model relationships between quantities. 8.F.4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. 8.F.5. Given a verbal description between two quantities, sketch a graph. Conversely, given a graph, describe a possible real-world example. *For example, graph the position of an accelerating car or tossing a ball in the air.*

Grade 6	Grade 7	Grade 8
Geometry 6.G **Solve real-world and mathematical problems involving area, surface area, and volume.** 6.G.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing or decomposing into other polygons (e.g., rectangles and triangles). Apply these techniques in the context of solving real-world and mathematical problems. 6.G.2. Apply the standard formulas to find volumes of prisms. Use the attributes and properties (including shapes of bases) of prisms to identify, compare or describe three-dimensional figures including prisms and cylinders. 6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; determine the length of a side joining the coordinates of vertices with the same first or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	**Geometry 7.G** **Draw, construct, and describe geometrical figures and describe the relationships between them.** 7.G.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. 7.G.2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes including polygons and circles with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. 7.G.3. Describe the two-dimensional figures, i.e., cross-section, that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	**Geometry 8.G** **Understand congruence and similarity using physical models, transparencies, or geometry software.** 8.G.1. Through experimentation, verify the properties of rotations, reflections, and translations (transformations) to figures on a coordinate plane). a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. 8.G.2. Demonstrate understanding of congruence by applying a sequence of translations, reflections, and rotations on two-dimensional figures. Given two congruent figures, describe a sequence that exhibits the congruence between them. 8.G.3 .Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

Grade 6	Grade 7	Grade 8
6.G.4. Represent three-dimensional figures (e.g., prisms) using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. 6. G.5. Identify, compare or describe attributes and properties of circles (radius, and diameter) L	**Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.** 7.G.4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. 7.G.5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. 7.G.6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	8.G.4. Demonstrate understanding of similarity, by applying a sequence of translations, reflections, rotations, and dilations on two-dimensional figures. Describe a sequence that exhibits the similarity between them. 8.G.5. Justify using informal arguments to establish facts about • the angle sum of triangles (sum of the interior angles of a triangle is 180°) • measures of exterior angles of triangles, • angles created when parallel lines are cut be a transversal (e.g., alternate interior angles) and • angle-angle criterion for similarity of triangles. **Understand and apply the Pythagorean Theorem.** 8.G.6. Explain the Pythagorean Theorem and its converse. 8.G.7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Grade 6	Grade 7	Grade 8
		8.G.8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. **Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.** 8.G.9. Identify and apply the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Statistics and Probability 6.SP **Develop understanding of statistical variability.** 6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.* 6.SP.2 Understand that a set of data has a distribution which can be described by its center (mean, median, or mode), spread (range), and overall shape and can be used to answer a statistical question.	**Statistics and Probability 7.SP** **Use random sampling to draw inferences about a population.** 7.SP.1. Understand that statistics can be used to gain information about a population by examining a reasonably sized sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 7.SP.2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*	**Statistics and Probability 8.SP** **Investigate patterns of association in bivariate data.** 8.SP.1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 8.SP.2. Explain why straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

Grade 6	Grade 7	Grade 8
6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation (range) describes how its values vary with a single number. **Summarize and describe distributions.** 6.SP.4. Display numerical data in plots on a number line, including dot or line plots, histograms and box (box and whisker) plots. 6.SP.5 Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations (occurrences). b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range), as well as describing any overall pattern and any outliners with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 6.SP.6 Analyze whether a game is mathematically fair or unfair by explaining the probability of all possible outcomes. L	**Draw informal comparative inferences about two populations.** 7.SP.3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.* 7.SP.4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*	8.SP.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and y-intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.* 8.SP.4. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects and use relative frequencies to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Grade 6	Grade 7	Grade 8
6.SP.7. Solve or identify solutions to problems involving possible combinations (e.g., if ice cream sundaes come in 3 flavors with 2 possible toppings, how many different sundaes can be made using only one flavor of ice cream with one topping?) L	**Investigate chance processes and develop, use, and evaluate probability models.** 7.SP.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. 7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.* 7.SP.7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. a. Design a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*	

Grade 6	Grade 7	Grade 8
	b. Design a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?* 7.SP.8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*	

Alaska High School Mathematics Standards

The high school standards specify the mathematics that all students should study in order to be career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by the symbol +.

Math domains for high school are not courses but conceptual categories, which are intended to portray a coherent view of high school mathematics. A student's work with any set of standards crosses a number of traditional course boundaries. For example, the Functions Standards would apply to many courses. It is a district decision how to design course offerings covering the mathematics standards. Districts can use the traditional approach of Algebra I, Geometry, and Algebra II or implement an integrated approach.

Standards with connections to modeling are indicated by *. Modeling is best interpreted in relation to other standards. Making mathematical models is a Standard for Mathematical Practice. If the star symbol appears on the heading for a group of standards, it should be understood to apply to all standards in that group.

Coding for High School Mathematical Domains:

1. Number and Quantity - N
2. Algebra - A
3. Functions – F
4. Modeling - M
5. Geometry - G
6. Statistics and Probability - P

Narrative of Standards - Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3... Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Number and Quantity Standards

The Real Number System	N –RN

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(^{1/3})^3$ to hold, so $(5^{1/3})^3$ must equal 5.

2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities*	N –Q

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

2. Define appropriate quantities for the purpose of descriptive modeling.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System — N -CN

Perform arithmetic operations with complex numbers.

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(1 - \sqrt{3}i)^3 = 8$ *because* $(1 - \sqrt{3}i)$ *has modulus* 2 *and argument* 120°.

6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.

8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.

9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities — N –VM

Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $|\boldsymbol{v}|$, $||\boldsymbol{v}||$, $\boldsymbol{v}$).

2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.

3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

Perform operations on vectors.

4. (+) Add and subtract vectors.

   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.

   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

   c. Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.

5. (+) Multiply a vector by a scalar.

   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

   b. Compute the magnitude of a scalar multiple $c\boldsymbol{v}$ using $||c\boldsymbol{v}|| = |c|\boldsymbol{v}$. Compute the direction of $c\boldsymbol{v}$ knowing that when $|c|\boldsymbol{v} \neq 0$, the direction of $c\boldsymbol{v}$ is either along $\boldsymbol{v}$ (for $c > 0$) or against $\boldsymbol{v}$ (for $c < 0$).

Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.

8. (+) Add, subtract, and multiply matrices of appropriate dimensions.

9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.

10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.

11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.

12. (+) Work with 2 × 2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Narrative of Standards - Algebra

Expressions. An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, p + 0.05p can be interpreted as the addition of a 5% tax to a price p. Rewriting p + 0.05p as 1.05p shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, p + 0.05p is the sum of the simpler expressions p and 0.05p. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 - 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Seeing Structure in Expressions	A-SSE

Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.*

   a. Interpret parts of an expression, such as terms, factors, and coefficients.

   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*

2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$*, thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

   a. Factor a quadratic expression to reveal the zeros of the function it defines. *For example,* $x^2 + 4x + 3 = (x + 3)(x + 1)$.

   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. For example, $x^2 + 4x+3 = (x+2)^2 - 1$.

   c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

4. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**

Arithmetic with Polynomials and Rational Expressions — A -APR

Perform arithmetic operations on polynomials

1. Add, subtract, and multiply polynomials. Understand that polynomials form a system similar to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.

Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*

5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Rewrite rational expressions

6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

7. (+) Add, subtract, multiply, and divide rational expressions. Understand that rational expressions form a system similar to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression.

Creating Equations* A –CED

Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing cost constraints in various situations.*

4. Solve literal equations or formulas for a variable involving multi-steps. *For example, solve for h when* $A = \frac{1}{2}h(b_1 + b_2)$.

Reasoning with Equations and Inequalities A –REI

Understand solving equations as a process of reasoning and explain the reasoning

1. Apply properties of mathematics to justify steps in solving equations in one variable.

2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

4. Solve quadratic equations in one variable.

   a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.

Solve systems of equations

5. Show that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

6. Solve systems of linear equations exactly and approximately, e.g., with graphs or algebraically, focusing on pairs of linear equations in two variables.

7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ and the circle $x^2 + y^2 = 3$.

8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.

9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Narrative of Standards - Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule T(v) = 100/v expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like f(x) = a + bx; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Interpreting Functions	F-IF

Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.

2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*

Interpret functions that arise in applications in terms of the context

4. For a function that models a relationship between two quantities,

   - interpret key features of graphs and tables in terms of the quantities, and
   - sketch graphs showing key features given a verbal description of the relationship.

   *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.**

5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then negative numbers would be an appropriate domain for the function.**

6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

   c. Graph polynomial functions, identifying zeros (using technology) or algebraic methods when suitable factorizations are available, and showing end behavior.

   d. (+) Graph rational functions, identifying zeros and discontinuities (asymptotes/holes) using technology, and algebraic methods when suitable factorizations are available, and showing end behavior.

   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

   b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions	**F-BF**

Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*

c. (+) Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*

2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Build new functions from existing functions

3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*

4. Find inverse functions.

a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. *For example, $f(x) = 2x^3$ for $x > 0$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.*

b. (+) Verify by composition that one function is the inverse of another.

c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. (+) Produce an invertible function from a non-invertible function by restricting the domain.

5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

Linear, Quadratic, and Exponential Models* F –LE

Construct and compare linear, quadratic, and exponential models and solve Problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

   a. Show that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or input-output table of values.
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.

Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosines, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.

4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios.

9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Narrative of Standard – Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

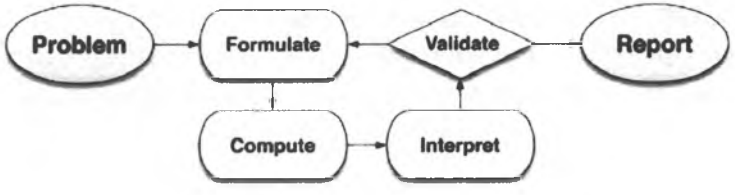
The basic modeling cycle is summarized in the diagram (below). It involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model— for example, graphs of global temperature and atmospheric CO2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards. Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (*).



Narrative of Standard - Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to nonright triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice

to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Congruence	G-CO

Experiment with transformations in the plane

1. Demonstrates understanding of key geometrical definitions, including angle, circle, perpendicular line, parallel line, line segment, and transformations in Euclidian geometry. Understand undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

8. Explain how the criteria for triangle congruence (ASA, SAS, SSS, AAS, and HL) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Using methods of proof including direct, indirect, and counter examples to prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*

10. Using methods of proof including direct, indirect, and counter examples to prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

11. Using methods of proof including direct, indirect, and counter examples to prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry	**G-SRT**

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations given by a center and a scale factor:

   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

2. Given two figures, use the definition of similarity in terms of transformations to explain whether or not they are similar.

3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely.*

5. Apply congruence and similarity properties and prove relationships involving triangles and other geometric figures.

Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

7. Explain and use the relationship between the sine and cosine of complementary angles.

8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Apply trigonometry to general triangles

9. (+) Derive the formula $A = 1/2\ ab\ \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.

11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles	**G-C**

Understand and apply theorems about circles

1. Prove that all circles are similar.

2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

5. Use and apply the concepts of arc length and areas of sectors of circles. Determine or derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations **G-GPE**

Translate between the geometric description and the equation for a conic section

1. Determine or derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

2. Determine or derive the equation of a parabola given a focus and directrix.

3. (+) Derive the equations of ellipses and hyperbolas given foci and directrices.

Use coordinates to prove simple geometric theorems algebraically

4. Perform simple coordinate proofs. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*

5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Geometric Measurement and Dimension — G-GMD

Explain volume formulas and use them to solve problems

1. Explain how to find the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.

2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry — G-MG

Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Narrative of Standard - Statistics and Probability*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Statistics and Probability Standards*

Interpreting Categorical and Quantitative Data	S-ID

Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

   a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. *Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.*

   b. Informally assess the fit of a function by plotting and analyzing residuals.

   c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions	**S-IC**

Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability	**S-CP**

Understand independence and conditional probability and use them to interpret data

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.

4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*

5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A,* and interpret the answer in terms of the model.

7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.

9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions	**S-MD**

Calculate expected values and use them to solve problems

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.

2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.

3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*

4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.

   a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.*

   b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).

7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Glossary for Alaska Mathematics Standards

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: 8 + 2 = 10 is an addition within 10, 14 – 5 = 9 is a subtraction within 20, and 55 – 18 = 37 is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: 3/4 and – 3/4 are additive inverses of one another because 3/4 + (– 3/4) = (– 3/4) + 3/4 = 0.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team. Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.[1]

Cardinality/Ordinality. Cardinal numbers, known as the "counting numbers," indicate quantity. Ordinal numbers indicate the order or rank of things in a set (e.g., sixth in line; fourth place).

Complex fraction. A fraction A/B where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. *See also:* computation strategy.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *See also:* computation algorithm.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by counting on—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

Dot plot. *See*: line plot.

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, 643 = 600 + 40 + 3.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M, the first quartile is the median of the data values less than M. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[2] *See also:* median, third quartile, interquartile range.

Fraction. A number expressible in the form a/b where a is a whole number and b is a positive whole number. (The word fraction in these standards always refers to a non-negative number.) *See also:* rational number.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

Integer. A number expressible in the form a or –a for some whole number a.

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is 15 – 6 = 9. *See also:* first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.4 Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

Midline. In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values. Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: 3/4 and 4/3 are multiplicative inverses of one another because $3/4 \times 4/3 = 4/3 \times 3/4 = 1$.

Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by 5/50 = 10% per year.

Probability distribution. The set of possible values of a random variable with a probability assigned to each.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. *See also:* uniform probability model.

Random variable. An assignment of a numerical value to each outcome in a sample space. Rational expression. A quotient of two polynomials with a non-zero denominator.

Rational number. A number expressible in the form a/b or – a/b for some fraction a/b. The rational numbers include the integers.

Rectilinear figure. A polygon all angles of which are right angles.

Rigid motion. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

Repeating decimal. The decimal form of a rational number. *See also:* terminating decimal.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]

Similarity transformation. A rigid motion followed by a dilation.

Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

Terminating decimal. A decimal is called terminating if its repeating digit is 0.

Third quartile. For a data set with median M, the third quartile is the median of the data values greater than *M*. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Uniform probability model. A probability model which assigns equal probability to all outcomes. *See also:* probability model.

Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

Visual fraction model. A tape diagram, number line diagram, or area model.

Whole numbers. The numbers 0, 1, 2, 3,...

CONFIR-MATIONS 2011

<TARGET><BILL></BILL><SUBJECT>CONFIRMATIONS 2011</SUBJECT><COMM>HEDC27</COMM></TARGET>

CONFIRMATION COMMITTEE REPORT

Action date: March 28, 2011

The **Education Committee** has reviewed the qualifications of the Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	**Printed Last Name**
	CISSNA
	Wilson
	SEATON
	Proitt
	Dick
Co-Chair:	
Co-Chair:	

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's office.

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

Thomas B. Stewart Legislative
Office Building, Room 202
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 2, 2011

Committee: **Education**

Board of Education and Early Development
Patrick Shier – Juneau
Appointed: 3/1/2007
Reappointed: 3/1/2011 Term Expires: 3/1/2016

Action Date: March 28, 2001
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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REFERRAL FOR CONFIRMATION

Date Referred: February 2, 2011

Committee: **Education**

Professional Teaching Practices Commission
Stephen Atwater – Soldotna
Appointed: 3/1/2011 Term Expires: 3/1/2014

Action Date: March 28, 2011
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 2, 2011

Committee: **Education**

Professional Teaching Practices Commission
Richard Lum – Eagle River
Appointed: 1/29/2008
Reappointed: 3/1/2011 Term Expires: 3/1/2014

Action Date: March 28, 2011
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

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REFERRAL FOR CONFIRMATION

Date Referred: January 24, 2011

Committee: **Education**

University of Alaska Board of Regents
Jyotsna "Jo" Heckman - Fairbanks
Appointed: 2/7/2011 Term Expires: 2/3/2019

Action Date: March 28, 2011
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

Alaska State Legislature

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House of Representatives

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Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: January 24, 2011

Committee: **Education**

University of Alaska Board of Regents
Michael K. Powers - Fairbanks
Appointed: 2/7/2011 Term Expires: 2/3/2019

Action Date: March 28, 2011
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

Alaska State Legislature

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MEMORANDUM

Date: February 2, 2011

To: Representative Dick, Chair
Education Committee

From: Suzi Lowell, Chief Clerk

Subject: Governor's Appointment(s)

The Speaker referred the following Governor's appointment(s) to the Education Committee:

Board of Education and Early Development

Patrick Shier – Juneau
Appointed: 3/1/2007
Reappointed: 3/1/2011 Term Expires: 3/1/2016

Professional Teaching Practices Commission

Stephen Atwater – Soldotna
Appointed: 3/1/2011 Term Expires: 3/1/2014

Richard Lum – Eagle River
Appointed: 1/29/2008
Reappointed: 3/1/2011 Term Expires: 3/1/2014

The Referral for Confirmation page(s), resume(s), and signature page(s) are attached for your use. In addition, copies of the resume(s) are also being sent electronically.

Attachments as noted

Shier, Patrick

Board of Educ. and Early Dev.

Patrick Shier

OBJECTIVE:

Director, Retirement and Benefits: Leverage recently acquired program knowledge to provide outstanding support to the Administration. To improve economic and social well-being of Alaskans and Alaskan families through efficient and reasonable administration of the Division.

EXPERIENCE:

4/2007 to present

Director, Division of Retirement and Benefits Alaska Department of Administration, Juneau, AK.

Full authority and responsibility for the operation of the Division of Retirement and Benefits in the Alaska Department of Administration, including all personnel actions, budget preparation and execution (over $13 million/yr), law and regulation compliance for programs affecting over 72,000 health plan participants in Alaska and out of state, 32,000 retirees receiving monthly benefits and 260 employers within the State who report wages, service and pay retirement system contributions of over $250 million, annually. Administer, account for and oversee health plan spending exceeding $500 million annually.

Support the Commissioner in the role of Alaska Retirement Management Board trustee, and acts as staff to the Board for the purposes of annual retirement system rate-setting and analysis.

During my tenure we have improved services, secured data and improved division systems independently and in concert with other divisions and departments, all during a time of growing customer bases (approx. 4% retiree growth/yr) and simultaneously handling several significant events such as a contractor security breech and sweeping federal health care law changes. The Division achieved several Denali Awards and adopted the Character First curriculum for improving Division culture and performance. I also supported Administration legislative efforts under the supervision of the Commissioner and Deputy Commissioner, and have developed a positive reputation among most legislators and staff.

Constituent groups include public employees, retirees, municipalities, school districts, labor organizations, medical providers, other departments, legislators and staff and various nonprofit organizations.

Several fundamenta, systemic overhaul initiatives in the Division are underway including data system remediation, document imaging, distance delivery of services, Division integration (removing silos) and system accountabilty. These initiatives are thoroughly described in the Division strategic plan, and promise to permit the customer base to grow (retirees) without adding additional employees.

6/2001 to 4/2007

Chief of Tax and Program Integrity Alaska Department of Labor & Workforce Development, ESD Juneau, AK. Complete oversight and perfomance responsibility for the Employment Security Tax, Quality control and Benefit Payment Control (fraud

and overpayment) functions of the Department: including budget, planning, personnel, projects, legislative issues, federal issues, operational innovations, improved integration with other sections within the division and other agencies o/s the division/department. Combined budget exceeding $4mm, Collection of over $120mm, annually.

6/1997 to 6/2001 (10/1988 to 6/1997, Field Auditor, Fairbanks Office)

Supervisor Audit Operations Alaska Department of Labor and Workforce Development, ESD, ES Tax Juneau, AK, with offices statewide.
Responsible for the successful operation of 6 field tax offices and central office, including budget, personnel, planning and performance review, reorganization and improvement of daily function, improved internal/external customer relations. Participated in numerous cases involving legislative inquiries, bill analysis, and special projects for the Director and Commissioner, frequent assigned to solve difficult employer cases.

1/1981 to 10/1988

Licensed Agent and Licensed Solicitor State Farm Insurance Companies Juneau, AK and Fairbanks AK.
Full service insurance agent: advertising, sales, account service, personnel management of professional staff, training. Specialized in Commercial lines, fire, health and life insurance for large and small employers, Chamber of Commerce.

BOARDS

- State Board of Education and Early Development (3/2007 to present)
- Alaska Home Educators Alliance (2006 to 2009)
- State of Alaska Health Benefits Evaluation Committee (1992 to 2007)
- ASEA Executive Board (1995-97)
- Community Christian Counseling Center, Juneau (President, 2005 to 2007)
- Church Elder Board (2006 - present)
- Civil Air Patrol Public Affairs Officer (3 years)

ACHIEVEMENTS:

- Implemented many procedural and organizational changes; result: improved service to internal and external customers (evaluations available on request), improved information security, Accounts Receivable at historic lows, quality of audits greatly improved (accountability).
- Negotiate with extremely difficult/sensitive constituents; result: compliance through understanding. Used as opportunities to improve our service, innovate.
- Recipient, Denali Award for Leadership, 2009
- Elected/Reelected: union Executive Board, Bargaining Team ('89-93) and Health Insurance Review committee ('90 to 2007).
- Private Pilot, Civil Air Patrol member, 2 documented saves.
- Home school parent of three children.

REFERENCES:

- on request

Lum, Richard
Professional Teaching Practices Commission

RICHARD A. LUM

Objective:

A commissioner's position in an organization where a high degree of expertise, training, and knowledge in ethical standards, employee rights, and arbitration skills would be needed.

Summary of Qualifications:

Highly competent, knowledgeable, and well-focused educator with eight years of experience in resolving contractual issues. Committed to the highest levels of professional and personal standards. Especially skilled in semantic interpretation and author intent of contract language. Possesses the highest degree of attention to detail along with excellent analytical and organizational skills.

Selected Skills and Accomplishments:

Identifying proper ethical behavior.

Received extensive training in ethical behavior throughout a military career requiring ethical decision making in combat situations as well as peacetime.

Conducted a training course for military staff officers which included identifying and resolving ethical dilemmas.

Analyzing and interpreting contractual language and policy.

Received extensive training in interpreting and resolving contractual issues and conflicts between association members and the Anchorage School District. Assisted members with contracual issues at the school building level to the District office level during the past ten years.

Served as a member of NEA-Alaska's Legal Review Team in considering member's appeal of their grievance cases from the local association level.

Served as Chair of the Anchorage Education Association Employee Rights Committee for six years while reorganizing it into a highly functional committee.

Analyzing and Interpreting relevant Alaska statutes.

Received extensive training in interpreting and resolving contractual issues and conflicts between association members and school district. Assisted members with contractual issues at the school building level to the District office level during the past ten years.
Conducted research of Alaska's statutes related to contractual items.

Experience:

Music teacher / Ravenwood Elementary School
Eagle River, Alaska - (1995 to present)

Chair/member / Employee Rights Committee
Anchorage Education Association

Member / Legal Review Team
National Education Association-Alaska (NEA-Alaska)

Staff School Instructor / US Army Reserve School

Senior Tactical Officer / Alaska Army National Guard

Training Administrator / US Army Alaska

Training Specialist / US Army Hawaii

Music Teacher / Kealakehe Elementary School, Kona, Hawaii

Infantry/Operations Officer / US Army Reserve Hawaii
Hawaii Army National Guard

Infantry Soldier / US Army Vietnam

Education and Training:

Master of Arts in Teaching (K - 8) / Alaska Pacific University
Anchorage, Alaska - (1994)

Bachelor of Education (Music) / University of Hawaii Manoa
Honolulu, Hawaii - (1984)

Certificate of Teaching / Department of Education & Early Childhood Development, State of Alaska - (Current)

Richard A. Lum -Resume

Arbitration Skills / UniServ Training Program
National Education Association (NEA)

Facilitation skills / UniServ Training Program
National Education Association
Staff Instructor Training / US Army Reserve School
Fort Leavenworth, Kansas - (1994)

Diversity Training Cadre / Human and Civil Rights Training
National Education Association

Minority Leadership Cadre / Human and Civil Rights Training
National Education Association

Command & General Staff College / United States Army
Fort Leavenworth, Kansas

Awards:

Teacher of Excellence Award / Chugiak-Eagle River
Chamber or Commerce

Golden Apple Award / Delta Kappa Gamma Society
Eagle River Chapter

Professional Affiliations:

Vice Chair / NEA Asian-Pacific Islander Caucus

Member / NEA American Indian-Alaska Native Caucus

Member / NEA Ethnic Minority Affairs Committee

Reserve Officers Association

Music Educators National Association

Alaska Music Educators Association

Member, NEA-Alaska Board of Directors

Member, Anchorage Education Association
Board of Directors

Atwater, Stephen
Professional Teaching Practices Commission

Stephen G. Atwater

Professional Experience
July 2009- Present. Kenai Peninsula Borough School District Soldotna, AK
Superintendent
Responsible for all functions of the school district

July 2008- June 2009. Kenai Peninsula Borough School District Soldotna, AK
Assistant Superintendent for Instruction
Responsible for instruction, discipline, professional development and pupil services

February 2001-June 2008. Lake & Peninsula School District King Salmon, AK
Superintendent
Responsible for all functions of the school district.

1997- 2001. Lake & Peninsula School District King Salmon, AK
Curriculum Coordinator
Responsible for curriculum, assessments, staff development

1992-97 Lake & Peninsula School District King Salmon, AK
Teacher
Sole secondary teacher and Head Teacher- responsible for school's immediate administrative duties at Pedro Bay and Pilot Point.

1990-92 Lower Yukon School District Emmonak, AK
Teacher
Secondary Generalist

Education
2005-2008 University of Alaska Fairbanks
Ph.D. Educational Leadership

2002-2003 University of Alaska Anchorage
Superintendent's Certificate.

1998-2000 University of Alaska Anchorage
Administrator Certificate (Alaska Type B Certificate)

1988-94 University of Alaska Fairbanks
M.Ed. Curriculum & Instruction
Teachers for Alaska Program to earn teaching certificate

1981-83 University of Pennsylvania Philadelphia, PA
BA Geology, Minor English

Stephen G. Atwater

1978-80 University of Washington Seattle, WA

Other
Commissioner (interim appointment) Alaska Professional Teaching Practices Commission (4/2010-12/2010)

Publications
Atwater, S. (2010). Can We Live Without Federal Involvement? *The School Administrator,* 67, 37.

Courses Taught
Politics of Education (University of Alaska Anchorage, MEd Program in Ed Leadership)

Professional Organizations
Alaska Association of School Administrators (Past President)
American Association of School Administrators
Horace Mann League

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

Thomas B. Stewart Legislative
Office Building, Room 202
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

TO: Representative Dick, Chair
Education Committee

FROM: Suzi Lowell, Chief Clerk

DATE: January 24, 2011

SUBJECT: Governor's Appointment(s)

The Speaker referred the following Governor's appointment(s) to the Education Committee:

University of Alaska Board of Regents

Jyotsna "Jo" Heckman - Fairbanks
Appointed: 2/7/2011 Term Expires: 2/3/2019

Michael K. Powers - Fairbanks
Appointed: 2/7/2011 Term Expires: 2/3/2019

The Referral for Confirmation page(s), resume(s), and a signature page are attached for your use. In addition, copies of the resume(s) are also being sent electronically.

Attachments as noted

Jyotsna Heckman

Education
BBA, MBA from UAF, Alaska
Graduate School of Banking, Georgetown Univ. Washington DC
Graduate School of Lending, Southern Methodist University, Dallas TX

Bio
President and CEO
Denali State Bank
Jo Heckman, born and raised in India, came to Fairbanks in 1975 in order to attend the University of Alaska, Fairbanks. Her academic career culminated in 1985 and includes a Master's degree in Business.

One of the original founders of Denali State Bank, which opened its doors in 1986; Heckman occupied various positions within the bank including administration, operations, information systems, marketing, and human resources. In 2003 Heckman succeeded Gary Roth as bank president and thus enjoyed the unique distinction of becoming the first female bank president and CEO in Alaska. That very same year, U.S. Banker magazine declared Heckman one of 25 women to watch in banking. Today, she oversees over 90 employees and five branches in interior Alaska.

In addition to her professional accomplishments, Heckman is active in various community and civic organizations, including the United Way, Foraker Group, Alaska Community Fund, UAF Alumni Association, Rotary, and Greater Fairbanks Chamber of Commerce. Heckman also sits on UAF Chancellor's Board of Visitors.

Jo Heckman has received recognition throughout her professional career, including the University of Alaska Alumni Association's William Cashen Service Award, the Farthest North Girl Scouts Council's Woman of Distinction honor, and the University of Alaska Fairbanks Distinguished Alumnus Award. In 2008, the University of Alaska Fairbanks Associated Students of Business organization honored Heckman with the Business Leader of the Year Award.

MICHAEL K. POWERS, MBA, FACHE, FHFMA

EDUCATION
1984 MA - Business, University of Wisconsin, Madison WI
1980 HD - Anglo-Irish Literature, University of Dublin Trinity, Dublin, Ireland
1978 BA - English Literature, Lawrence University, Appleton, WI

EXPERIENCE
1986 BANNER HEALTH - Fairbanks Memorial Hospital & Denali Center, Fairbanks, AK
A non-profit 152-bed hospital and 90-bed skilled nursing facility. Gross revenue of $350M, 250,000
Present square mile service area, and over 1,200 employees. FMH/DC is owned by the Greater Fairbanks Community Hospital Foundation, and leased to and operated by Banner Health.

CEO/Administrator (1995 to Present); CFO/Associate Administrator (1986-1995)

Responsibilities: Provide overall strategic, operational and financial direction and analysis of FMHDC activities to ensure stability and access to acute patient care in Interior Alaska. FMHDC was awarded the American Hospital Association's "Living the Vision Award" which was one of two such awards given to American hospitals in 2006 based on their outreach and support to their communities.

Accomplishments:
• Led Fairbanks Memorial Hospital through four unique 3-year strategic planning cycles, helping to transform a 152-bed acute care hospital into a vertically integrated health system providing acute, long term, and critical outpatient care with affiliation with the state's largest primary care clinic.

• Championed master site planning efforts to construct and design a new diagnostic imaging center. Opened $36M, 57,000sf, Fairbanks Imaging Center on July 1, 2005. Met all targets for timing and project budget. Nationally recognized in 2008 as the single Vista Award Recipient for New Construction by the American Society for Healthcare Engineering of the American Hospital Association and American Institute of Architects Academy of Architectures for Healthcare. This is a distinction and honor recognizing the importance of teamwork in the design and construction of healthcare facilities.

• Cultivated positive workplace culture that engages direct reports as indicated by steady rise in employee satisfaction, placing FMHDC in the 98th percentile of all hospitals nationwide in the Gallup organization database. The Alaska Journal

of Commerce named FMHDC back-to-back in 2008 and 2009 as one of the Top 10 Workplaces for Alaska, based on eight key criteria:
- Creating a culture of fair treatment
- Satisfaction and belief in the organization
- Confidence in leadership
- Creating a clean, safe place to work
- Positive relationships with supervisors
- Support for training and education
- Fair pay and benefits
- Employee commitment to the organization

• Partnered with the University of Alaska-Fairbanks to create nursing and radiology schools on campus, as part of our "Grow Our Own" workforce initiative. Since 2003, Nursing has graduated five nursing cohorts of 15 students. Hired 80%+ of these students, reducing our nurse vacancy rate from 17% to 7% and saving FMH roughly $4M in recruiting and training costs. Radiology class graduated 5-6 students in May of 2004 -- 2009.

• Championed a hospital-wide update of the facility's Information Technology systems, creating a fully functional electronic medical record, including numerous Cerner clinical applications, upgrades to Seimens MedSeries 4, and Fuji Synapse PACS, lifting FMHDC into the top 10% of hospitals nationwide with electronic patient care records.

• Championed through a master facility plan, efforts for the $38M remodel and expansion for the ED and IP/ED Imaging project. Construction began June 12, 2006 completed in 2008 phases with little or no disruption to existing operations.

• Lobbied successfully to preserve and strengthen state health planning regulations. Successful CON submissions for Laboratory expansion, Imaging Center, and ED and IP/ED Imaging remodel and expansion.

Administrative Fellow (1985 to 1986)
Medical College of Virginia, Richmond, VA.

LICENSURE AND CERTIFICATIONS
American College of Healthcare Executives – Fellow (2006)
Healthcare Financial Management Association – Fellow (2004)
State of Alaska Nursing Home Administrator License – (1997)
Certificate - Health Care Financial Planning and Control; UW-Madison, WI (1984)

COMMUNITY INVOLVEMENT& AWARDS

- Fairbanks Distinguished Citizen, Midnight Sun Council of Boy Scouts (2010)
- Northern Leadership Council Advisory Committee, UAF School of Management (2010)
- Alaska State Hospital and Nursing Home Association, Chairman (1999, 2009)
- American College of Healthcare Executives Service Award (2009)
- Honorary Chair of the Fairbanks Summer Arts Festival's Jo Scott Legacy Fund (2009 to present)
- University of Alaska Fairbanks, Board of Visitors (2008 to present)
- Fairbanks Concert Association, Executive Committee (2009 to present)
- KUAC Public Radio & Television Leadership Council, Chair (2006 to present)
- Regent for Alaska – American College of Healthcare Executives (2006 to 2009)
- University of Alaska Foundation (2009 to Present)
- Record-setting American Red Cross Heart Walk, Co-Chair (2003)
- Record-setting United Way of the Tanana Valley Campaign, Co-Chair (2001)
- Boy Scouts of America, Midnight Sun Council, Treasurer (2001 to 2005)
- American Hospital Association's Regional 10 Policy Board, Member (2001 to 2005)
- Interior Neighborhood Health Center, Executive Committee (2000 to Present)
- University of Alaska Fairbanks Summer Research Academy, Advisory Committee (2000 -- 2002)
- Alaska Hospital Association, Executive Committee (1995 to Present)
- Tanana Yukon Historical Society, Member (2005 to present)
- Fairbanks Youth Hockey & Soccer, Coach/Treasurer (1994 to 2006)

Boards & Commissions Factsheets
EDUCATION and EARLY DEVELOPMENT

Board: Board of Education and Early Development
Board identification number: 029

Department: DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

Authority: AS 14.07.075; AS 14.35.020

Status: Active

Sunset date:

Requirements: Legislative Confirmation and Financial Disclosure

Prohibitions: No member may be a candidate for partisan political office while serving; no more than 4 shall be of the same political party as the Governor.

Term: 5 years

Description: 7 members appointed by governor: with consideration of recommendations made by recognized educational associations in the state; 1 representing each judicial district; 3 at-large; at least 1 representing regional educational attendance areas. Board designates chair. Members serve at pleasure of the Governor. (Non-voting advisory members include: student representative nominated by the Board of Directors of the Alaska Association of Student Governments and selected by the board; and military representative nominated by the ranking General of the Alaska Command and selected by the board -- 4 AAC 03.025). Student representative serves 1-year term beginning July 1 and expiring June 30.

Function: Regulates public elementary and secondary education in Alaska, and regulates the state library, museums and archives. Appoints the Commissioner of Education & Early Development with the governor's approval. Approves the department's budget. Establishes statewide goals for education and requires each school district governing body to adopt goals. Serves as governing body for Mt. Edgecumbe High School. May adopt bylaws for the management of the department.

Chair: Board selects.

Special facts: Quorum - 4 members. Serve at the pleasure of the governor.

Compensation: Standard Travel and Per Diem. No additional compensation.

Meetings: At least quarterly in Juneau unless majority of board members changes site; usually 6-8 mtgs/year.

For further information contact:
Ms. Dottie Knuth
Executive Secretary to the Board
Office of the Commissioner
P.O. Box 110500
Juneau, AK 99811-0500
Phone: (907) 465-2802, FAX: (907) 465-4156

Education and Early Development Roster

Go to the Education and Early Development Home page

Boards & Commissions Factsheets

PROFESSIONAL TEACHING PRACTICES

Board: Professional Teaching Practices Commission
Board identification number: 085

Department: DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

Authority: AS 14.20.380

Status: Active

Sunset date:

Requirements: Legislative Confirmation

Prohibitions: Cannot serve more than two full terms.

Term: 3 years

Description: 9 members appointed by Governor: actively engaged in teaching profession for 5 years immediately preceding appointment, 5 classroom teachers, 1 principal, 1 superintendent, 1 department representative, and 1 higher education representative; selected from recommendations from respective associations (refer to AS 14.20.410); commission selects chair.

Function: Develops criteria of professional practices in areas of ethics, performance, professional services, and contractual obligations. Holds hearings to judge and sanction educators not meeting standards established by the Commission. May suspend or revoke certificates of educators based on reasons set out in AS 14.20.030; in case of an administrator, the commissioner must concur.

Chair: Commission selects

Special facts: Quasi-judicial. May be removed for misconduct, malfeasance or nonfeasance in office, or incapacity.

Compensation: Standard Travel and Per Diem. Admin leave; state reimburses district for more than 15 days

Meetings: 3-4 times per year; 2-5 days each.

For further information contact:
Ms. Patricia A. Truman
Executive Director
Professional Teaching Practices Commission
344 West Third Avenue, Suite 127
Anchorage, AK 99501
Phone: (907) 269-6579, FAX: (907) 269-6580

Professional Teaching Practices Roster

Go to the Professional Teaching Practices Home page

ALASKA CONSTITUTION

HEALTH, EDUCATION AND WELFARE

Section 7.1 - Public Education.

The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

Section 7.2 - State University.

The University of Alaska is hereby established as the state university and constituted a body corporate. It shall have title to all real and personal property now or hereafter set aside for or conveyed to it. Its property shall be administered and disposed of according to law.

Section 7.3 - Board of Regents.

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board.

ALASKA STATUTES

Sec. 39.05.080. Procedure for all appointments.

Except as otherwise provided in a law relating to the positions or memberships on a specific board or commission, appointment to a position or membership shall be made in the following manner:

(1) Each governor shall present to the legislature the names of the persons appointed by that governor; each governor may present the name of a person appointed by a previous governor; only presentment that occurs during the time that the legislature is in regular session constitutes presentment under this section. The governor shall, within the first 15 days after the legislature convenes in regular session, present to the legislature for confirmation the names of the following persons: (A) persons appointed to a position or membership who have not previously been confirmed by the legislature, and (B) persons to be appointed to fill a position or membership the term of which will expire on or before March 1 during that session of the legislature. If an appointment is made after the first 15 days after the convening of the regular session but while the legislature is in regular session, the governor shall immediately present to the legislature for confirmation the name of the person appointed.

(2) When appointments are presented to the legislature for confirmation,

(A) the presiding officer of each house shall assign the name of each appointee to a standing committee of that house for a hearing, report, and recommendation; standing committees of the two houses assigned the same person's name for consideration may meet jointly to consider the qualifications of the person appointed and may issue either a separate or a joint report and recommendation concerning that person; then

(B) the legislature shall, before the end of the regular session in which the appointments are presented, in joint session assembled, act on the appointments by confirming or declining to confirm by a majority vote of all of the members the appointments presented.

(3) When the legislature declines to confirm an appointment, the legislature shall notify the governor of its action and a vacancy in the position or membership exists which the governor shall fill by making a new appointment. The governor may not appoint again the same person whose confirmation was refused for the same position or membership during the regular session of the legislature at which confirmation was refused. The person whose name is refused for appointment by the legislature may not thereafter be appointed to the same position or membership during the interim between regular legislative sessions. Failure of the legislature to act to confirm or decline to confirm an appointment during the regular session in which the appointment was presented is tantamount to a declination of confirmation on the day the regular session adjourns.

(4) Pending confirmation or rejection of appointment by the legislature, persons appointed shall exercise the functions, have the powers, and be charged with the duties prescribed by law for the appointive positions or membership. However, the duration of an appointment made during the time period between regular sessions of the legislature by a person who is not still the governor on the first day of the next regular session ends on the date during the next regular session that the sitting governor presents for confirmation an appointment to the office. For the purpose of applying laws that limit the number of terms or parts of terms that may be served by a member of a board or commission, the part of the term of office that is served under an interim appointment immediately before the member is reappointed under this paragraph is considered to be merged with the part of the term of office that is served immediately after reappointment so that the two periods of service constitute only one part of a term. The duration of an appointment made during

a regular session of the legislature and not presented to the legislature by the governor during that session ends no later than the last day of that session. The duration of an appointment made during an interim by a governor who is not in office at the beginning of the next regular session of the legislature ends no later than the last day of that regular session unless the governor who is in office during that session presents the person's name for confirmation. The same governor may not appoint the same person to the same position or membership if the person's appointment ends because of the governor's failure to present the person's name for confirmation.

Sec. 14.40.150. Appointment of regents.

(a) The governor shall appoint the regents subject to confirmation by a majority of all the members of the legislature in joint session. The names of those appointed shall be sent to the legislature within five days after the opening of the session, for confirmation or rejection. If a person appointed is not confirmed by a majority vote of all the members of the legislature, the appointment ceases and the name of another person shall be submitted within three days after the rejection. If the legislature adjourns without confirming the nominee, or if an interim vacancy occurs, the governor may appoint a qualified person to fill the vacancy. However, the person who has failed to be confirmed may not be appointed. The term of office of the appointee expires on the fifth day of the session of the legislature following the appointment.

(b) At least one member of the Board of Regents must be a student. The student shall be appointed from a list of nominees submitted to the governor. The governor shall make the appointment from the list within 60 days after it is submitted. The list shall consist of the names of two students from each campus of the University of Alaska after an election is held at each campus. Elections shall be conducted under rules established by the Office of the Governor. The term of office of the regent appointed from the general student body, University of Alaska, is for two years. The term of office begins June 1 of the year in which the appointment is made. An appointment made under AS 14.40.130 (d) shall be for the unexpired term of the original appointee. The term "campus" used in this subsection means a portion of the University of Alaska designated as a "campus" by the Board of Regents.

CONFIR-MATIONS 2012

<TARGET><BILL></BILL><SUBJECT>CONFIRMATIONS 2012</SUBJECT><COMM>HEDC27</COMM></TARGET>

CONFIRMATION COMMITTEE REPORT

Action date: 2-29-12

The **Education Committee** has reviewed the qualifications of the Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
Peggy Wilson	WILSON
[illegible]	Pruitt
Paul K Seaton	Seaton
[illegible]	[illegible]
[illegible]	FELGE
Chair: [illegible]	Dick

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's Office.

Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

Thomas B. Stewart Legislative
Office Building, Room 202
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2012

Committee: **Education Committee**

Professional Teaching Practices Commission
Jill Exe – Kaktovik
Appointed: 3/1/2009
Reappointed: 3/1/2012 Term Expires: 3/1/2015

Action Date: 2-29-12
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

Thomas B. Stewart Legislative
Office Building, Room 202
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2012

Committee: **Education Committee**

Professional Teaching Practices Commission
Louis Pondolfino – Anchorage
Appointed: 3/1/2009
Reappointed: 3/1/2012 Term Expires: 3/1/2015

Action Date: 2-29-12
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

Exe, Jill
Professional Teaching Practices Comm

JILL M. EXE

• Kaktovik, Alaska 99747 •

EDUCATION & CERTIFICATION

Bachelor of Science (1986), Major Elementary Education
Montana State University – Bozeman, Montana

Option in Reading K-12 (1986)
Montana State University – Bozeman, Montana

ESL Endorsement (1990)
University of St. Thomas – Houston, Texas

Alaska Teaching Certificate – K8 Elementary Education
Highly Qualified – Elementary Education
Highly Qualified – Middle School Language Arts

PROFESSIONAL TEACHING EXPERIENCE

Harold Kaveolook School – Kaktovik, Alaska **Teacher** (Grades 3, 4, and 5)	August 2007 – May 2008
North Slope Borough School District – Barrow, Alaska **Reading Coach** (District-wide)	August 2007 – May 2008
Hopson Middle School – Barrow, Alaska	
Language Arts Teacher (8th Grade)	August 2004 – May 2007
Language Arts Teacher (7th Grade)	August 2003 – May 2004
Ipalook Elementary School – Barrow, Alaska	
Teacher (2nd Grade)	August 1998 – May 2003
Teacher (Kindergarten)	August 1993 – May 1998
Emerson Elementary School – Houston, Texas **Teacher** (1st Grade)	September 1989 – June 1992
Pleasants Elementary School – Houston, Texas **Teacher** (1st and 2nd Grade)	September 1986 – June 1989

PROFESSIONAL DEVELOPMENT

SIOP Training – Denver, Colorado 2007
NEA-Alaska Fall Event – Anchorage, Alaska 2005
Effective Instructional Strategies – Barrow, Alaska 2003
NEA-Alaska April Leadership – Anchorage, Alaska 2003 & 2008
NEA-Alaska Delegate Assembly – Anchorage, Alaska 2003, 2004, 2006, & 2007
Linking Curriculum to Standards Saxon Math and More – Barrow, Alaska 2002
Reading Recovery Training – Ohio State University, Columbus, Ohio 1998
ECE/Kindergarten Curriculum Development – Barrow, Alaska 1996
Imaginarium's Arctic Ecology Training – Anchorage, Alaska 1994

PROFESSIONAL ORGANIZATIONS

North Slope Borough Education Association, Current President
Top of the World Literacy Council
International Reading Association
Alaska Science, Math, and Writing Consortium Fellow

NSBSD COMMITTEES

NSBSD District Social Studies Adoption, 2009
Facilitator of the NSBEA/NSBSD Interest Based Bargaining, 2008
Harold Kaveolook School Improvement Plan, 2008
NSBSD Literacy, 2007-2008
NSBSD Improvement Plan, 2006-2009
Pay for Performance Plan, 2006-2007
Hopson Middle School Improvement Plan, 2003-2007
Apple Computer Tech Camp at HMS, 2007
HMS Reading Adoption, 2007
Reading/Writing Adoption Meetings at BHS, 2007
Apple 1:1, 2006
District Curriculum, 1999-2003, 2007-2008
Grievance, 1999-2009

COMMUNITY INVOLVEMENT

Kaktovik Community Events, **Participating Teacher** 2008 - 2009

Barrow Arctic Science Consortium, **Saturday Schoolyard Coordinator** 2003 - 2006

Nuvuk Archaeological Excavation, **Student Supervisor** Summer 2006

"Culture Camp 2005," **Participating Teacher** August 13, 2005

"Scientists and Alaska Science Teachers Team Up:
Barrow Fieldwork for Better Classroom Teaching," **Presenter** September 18, 2004

Alaska Science Consortium, **Arctic Ecology Advanced Institute Host** Summer 2004

Read Across the Slope, **Coordinator/Committee Chair** March of Year 1997 – 2003

Pingusugruk/Point Franklin Archaeological Excavation, **Volunteer Laborer** June 1998

WEB LINKS

Below are some links that refer to my support and involvement in my North Slope community.

http://tea.armadaproject.org/conner/4.3.1999.html
http://www.polartrec.com/node/1789
http://www.nsbecho.org/docs/ReportupdateECHOJan06.pdf
http://ecosystems.mbl.edu/ARC/schoolyard/presentations.html
http://www.alaskanewspapers.com/content/pdf/AS_12-21-06.pdf page 2
http://www.north-slope.org/NSB/MayorsNews/Dec2005_no1.pdf

Pondolfino, Louis
Professional Teaching Practices Commission

Louis Pondolfino

Objective
Appointment to second term on **Professional Teaching Practices Commission**

Experience
July 2011 – present: Principal, King Career Center, Anchorage
July 2004 – June 2011: Principal, Robert Service High School, Anchorage
January 2001 – June 2004: Assistant Principal, East High School, Anchorage
July 1997 – December 2001: Teacher, Goldenview Middle School, Anchorage
July 1994 – June 1997: Teacher, Polarish K-12 School, Anchorage
August 1991 – June 1994: Teacher, Gruening Middle School, Eagle River
Laborer/Carpenter 1982 – 1989: Norton Sound, Prince William Sound

Education
Administrative, Type B Endorsement: U.A.A., 2000
Masters of Arts in Teaching, UAA, 1991
Bachelors of Arts in English Literary Studies, Davis and Elkins College, W.VA.

Honors, Appointments, Boards, Elected Positions
Professional Teaching Practices Commission: Term Expires, 3/12
Anchorage Principals Association: President, Current
Anchorage Principals Association: Vice President, 2005 – 07
Alaska State High School Principal of the Year: 2010
Region IV Principal of the Year, 2007 and 2010

Memberships
Association for Career and Technical Education
Alaska Association for Secondary School Principals
National Association for Secondary School Principals

References
Carol Comeau, Superintendent of Schools, Anchorage School District
Mike Henry, Executive Director of High School Education, Anchorage
Patricia Truman, Executive Director, Professional Teaching Practices Commission

Boards & Commissions Roster

PROFESSIONAL TEACHING PRACTICES (085)

Member	Date Appointed	Reappointed	Term Expires
Cindy Lou Aillaud Classroom Teacher	10/26/2006	3/1/2009	3/1/2013
Steve Atwater Superintendent	3/1/2011		3/1/2014
Linda L. Black Higher Education	3/1/2006	3/1/2009	3/1/2012
Jill M. Exe Classroom Teacher	3/1/2009		3/1/2012
Eric V. Fry Education Department Representative	3/1/2010		3/1/2013
Jeffrey A. Hebard Classroom Teacher	5/1/2006	3/1/2010	3/1/2013
Michael D. Husa Classroom Teacher	2/13/2007	3/1/2010	3/1/2013
Richard A. Lum Classroom Teacher	1/29/2008	3/1/2011	3/1/2014
Louis (Lou) Pondolfino Principal	3/1/2009		3/1/2012

Return to the fact sheet

We appreciate your interest in Boards and Commissions. For further information contact the Boards and Commissions staff at (907) 465-3500 or at **boards@alaska.gov**.

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Boards & Commissions Factsheets

PROFESSIONAL TEACHING PRACTICES

Board: Professional Teaching Practices Commission
Board identification number: 085

Department: DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

Authority: AS 14.20.380

Status: Active

Sunset date:

Requirements: Legislative Confirmation

Prohibitions: Cannot serve more than two full terms.

Term: 3 years

Description: 9 members appointed by Governor: actively engaged in teaching profession for 5 years immediately preceding appointment, 5 classroom teachers, 1 principal, 1 superintendent, 1 department representative, and 1 higher education representative; selected from recommendations from respective associations (refer to AS 14.20.410); commission selects chair.

Function: Develops criteria of professional practices in areas of ethics, performance, professional services, and contractual obligations. Holds hearings to judge and sanction educators not meeting standards established by the Commission. May suspend or revoke certificates of educators based on reasons set out in AS 14.20.030; in case of an administrator, the commissioner must concur.

Chair: Commission selects

Special facts: Quasi-judicial. May be removed for misconduct, malfeasance or nonfeasance in office, or incapacity.

Compensation: Standard Travel and Per Diem. Admin leave; state reimburses district for more than 15 days

Meetings: 3 meetings per year;1-1.5 days per meeting.

For further information and to reach individual members, contact:
Ms. Patricia A. Truman
Executive Director
Professional Teaching Practices Commission
344 West Third Avenue, Suite 127
Anchorage, AK 99501
Phone: (907) 269-6579, FAX: (907) 269-6580

Professional Teaching Practices Roster

Go to the Professional Teaching Practices Home page

We appreciate your interest in Boards and Commissions. For further information contact the Boards and Commissions staff at (907) 465-3500 or at **boards@alaska.gov**.

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Department of Education & Early Development

Professional Teaching Practices Commission

Commission Action

- Educators Sanctioned in FY06 - pdf
- Educators Sanctioned in FY05 - pdf

Newletters

- Winter 2012 - pdf
- Winter 2011 - pdf

Annual Report

- Annual Report for FY 2011 - pdf

Policies

- Contract Policy - pdf
- Testing Policy - pdf
- PTPC Statement on Highly Qualified - pdf
- DPS/PTPC - pdf
- Background Check - pdf
- Policy on Hiring Uncertified Teachers - pdf

Resources

- Code of Ethics of the Education Profession
  - Brochure Version - pdf
- Complaint Form
- PTPC Handbook for Alaska Educators - pdf

Contact Information

Professional Teaching Practices Commission
344 West Third Ave., Suite 127
Anchorage, AK 99501

Telephone: (907) 269-6579
Fax: (907) 269-5070

Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

TO: Representative Dick, Chair
Education Committee

FROM: Suzi Lowell, Chief Clerk

DATE: March 8, 2012

SUBJECT: Governor's Appointment(s)

The Governor has withdrawn the following individual for legislative confirmation as referred to your committee:

Professional Teaching Practices Commission
Patricia Caldwell – Fairbanks
Appointed: 3/1/2012 Term Expires: 3/1/2015

Please remove the documentation for this individual from your files.

Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

TO: Representative Dick, Chair
Education Committee

FROM: Suzi Lowell, Chief Clerk

DATE: February 3, 2012

SUBJECT: Governor's Appointment(s)

The Speaker referred the following Governor's appointment(s) to the Education Committee:

Professional Teaching Practices Commission

Patricia Caldwell – Fairbanks
Appointed: 3/1/2012 Term Expires: 3/1/2015

Jill Exe – Kaktovik
Appointed: 3/1/2009
Reappointed: 3/1/2012 Term Expires: 3/1/2015

Louis Pondolfino – Anchorage
Appointed: 3/1/2009
Reappointed: 3/1/2012 Term Expires: 3/1/2015

University of Alaska Board of Regents

Mari Freitag – Fairbanks
Appointed: 6/1/2011 Term Expires: 5/30/2013

The Referral for Confirmation page(s) and signature page(s) are attached for your use. The resume(s) and contact information will be sent electronically.

Attachments as noted

Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

Thomas B. Stewart Legislative
Office Building, Room 202
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2012

Committee: **Education Committee**

Professional Teaching Practices Commission
Patricia Caldwell – Fairbanks
Appointed: 3/1/2012 Term Expires: 3/1/2015

Action Date: _____
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

Caldwell, Patricia
Professional Teaching Practices Commission

University of Alaska System
Vice President for Academic Affairs
202-1 Butrovich Building
P.O. Box 755000
Fairbanks, Alaska 99775-5000

UNIVERSITY of ALASKA
Many Traditions One Alaska

Phone: (907) 450-8018
Fax: (907) 450-8002
www.alaska.edu/acad

December 5, 2011

Office of the Governor
Boards and Commissions
550 West Seventh Avenue
Anchorage, Alaska 99501

Re: Professional Teaching Practices Commission

Dear Governor Parnell:

Thank you for the opportunity to make a recommendation to this important committee. The nominee from the University of Alaska is Patricia Caldwell. Her resume is enclosed.

Thank you for your consideration.

Sincerely,

Daniel J. Julius
Vice President for Academic Affairs

Enclosure

PATRICIA SLIGH CALDWELL

Fairbanks, Alaska 99706

EDUCATIONAL BACKGROUND

M.Ed. University of Memphis (1969 -1970)
Memphis, Tennessee

B. S. Winthrop University (1960 – 1964)
Rock Hill, South Carolina
Elementary Education

Postgraduate work in special education and gifted education: University of Virginia and University of Memphis.

EMPLOYMENT HISTORY

University of Alaska Fairbanks

Assistant Professor (1998 – Present) School of Education

Director of Office of Fieldwork Experiences (2004 – Present) School of Education

Coordinator of Clinical Practices (1990 – 2004) School of Education

Supervisor of Student Teachers (1985 – 1990) School of Education

University of Alaska Museum of the North Docent (1985- 1986)

Courses Taught

ED 375 Exceptional Children: Introduction to Special Education

ED 466 Elementary Internship: Collaborative Student Teaching (On-campus and Distance)

ED 468 Elementary Internship: Student Teaching (On-campus and Distance)

ED 625 Child Development and Exceptional Learners: Individual and Cultural Characteristics (Developed and taught on the Fairbanks campus)

ED 642 Portfolio Preparation: Integrating Theory and Practice (co-developed and co-taught on Fairbanks Campus)

ED 636 Improvement of Elementary Teaching (major revision, co-taught in Fairbanks school classrooms with Fairbanks mentor teachers)

ED 635 Strategies for Cooperating Teachers (major revision, co-taught, distance-delivered for mentor teachers in rural classrooms and in Fairbanks)

ED 629 and ED 627 Teaching to the Standards: Integrating Content, Pedagogy, and Context I and II (co-developed and co-taught in Fairbanks teachers' classrooms, fall and spring semesters)

ED 452 Elementary Student Teaching
ED 453 Secondary Student Teaching

ED 454 Student Teaching K- 12

ED 299 Practicum in Education (major revision, taught on the Fairbanks campus)

ED 110 Becoming a Teacher in the 21st Century (co-developed and co-taught on the Fairbanks campus)

Other Professional Experiences

Grants

A School District and University Partnership to Strengthen the Alaska Teacher Standards Portfolio Review Process and Product. Alaska Schools Research Fund: Co-PI with C. Barnhardt, 2001)

Where are Our UAF Teacher Education Graduates? (Part II: Graduates from 1979-1990) Alaska Schools Research Fund: Co-PI with C. Barnhardt, 2001)

Factors Contributing to the Success of UAF Graduates who are First Year Teachers in Rural Alaska. Alaska Schools Research Fund: Co-PI with C. Barnhardt 2000

Where are Our UAF Teacher Education Graduates? (Part I: Graduates from 1990-2000) Alaska Schools Research Fund: Co-PI with C. Barnhardt, 2000)

Handbooks and Reports

School of Education Handbook for B. Ed. Methods Students, Methods Cooperating Teachers, and Methods Supervisors (Revised with Elementary Education Programs Chair (revisions made in 1999, 2000, and 2001)

School of Education Handbook for new post-baccalaureate, graduate-level elementary teacher education program (ETEP) developed with Elementary Education Programs Chair. Handbook is distributed to and used by interns, mentor teachers, principals, university supervisors, and university instructors (1999 with revisions in 2000 - 2005)

School of Education Fieldwork Handbook for BAE students developed for use by all education undergraduate students and the instructors of education courses (2000 with revisions in 2001 – 2004)

School of Education Handbook for Student Teaching (Major revisions in 1994, 1996, and 1998 and 2001)

School of Education Masters of Teaching (MAT) Handbook for Secondary Interns (Developed with input from secondary teacher education faculty 1998)

Compiled and assisted in writing and developing fieldwork program reports and assessments for ACEI accreditation and for NCATE accreditation (2001-2005 and 2005-2009).

State of Alaska Conference Presentations

29th Annual Alaska Bilingual/Multicultural Education Equity Conference
Anchorage, Alaska. February 2003
Co-Presenter with C. Barnhardt and Alaska Native Educators

28th Annual Alaska Bilingual /Multicultural Education Equity Conference
Anchorage, Alaska. February, 2002
Paper Presentation: Co-Chair of Panel Presentation (with C. Barnhardt and two senior Alaska Native teachers) *Pathways to Becoming a Teacher: ANESA and Alaska Native Elementary Teacher Education Students*

27th Annual Alaska Bilingual/Multicultural Education Equity Conference
Anchorage, Alaska. February 2001
Paper Presentation: Co Chair of Panel Presentation (with C. Barnhardt and five first-year rural Alaska Teachers) *Being a First Year Elementary Teacher in Rural Alaska: Graduates' Experiences and Recommendations*

Alaska Reading Conference, Fairbanks, Alaska. March 1997 Teacher Research Group Presentation: *Using Stories as the basis for research in the classroom*

Recent Professional Service
Fairbanks North Star Borough School District Native Hire Committee – School of Education representative

Fairbanks Native Education Summit Planning Committee and conference participant
Fairbanks District Speech Contest - Judge
Fairbanks School District Spelling Contest – Judge

Alaska Teacher Placement Annual Job Fairs, Anchorage and Fairbanks
School of Education representative

Fairbanks Recruiting Roundtable – member of group composed of school, community, and business leaders with goal of recruiting educators for Fairbanks

Northwest Association of Schools Accreditation – team member conducting on-site ten-year review of and compilation of accreditation data for Minto, Manley, Healy, Anderson, and Cantwell Schools (1995-1996)

Public School Experience

Memphis City Schools, Memphis Tennessee (1978 – 1984)
Consulting Teacher and Supervisory Assistant to the CLUE Program for Gifted and Talented Students (1978- 1984)
State of Tennessee Program Validator for Gifted Programs (1983 – 1984)
Developed research instruments, compiled data, and prepared written and oral presentations.

Alexandria City Public Schools, Alexandria, Virginia (1974 – 1978)
Instructor for Curriculum Learning Center for Gifted and Talented Learners
Worked with team of Virginia educators to develop framework for gifted education.

Memphis City Schools, Memphis, Tennessee (1967 – 1974)
Program Developer and Coordinator for Careers Awareness Program for Culturally Different Gifted Students in Grades K-10.
Teacher and founding member of the CLUE Program for Gifted and Talented Students
Classroom teacher in Shady Grove Team Teaching Center

North Carolina Public Schools (1964 – 1967)
Haywood County Public Schools, Waynesville, North Carolina (Grades 3/4)
Durham County Schools, Durham North Carolina (Grade 4)

Professional Organizations
Phi Delta Kappa
Golden Key Honor Society
Delta Kappa Gamma

Alaska Association for Bilingual Education
Council for Exceptional Children (TAG - The Association of the Gifted)

Special Awards

Fairbanks Education Association Friend of Education award. 2001
Outstanding Young Educator. North Carolina. 1967

Complete list of presentations and workshops developed and presented during tenure in Tennessee and Virginia available upon request

CONFIRMATION COMMITTEE REPORT

Action date: 3-16-12

The **Education Committee** has reviewed the qualifications of the Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
	Sharon Cissna
	Seaton
	FEIGE
X Chair:	Dick

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's Office.

Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

Thomas B. Stewart Legislative
Office Building, Room 202
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: February 3, 2012

Committee: **Education Committee**

University of Alaska Board of Regents
Mari Freitag – Fairbanks
Appointed: 6/1/2011 Term Expires: 5/30/2013

Action Date: 3-16-12
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

Alaska State Legislature

House of Representatives

Office of the Chief Clerk

Official Business

State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

TO: All Committees

FROM: Suzi Lowell, Chief Clerk

DATE: 2012

SUBJECT: Confirmation Committee Report (Signature Page) for Governor's Appointments

The attached Confirmation Committee Report (signature page) should be used in conjunction with the Referral for Confirmation form for the Governor's appointments to boards and commissions requiring legislative confirmation. After a committee has reviewed the qualifications of the appointee(s), the Referral for Confirmation form(s) should be dated and attached to a signature page. Have members sign the signature page and return the confirmation packet to the Chief Clerk's office.

Please use a single signature page for multiple appointees if the names of all members signing the report are the same for each attached referral. This allows members to sign once for multiple appointments.

Attached are several signature pages for your use. We used colored paper to make them easier to identify. If you anticipate needing more forms or need assistance, please call Nancy McMullen at 465-6809.

Note: A separate report, including the signatures, will be used for department commissioners.

Attachments

Freitag, Mari
University of Alaska
Board of Regents

March 4th, 2011

Office of the Governor
P.O. Box 110001
Juneau, AK 99811-0001

Honorable Governor Parnell:

I would like to thank you for the opportunity to be considered for the position of University of Alaska Student Regent. Over the past three years I have been increasingly involved with student government and campus activities at UAF, culminating in my election as Vice President of the Associated Students of UAF in the spring of 2011. I have learned effective time management skills through my positions so far, and I feel that I would be an exceptional addition to the Board of Regents.

I know that this position will give me knowledge and experience unique to the State of Alaska and the University system. I am excited for the amount I will learn as regent, and how it would prepare me for my future in law school and consequently within the Alaska state government.

I am confident in my ability to fulfill the responsibilities involved with the student regent position, most importantly effective student outreach. Within UAF, I am well known because of my continuous involvement in student government, as well as having taken classes in different departments spanning from chemistry to justice. In addition, I am from Southeast Alaska and continue to keep in touch with students at the UAS campuses and outlying communities. I have also had the good fortune to work with other student leaders from around the state. For all of these reasons, I feel that I can assure the student body of the entire University of Alaska that I will be an effective and approachable student representative on the board.

Finally, I would like to thank you for your time in considering me for the position of University of Alaska Student Regent. I am an excellent candidate for the position and I feel that my passion for the University and Alaska will show in the enclosed materials.

Sincerely,

Mari B. Freitag

Mari B Freitag

EDUCATION

2008-present	University of Alaska Fairbanks Bachelor of Arts in Political Science/ Minor in Biological Sciences (in progress) Current GPA: 2.92
2004-2008	Ketchikan High School GPA: 4.0/4.06 (un-weighted/weighted) CLASS RANK: 1st of 137 Graduated High School: May 25th, 2008

WORK EXPERIENCE

2010-Present	Associated Students of UAF (ASUAF): Vice President UA Museum of the North: Visitors Services salesclerk
2009-2010	ASUAF Senate Clerk
July 2008	U.S. Senate: Office of Senator Lisa Murkowski -Intern
2004-2009	Cedar Chest: Gift Shop -Cashier/Retailer

LEADERSHIP EXPERIENCE

2010-Present	ASUAF Elections Board Chair ASUAF Club Council Chair UAF Traditions Board Member UAF Residence Hall Association (RHA) Treasurer
2010, 2011	UA Juneau Legislative Advocacy Conference Participant
Fall 2010	UAF New Student Orientation Leader
Spring 2010	ASUAF Internal Affairs Committee Chair
2009-2010	UAF RHA Secretary UAF Student Recreation Center Board Member
2008-2010	ASUAF Senator: Seat T
2008-Present	ASUAF RHA representative
2008-2009	Skarland Hall Residence Life Council RHA representative
2008, 2009	Participant in the annual UAF Leadership Conference
2006	Participant in the National Youth Leaders Conference, Washington DC
2004-2005	High school Freshman Class Vice President

EXTRACURRICULAR ACTIVITIES

2010-Present	Treasurer of Pi Sigma Alpha- Political Science Honors Society Member of UAF College Republicans
2008-2009	Participant in UAF intramural sports
2005-2008	Member of Ketchikan Theater Ballet's Senior Company
1994-2008	Student of the Ketchikan Theater Ballet School of Dance

AWARDS/HONORS

2010	ASUAF Senator of the Year
2008-2010	UAF Honors Student
2008	Graduating Presidential Scholar
2007	University of Alaska Scholar
2006-present	National Honor Society Member

COMMUNITY SERVICE/VOLUNTEER WORK

2010	UAF Springfest Service Volunteer
2008	Ketchikan Arts Council Volunteer
2008	Ketchikan Public Library Volunteer
2007	Smithsonian Tunicate Research Project Volunteer
2007	Ketchikan Yacht Club annual fundraiser Volunteer (benefit for an elderly couple battling cancer)
2007	Ketchikan Theater Ballet Senior Company Volunteer

Student Regent - Job Description

Consider this position the greatest volunteer work EVER!

The student Regent serves a two-year term beginning in June through May. The student Regent participates in all of the duties and responsibilities of a Regent (i.e. attends all meetings of the Board and its Committees) and has full voting powers on the Board of Regents.

The ultimate authority in governance of the University of Alaska System is vested in the Board of Regents. The Regents establish policy in areas such as personnel, campus development, student fees, admissions, and financial aid. The duties of the Regents include overseeing the financial management of the University, its investments, and its property holdings as well as appointing the President of the University.

Necessary Characteristics

- the ability to communicate effectively with a wide range of people
- the ability to think in the abstract, seeing the big picture
- the ability to apply strong analytical thinking to policy issues
- the ability to process large volumes of information
- the ability to reach consensus on complex issues
- a willingness to take a very public role
- skills and comfort level required to interact with various policy-makers, business, political, and civic leaders
- a willingness to devote large amounts of time working on complex academic and administrative issues

Responsibilities

The Student Regent is a full member of the board. This includes participation in all meetings and voting in all matters. Some of the items the Board of Regents consider include setting tuition and fees for attendance at the institutions; approving capital and operating budgets; issuing bonds; approving new degree programs; and reviewing and approving mission statements of the System institutions.

The Board of Regents meets eight times a year, usually, in two day meetings. Occasionally there are topics that warrant special meetings of the board between regular meetings. Further, the Student Regent will be appointed to serve on board committees. These committees typically meet during the regularly scheduled meetings.

The Student Regent is expected to attend all meetings of the Board of Regents and the committees assigned. The Student Regent also serves as head of the Coalition of Student Leaders giving reports on the activities of the Coalition. The Student Regent can then act as a conduit to the Board of Regents. The Student Regent is expected to advance the concerns of all students in the System and to approach issues with a system-wide perspective. Because of this responsibility, the Student Regent is expected to limit his/her role in home institution activities and issues.

The Student Regent routinely interacts with various leading Alaskans and policy-makers. This includes state and local elected officials: the Governor and administration, and significant local officials. The Student Regent also interacts with officials in higher education and UA System institution administrators. Lastly, the Student Regent participates in activities that involve business and civic leaders, dignitaries, and special guests. Since the Student Regent represents the University of Alaska at ceremonial events, and at other times and places where such representation is deemed desirable, it is imperative that the Student Regent positively represent students and the University of Alaska System to all people he/she interacts with.

The Student Regent serves without compensation but will be reimbursed for expenses incurred.

Time Commitment

The time commitment required of the Student Regent is significant. Duties of the office may require the Student Regent to routinely miss scheduled classes and make other schedule adjustments. The time required to effectively serve as Student Regent will vary from week to week. Time is required to prepare for meetings, participate in meetings, follow-up, visit System institutions, and various other activities.

Some previous student Regents have completed their studies in the original projected time frame. Other student Regents have selected to take a reduced work load and extend their studies by a semester or year. Some student Regents have even been able to maintain a part-time job in addition to the duties of the Board of Regents, yet others chose to invest their non-classroom time focusing only on Regent duties.

For questions or comments regarding this website, contact **sybor@alaska.edu**

This site was created by the **System Web Coordinator**. The University of Alaska Statewide System is an affirmative action/equal opportunity employer and educational institution.

Fine Print - (The RULES)

Requirements for the Positions and Rules Governing the Election of Nominees for Student Regent (University of Alaska) and Student Commissioner (Alaska Commission on Postsecondary Education)

Alaska law stipulates that each campus will select two nominees for student regent and student commissioner through an election held under rules established by the Governor. The following are the requirements for the position and rules to carry out the election of nominees. ***The appointment term is June 1, 2011 through May 31, 2013.***

POSITION REQUIREMENTS

A student must:

- be enrolled and remain enrolled as a full-time student (12 credits undergraduate, 9 credits graduate) [Alaska Statutes 14.40.130 and 14.42.015.e].
- carry a cumulative 2.5 G.P.A. (or if freshman status, must have proof on high school transcript of 2.5 cumulative G.P.A.) [Office of the Governor]
- be a student at the particular campus [Alaska Statutes 14.40.150 and 14.42.015.e].
- be a United States citizen [Alaska Statute 14.40.130].
- be a resident of Alaska [Alaska Statute 14.40.130].
- if 18 years of age or older prior to the last general election, must be a registered voter in the State of Alaska [Alaska Statute 39.05.100].

(For copies of excerpts of these statutes, email **sybor@alaska.edu**)

REQUIRED APPLICATION MATERIALS

Failure to submit the below listed documentation will result in deletion from the list of nominees submitted to the Governor!

- election certification;
- names of all candidates in the local election and the number of votes they each received;
- letters of recommendation;
- proof of cumulative 2.5 G.P.A.;
- resume or brief personal biography.
- copy of Alaska Driver's License or other Alaska State I.D.

ELECTION RULES/PROCEDURES

- The University of Alaska Board of Regents' Office will disseminate instructions regarding the nomination, election and reporting of the student regent and student commissioner elections. The campus director or chancellor will appoint an ad-hoc student appeal board in cases of alleged voting irregularities.
- Only students may appear on the ballot and be nominated for the position of student regent.
- An election will be held on each campus; this may occur in the fall or spring semester. A campus is defined by the Board of Regents as a university institution in any of the following locations: Anchorage, Bethel, Dillingham, Fairbanks, Homer, Juneau, Ketchikan, Kodiak, Kotzebue, Nome, Palmer, Sitka, Soldotna, and Valdez. For the student representative position on the Alaska Commission on Postsecondary Education, Alaska Pacific University is included as a campus.
- Elections will be conducted by local student associations on each campus. In the case where no established student association exists, an ad-hoc student group will be appointed by the local administration (campus director or chancellor).
- Each local student association or group will provide nominating petitions, advertising, and adequate polling time(s) and place(s) for the election.
- The nominating petitions will contain the requirements for the position, a minimum of three signatures of students who endorse the nomination of the candidate, the deadline for submitting the petition, and the date of the election.
- The local student association or group will establish an election committee to oversee the election, polls, and counting of ballots if such is not provided for in the organization of the group. Voting discrepancies will be resolved by the election committee or appealed to the ad-hoc student appeal board for final settlement within 24 hours after the election. If not appealed, the election results will be attested to by the election committee and become final 24 hours after the election.
- The local student group is responsible for meeting the following timetable in relation to the election:
    - Nominating Petition Deadline - minimum of one week prior to election.

  - Elections should be advertised at least one week prior to election. Nomination petition availability should be advertised at least one week prior to petition deadline.
  - **Elections must be conducted by February 18, 2011.**
  - Results and application material must be received by the Board of Regents' Office **at the close of business on March 4, 2011.**

- Each student may vote as determined by the requirements of local student associations or groups. No student may vote more than once. Each student will cast a vote for only one candidate for each position. Students may vote only for candidates from their respective campus.
- All elections will be by secret ballot.
- Each voter must satisfy election or polling officials of their status as qualified students to vote in the election.
- A campus will be allowed to submit, through the Board of Regents' Office to the Office of the Governor, the names of two nominees for each position who receive the greatest number of student votes in a campus election.
- In a situation where there is a tie vote between a second and third place candidate, the local student association will elect, or if there is no organized group, the ad-hoc student group will elect, by secret ballot, the second candidate for its campus from among the tied candidates.
- Local student associations are responsible for forwarding results to the Board of Regents' Office. The requested information will be forwarded to the Board of Regents' Office, University of Alaska, Suite 202A Butrovich Building, Fairbanks, AK 99775-5300 or faxed to (907) 450-8012. The office telephone number is (907) 450-8010. If faxed, the information must be legible to be accepted.
- The Board of Regents' Office will be responsible for delivering the names of the candidates to the Office of the Governor by **March 18, 2011.**

Questions regarding the process should be directed to Ms. Jeannie D. Phillips, Board of Regents' Office, University of Alaska Statewide System, (907) 450-8010, or by electronic mail to **svbor@alaska.edu**.

For questions or comments regarding this website, contact **svbor@alaska.edu**

This site was created by the **System Web Coordinator**. The University of Alaska Statewide System is an affirmative action/equal opportunity employer and educational institution.

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Alaska State Legislature

Official Business

House of Representatives

Office of the Chief Clerk

State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

MEMORANDUM

TO: Representative Dick, Chair
Education Committee

FROM: Suzi Lowell, Chief Clerk

DATE: April 2, 2012

SUBJECT: Governor's Appointment(s)

The Speaker referred the following Governor's appointment(s) to the Education Committee:

University of Alaska Board of Regents
Dale Anderson – Juneau
Appointed: 3/15/2012 Term Expires: 2/1/2013

The Referral for Confirmation page(s) and signature page(s) are attached for your use. The resume(s) and contact information will be sent electronically.

Attachments as noted

Alaska State Legislature

Official Business

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Office of the Chief Clerk

State Capitol
Juneau, AK 99801-1182
Phone: (907) 465-3725
Fax: (907) 465-5334

REFERRAL FOR CONFIRMATION

Date Referred: April 2, 2012

Committee: **Education**

University of Alaska Board of Regents
Dale Anderson – Juneau
Appointed: 3/15/2012 Term Expires: 2/1/2013

Action Date: 4-4-12
(Same date as on the accompanying signature page)

Note: Attach to a signature page and return to the Chief Clerk's office.

CONFIRMATION COMMITTEE REPORT

Action date: 4-4-12

The **Education Committee** has reviewed the qualifications of the Governor's appointee(s) as shown on the attached Referral for Confirmation forms(s) and recommends that the name(s) be forwarded to a joint session for consideration:

This does not reflect intent by any of the members to vote for or against this individual during any further sessions for the purposes of confirmation.

Signature:	Printed Last Name
	Cissna
	Wilson
	Pruitt
	Dietz
	Seaton
Chair:	

Please attach appointee Referral for Confirmation form(s) and return to the Chief Clerk's Office.

Dale Anderson

Juneau, Alaska 99801

DALE ANDERSON

JUNEAU, ALASKA 99801

EXPERIENCE

MERRILL LYNCH • BANK OF AMERICA

Senior Financial Advisor, July 2007 to Present

Serves as Associate Resident Director for Juneau office operations. Trades securities, tailoring investment plans to meet the financial goals of individual investors as well as for-profit business entities, non-profit organizations and public sector municipal finance. Determines appropriate blend of securities that best suits investment objectives, risk tolerance and time horizons. Completed certification for Personal Investment Advisor, General Securities Licenses (Principal/Supervisory), Options/Managed Futures, State Securities Agent, Investment Advisor Law and Insurance Licensing. (Series 7, 9, 10, 31, 63 and 65). Licensed/registered to practice in 51 states and territories with 8 SROs.

SMITHBARNEY

Financial Consultant, June 2002 to July, 2007

Trade securities, tailoring investment programs to meet the financial goals of individual investors as well as, for-profit business entities and non-profit organizations. Determine appropriate blend of securities that best suits investment objectives, risk tolerance and time horizons. Successfully completed certification for Guided Portfolio Management, General Securities License, State Securities Agent, Investment Advisor Law and State Insurance Licensing. Designated as Municipal Finance Specialist. Licensed/registered to practice in 11 states.

ALASKA STATE LEGISLATURE
REPRESENTATIVE ELDON MULDER

Legislative Assistant, January 2000 to June 2002

House Finance Committee (HFC) aide assigned the responsibility for Alaska's Education Budget. Assisted in creating Tobacco Securitization/General Obligation Bonding programs for Capital projects. Researched issues for HFC legislation as well as personal legislation for Representative Mulder. Carried legislation through committee process to floor votes on varied issues covering education, fisheries, tourism, legal and environmental issues. Managed constituent relations and coordinated major statewide research on Regional Learning Centers for the Legislative Budget and Audit Committee.

EXPERIENCE (CONTINUED)

CITY AND BOROUGH OF JUNEAU

Assemblyman, October 2000 to October 2003

Served as Chair, Planning and Policy Committee. Member/Industry Liaison, Juneau Port Development Committee. Member, Lands Committee. Human Resources Committee. Represented Assembly on High School Construction Project Team. Acted as Assembly Liaison to Juneau Chamber of Commerce, Bartlett Regional Hospital, Juneau Convention and Visitors Bureau and Juneau International Airport. Worked on and reviewed numerous plans relating to tourism growth and management, Flightseeing noise study, taxation issues and port development.

AUKE LAKE BED & BREAKFAST

Owner, May 1996 to Present

Own and operate full-service lodging facilities with four suites/rooms located on Auke Lake near Juneau, Alaska. Develop and implement hospitality marketing program aimed to attract domestic and international independent travelers. Assist clients in total travel package from origination to destination. Served on Alaska Travel Industry Association Board of Directors/Executive Committee.

ADMIRALTY TOURS

Owner, May 1989 to 2002

Owned and operated full-service naturalist tours throughout Southeast Alaska aboard the *M/V Princeton Hall and Alaska Adventurer.* USCG 100-Ton Masters License with endorsements. Domestic/international marketing aimed to attract clientele interested in eco-tourism, filming/photography industry, and fishing. Write, negotiate and monitor government permits and contracts, prepare amendments, ensure compliance. Liaison between business and state/federal agencies.

POWELL REALTY, INC./ BETTER HOMES & GARDENS

Sales Associate, December 1990 to 2002

Sales of residential and commercial properties throughout Southeast Alaska. Perform property management function. Multi-million dollar producer awards from Better Homes & Gardens franchise.

ALASKA COMMERCIAL FISHERIES ENTRY COMMISSION

Commissioner, July 1993 to November 1997

Commission is a quasi-judicial agency responsible for promoting the conservation and sustained yield management of Alaska's fisheries resources and the economic stability of commercial fisheries. Governor's appointment to serve four-year term. Administered agency function and provided day-to-day leadership and direction to agency staff of 30+. Legislative Liaison defending Commission issues and budget. Administrative Law Judge: conducted more than 60 public hearings regarding diverse fishery limitation programs, adjudicated more than 550 cases settling disputes of individual applicants and drafted Final Commission Decisions. Dealt with complex resource/conservation/ economic issues and testified on behalf of the Commission at Legislative and Board of Fish hearings. Negotiated with IRS, attended conferences, expositions and village economic development conferences representing the Commission.

EXPERIENCE (CONTINUED)

ADMIRALTY INN, INC.

President, May 1983 to April 1989

Owned and operated full-service remote sport fishing lodge on Admiralty Island. Responsible for marketing, day-to-day management of operation and staff. Held USCG six-pax vessel operators license, FAA single engine land/sea pilots license. Financial management, plant/equipment management, personnel/payroll, procurement of goods/services. Sold business in May 1989.

DACO ENTERPRISES, INC.

President, July 1975 to December 1989

Closely held corporation d/b/a Anderson Gallery; Don's Photo & Jewelry; and Northlight Publishing. Retail sales of fine art, custom picture framing, art restoration services, fine art publishing, and sale of photographic equipment and supplies. Responsible for directing and accomplishing the goals of the enterprise. Sold business in 1989.

EDUCATION

NATIONAL JUDICIAL COLLEGE, UNIVERSITY OF NEVADA, RENO

Certificate of Judicial Development, Administrative Law, 1994-1997

Course list: Administrative Law, Fair Hearing; Administrative Law, Legal Writing; Administrative Law, Decision Making; Ethics for Judges; Judicial Writing; Civil Mediation; Administrative Law for Regulatory Agencies; Administrative Law, Advanced.

ACADEMY OF PROFESSIONAL ART CONSERVATION AND SCIENCE SONOMA, CALIFORNIA

Fine Art Conservation, 1983-1984

Completed 64 Units of study in fine art conservation and restoration.

ORAL ROBERTS UNIVERSITY TULSA, OKLAHOMA

B.Sc., Business Administration - Graduated 1974

Major: *Business Administration*

Course list: Accounting I, II; Business Principles; Business Law I, II; Statistics; Math of Finance; Money and Banking; Personnel Management; Financial Management; Marketing Management; Office Management; Business Policies; Senior Seminar/Paper.

Minor: *Studio Art*

Course list: Drawing I, II; Painting I, II, III; Advanced Painting I; Art History I, II; Fundamentals of Design II; Sculpture I; Commercial Art I

Activities: 1969-1972 extensive domestic and international travel, 49 states, 48 foreign countries, lived in South Africa for one year.

JUNEAU-DOUGLAS HIGH SCHOOL JUNEAU, ALASKA

Graduated 1967

LICENSES HELD

- ◊ FAA licensed pilot, single engine land/sea, instrument rating
- ◊ USCG licensed skipper, Master of Motor Vessels to 100 tons, Inland/International Waterways with endorsements
- ◊ State of Alaska, Class A Assistant Guide (inactive)
- ◊ NAUI Certified Open Water Diver
- ◊ State of Alaska, Real Estate Salesman (inactive)
- ◊ SEC/State of Alaska Securities Licenses (Series 7, 9, 10, 31, 63, 65, Insurance)

Memberships and Affiliations

- ◊ Aircraft Owners and Pilot Association
- ◊ Alaska B & B Association
- ◊ Alaska Travel Industry Association, past Board of Directors/Exec Committee
- ◊ Gastineau Channel Little League, past Board of Directors
- ◊ Glacier Valley Rotary Club, past Board of Directors
- ◊ Juneau Baseball Softball Association, past Board of Directors
- ◊ Juneau Convention and Visitors Bureau
- ◊ Juneau Chamber of Commerce
- ◊ Professional Association of InnKeepers
- ◊ Southeast Board of Realtors

References

references available upon request.

SUPERIN-TENDENT PRESENTA-TIONS 2011

<TARGET><BILL></BILL><SUBJECT>SUPERINTENDENT PRESENTATIONS 2011</SUBJECT><COMM>HEDC27</COMM></TARGET>

December 2009
Volume 3, Issue 1

AK TIF Winter 09

Partner Districts
- Chugach
- Kuspuk
- Lake & Peninsula

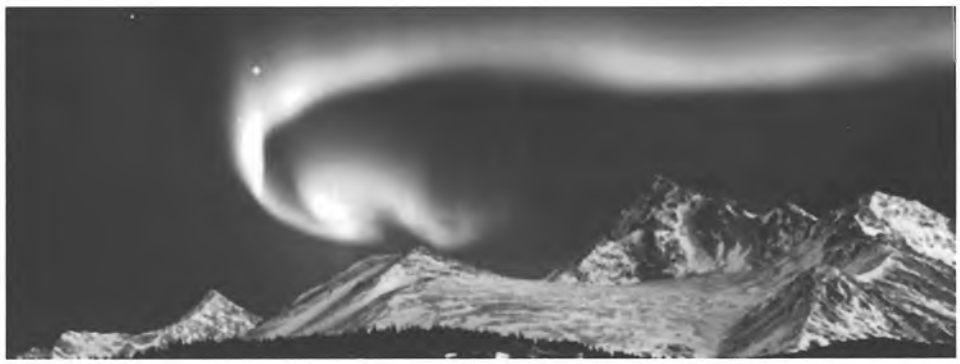
TIF has given me a chance to brush up on some higher math and work collegially with others across the district on math concepts. For remote sites, this form of collegiality is necessary to see that all our students become proficient in skills that will have to see them through a lifetime.

Debi Rubera, Gusty Michael

Stony River Students Working On TIF Individual Learning Plans

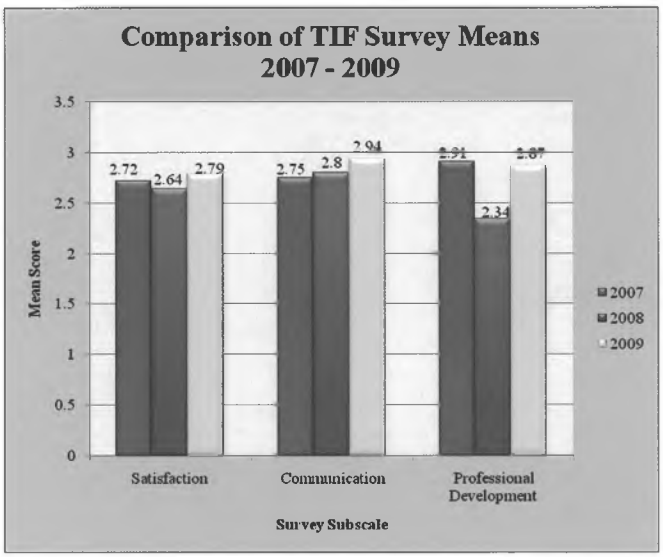
Alaska Teacher incentive fund Mission

To increase student success in mathematics through the recognition and rewarding of educational professionals for demonstrated quality performance



TIF: Listening & Learning

Monitoring what works and what needs to be improved within the TIF program is an essential component of our success. Teacher input on the annual TIF survey provides guidance for adjustments along the way. A comparison of the overall TIF survey means from year one to year three show that satisfaction with the project has grown in year three. Participant satisfaction with TIF communication has increased in each project year. While Professional Development satisfaction declined in year two, it rebounded substantially in year three. A big Thanks To Teachers Who were Able to Participate in The Annual TIF Survey.

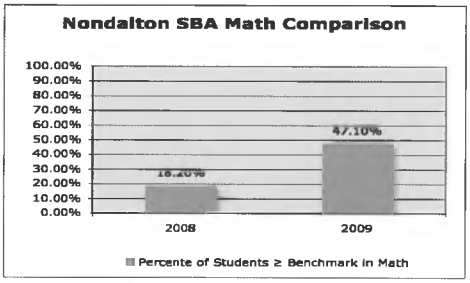


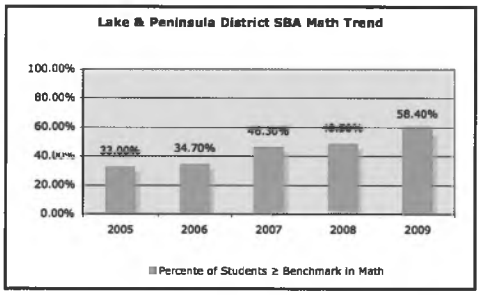
The contents of this Newsletter were developed under a grant from the U.S. Department of Education.

Stony River Students Completing TIF Individual Learning Plans

Math: Great Growth In Nondalton; Sustained Growth Across Lake & Peninsula

TIF has been the "Energizer Bunny" for Nondalton. Six of the seven certified staff members have taken advantage of the TIF incentive to pass the Praxis and are now highly qualified in math. TIF is not the reason there are after school study groups, but it is a much-appreciated reward for the effort. All facets of TIF encourage student growth along with collegiality and professional development.
Ed Cox
Principal
Nondalton School





Kuspuk: The Power of Individual Learning Plans

• The strength is that ILP's empower kids to have some choice & ownership of their own learning, which is very important at a Jr. High level. It is a real transitional time in life. They (students) love them!! They keep me hopping! They get easier and easier for them (students) to write.
Judy Hager, Aniak
Junior/Senior High Schook.
Aniak

• This is my third year attempting to implement ILPs and I am finally having success... after they (students) understand what they are doing and what is expected of them...it is amazing how they work on their ILPs. Some of my students who have the most trouble doing traditional schoolwork are doing the best jobs on their ILPs.
Richard Spencer, George Morgan Senior High School, Kalskag

• ILP's give my students a chance to see mathematics from a different angle. While they are challenging for students who cannot follow directions or work independently, I can see slow but steady progress in independence in many areas, as well as mathematical concepts.

Debi Rubera, Gusty Michael School, Stony River

December 2010
Volume 4, Issue 1

AK TIF - Winter 2010

Partner Districts
- Chugach
- Kuspuk
- Lake & Peninsula

"My Students Love ILPs and tutoring time. They ask questions that they might not get answered otherwise and it allows them to grasp new concepts at their own pace. One student fiercely disliked fractions but after a tutoring session said 'I can't wait to play with those fraction tiles again... And show them whose boss!'"

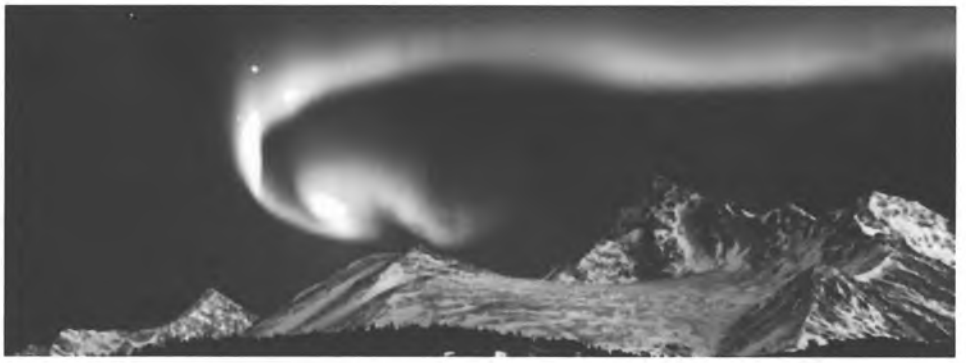
-Shoo Salasky
Chugach Teacher

Fraction Tiles!

Ria's Temperature Data

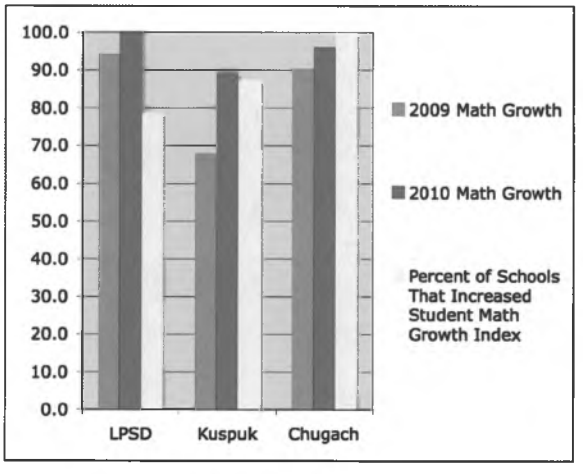
Alaska Teacher Incentive Fund Mission

To increase student success in mathematics through the recognition and rewarding of educational professionals for demonstrated quality performance



Kuspuk Earns 21 Point Increase & LPSD Earns a 100.6 District-Wide Math Growth Index

All three TIF School Districts saw increases in District-wide SBA Math Growth Index Scores from 2009 to 2010. Kuspuk earned an increase of over 21 Points, which is the single largest increase in the Alaska TIF program to date. The Lake & Peninsula District Earned a Math Growth Index greater than 100 which has only been done once before when in 2007 Chugach earned a math growth index of 102. The LPSD score of 100.6 means that on average, 2009-2010 LPSD students learned slightly more than one year of math during the school year. Congratulations to all three School Districts and a big Thank you to All Teachers And staff Who helped Students Excel in learning math.



The contents of this Newsletter were developed under a grant from the U.S. Department of Education.

Anchorage School District

Anchorage School District

Our District

- 94th largest district in the U.S.
- 6,000+ employees
- More than 100 schools and programs
- 7.7 million square feet of facilities
- 3 million miles driven annually by bus drivers

Committed to EVERY child.

Anchorage School District

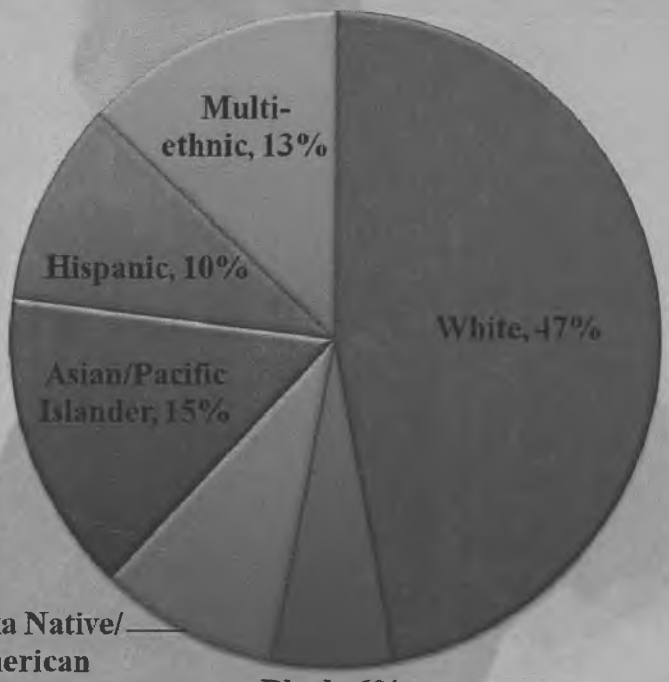
Our Students

49,091 students

- 1 in 3 are low-income families
- 10% are military families
- 14% receive special ed. services
- 91 languages spoken by students

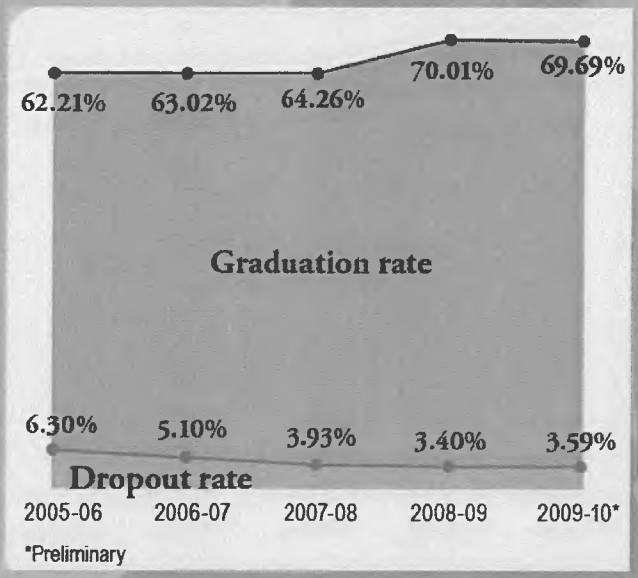
Anchorage School District
Educating All Students for Success in Life

Student Diversity



Anchorage School District
Educating All Students for Success in Life

Quality Education



Anchorage School District
Educating All Students for Success in Life

Pre-K & Elementary

- 10 pre-school programs
  - 8 Title I
  - 1 Title I/HeadStart
  - 1 Migrant Education
- Response to Instruction
- Summer school

Anchorage School District
Educating All Students for Success in Life

Middle School

- Center for Educational Leadership
- Career guides
- Summer School

Anchorage School District

High School

- Targeted programs
- Graduation Support Coordinators
- Expanding & enhancing Career and Technology Education
- Summer school
- Online learning

Anchorage School District

English Language Learners

- Secondary Newcomers Center
- Third session math
- ELL Summer School

Anchorage School District
Educating All Students for Success in Life

Special Education

- Additional counselor position at each comprehensive high school
- CARE training on inclusive practices
- Special Ed support in summer school

Anchorage School District
Educating All Students for Success in Life

Title VII, Indian Education

- Project Ki'l
- Project Pugigtut
- Title VII Indian Education summer enrichment
- Summer intern program
- Denali summer camp

Anchorage School District
Educating All Students for Success in Life

Contact Information

www.asdk12.org

(907) 742-4000

Carol Comeau, Superintendent
(907) 742-4312
Comeau_Carol@asdk12.org

Anchorage School District
Educating All Students for Success in Life

Bering Strait School District

P.O. BOX 225 • Unalakleet, Alaska • 99684 • (907) 624-4261 • Fax 624-3447

Rob Picou, Superintendent

907-624-4261 • ***rpicou@bssd.org***

BREVIG MISSION • DIOMEDE • ELIM • GAMBELL • GOLOVIN • KOYUK • SAINT MICHAEL • SAVOONGA • SHAKTOOLIK • SHISHMAREF • STEBBINS • TELLER • UNALAKLEET • WALES • WHITE MOUNTAIN

April 10, 2011

Dear Representative Dick:

Throughout my career of fifteen years in rural Alaska, I have never met a mother who did not love and want what is best for her children. I have met many mothers who did not have the tools to help their children. But I have never met one mother who did not want what is best, who did not pray in her heart for her child to be successful in school. The Bering Strait School District Board of Education is committed to building partnerships. It is with enthusiasm that I welcome you into our circle of support. I sincerely hope you accept my invitation to get to know the kind and caring people of our communities, and begin to understand how easy it is to become a part of the solution.

I am sorry to report that as a new superintendent this school year, we have had six suicides of young people under the age of twenty-one years old. Let us not forget these lost young men and women in our conversation about school funding and vocational education. For all its noble and political intent, NCLB has effectively eradicated vocational education from our schools in rural Alaska. Our vocational education classrooms have become storage facilities, as we have by necessity diverted funding away from vocational education to a failed model of education that was developed in another age and intended for a very different purpose. I am also sorry to report that our graduation rate is 47%. If McDonalds were losing as many customers as we are losing, they would stop selling hamburgers. Yet, we as an educational community continue to offer the same old menu. In an age when teachers and students are forced into the unrealistic pursuit of unobtainable and meaningless standards, it is time to recognize that the path to achievement requires only simplicity and diligence, depth and focus, relationships and relevance.

As you grapple with the important decisions you must make in this legislative session, it is my hope that you do not look at things the way they are and ask why, but that you instead look at things that never were and ask why not. I am encouraged by the efforts I witness every day throughout the Bering Strait School District. Please support SB 84 and invest in Alaska's future by investing in Alaska's children. I have faith that all things are possible when good people surround a common vision and do what is right for kids. If we all come together and become one single heartbeat, we will pump life into the educational dreams of all children.

Thank You,

Rob Picou
Superintendent
Bering Strait School District

Bering Strait School District

Pathways Toward Success

The Bering Strait School District will educate our children to become self-sufficient and contributing citizens through quality programs that reflect our children's heritage.

Bering Strait School District Early Childhood Education

- BSSD Early Childhood Education programs are 100% grant funded in 14 sites in partnership with Kawerak and RurAL CAP.

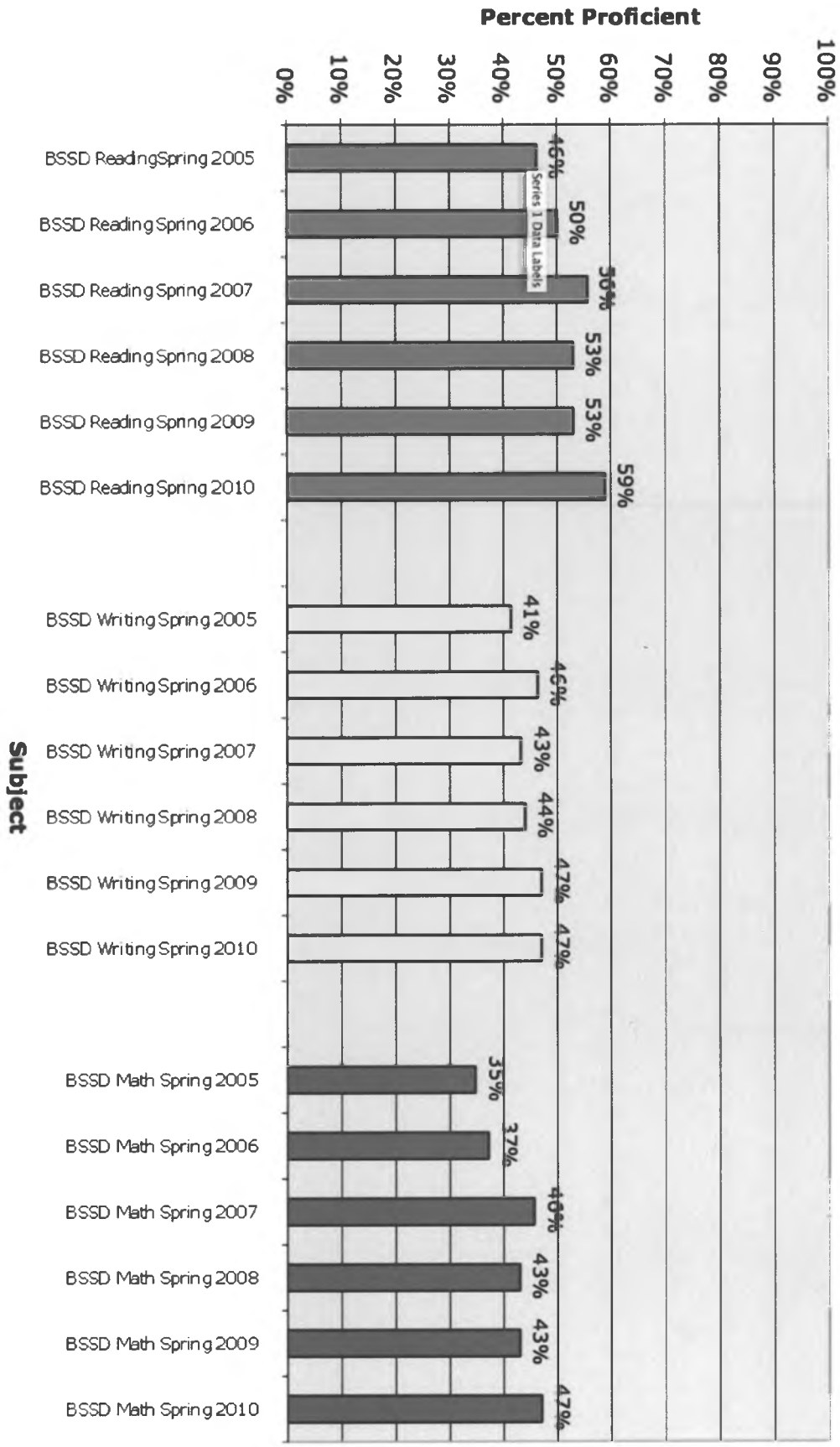
Indian Education Grant (3 sites)

Alaska Native Education Grant (5 sites)

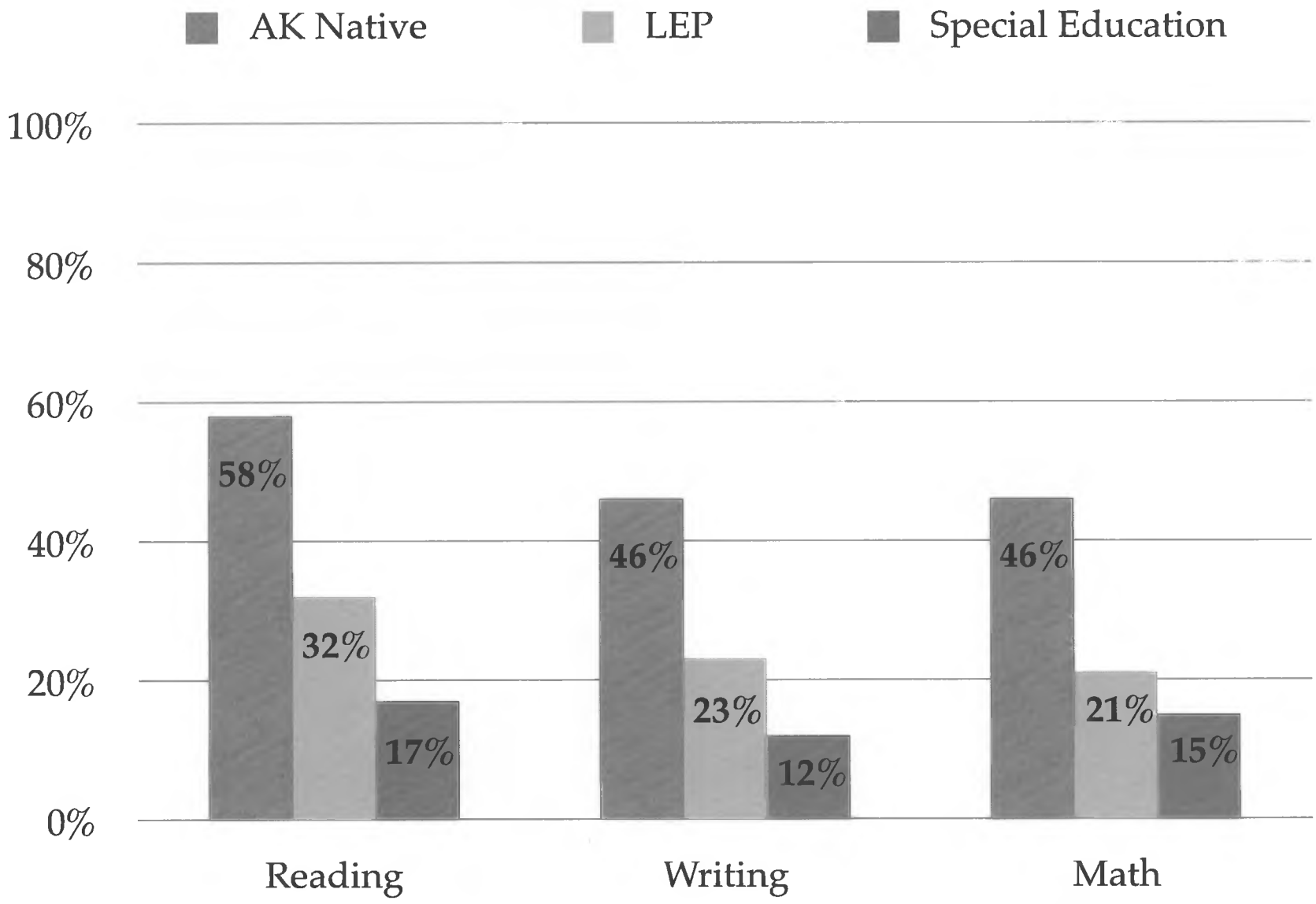
AP3 Grant (4 sites)

21st Century Grant (1 site)

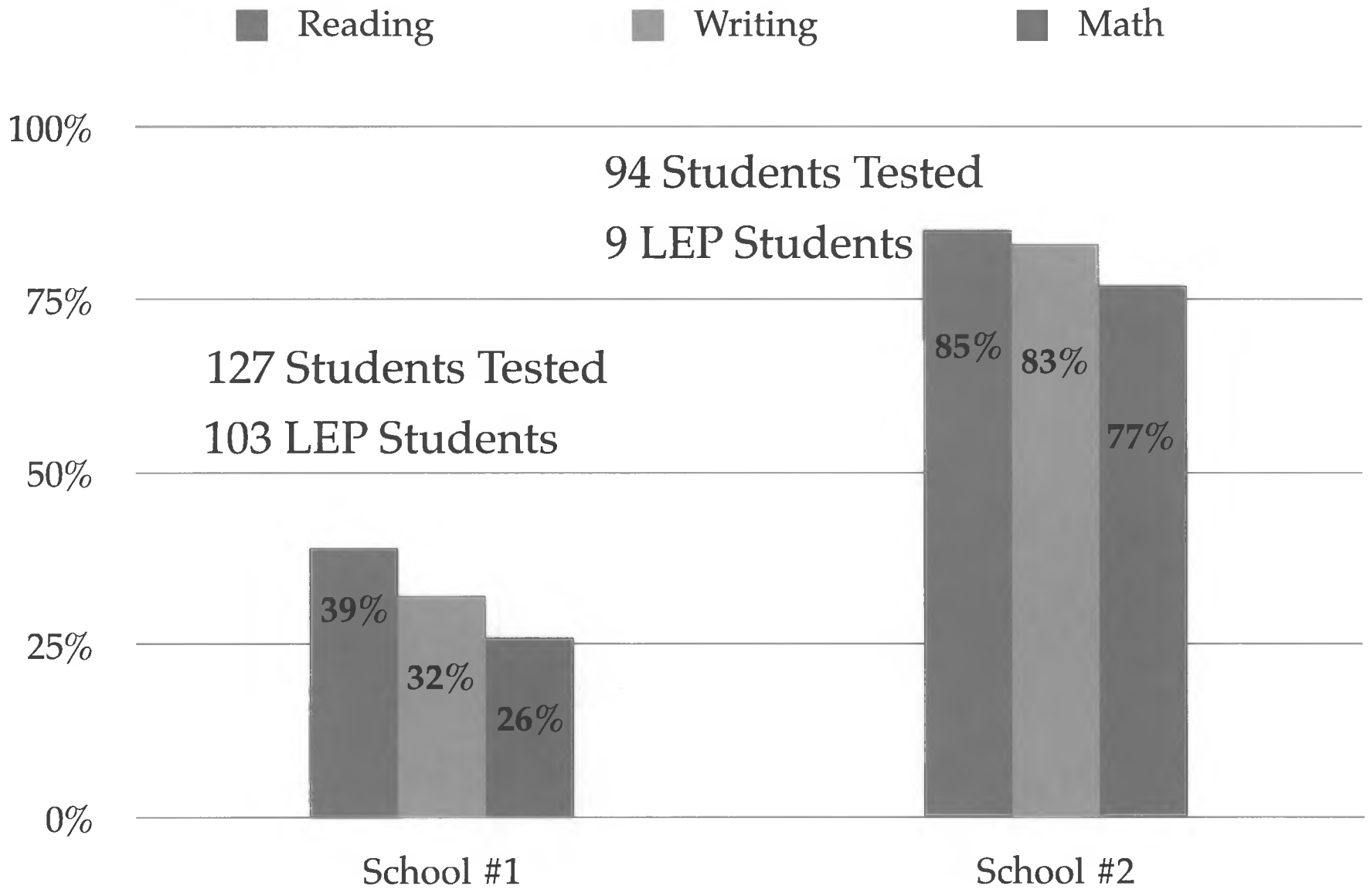
- 3 year old students attend 4 days a week @ 4 hrs. a day. 134 students enrolled.
- 4 year old students attend 5 days week @ 5hrs. a day (3hrs. on Fridays). 125 students enrolled.
- By the end of FY13 all grant funded programs will be unfunded.


Proficiency in Subject Areas Over a 6-Year Period on the SBAs
BSSD Grades 3-10
Percent Proficient
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Subject
BSSD ReadingSpring 2005
BSSD Reading Spring 2006
BSSD Reading Spring 2007
BSSD Reading Spring 2008
BSSD Reading Spring 2009
BSSD Reading Spring 2010
BSSD Writing Spring 2005
BSSD Writing Spring 2006
BSSD Writing Spring 2007
BSSD Writing Spring 2008
BSSD Writing Spring 2009
BSSD Writing Spring 2010
BSSD Math Spring 2005
BSSD Math Spring 2006
BSSD Math Spring 2007
BSSD Math Spring 2008
BSSD Math Spring 2009
BSSD Math Spring 2010
46%
Series 1 Data Labels
50%
56%
53%
53%
59%
41%
46%
43%
44%
47%
47%
35%
37%
43%
43%
47%

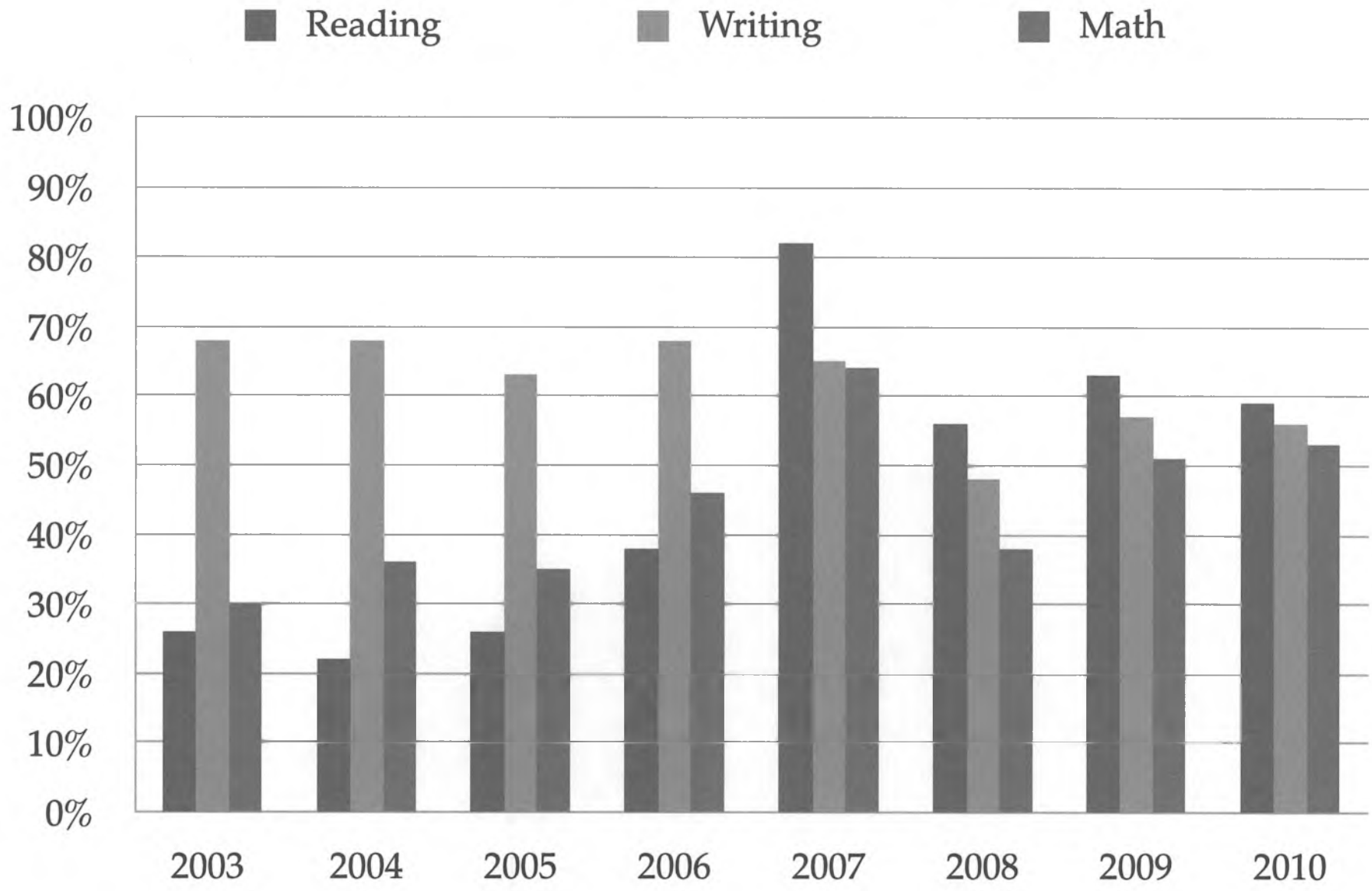
2010 BSSD Subgroups



2010: Range of BSSD SBA Scores



2010: % of 10th Graders Passing HSGQE



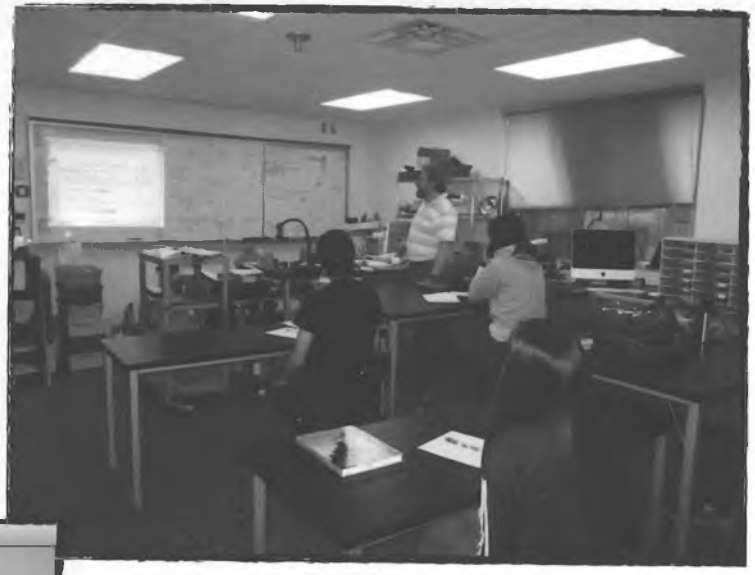
Disconnect

BSSD Graduation Rate for FY10	**46.6%**

10 %- 15% of BSSD graduates go to college

Less than 5% of the UA system graduates are Alaska Native

70% students say they are going to college after graduating

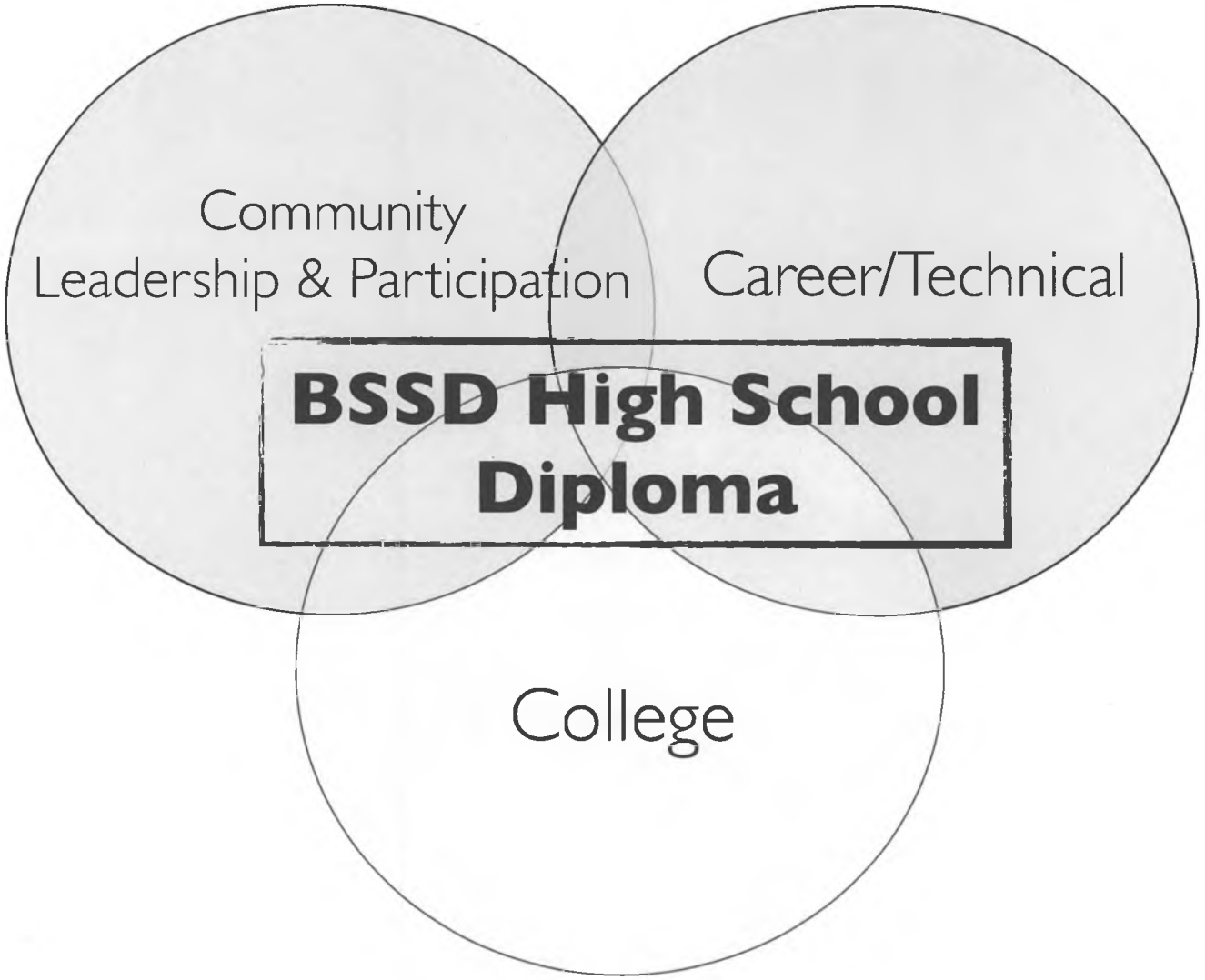


Bering Strait School District

10 + 2 Graduation Paths

March 2011

Bering Strait School District Graduation Paths



Relevance Rigor Choices

BSSD Vocational Education Classrooms

BSSD Shops

Site of Future Shop

Makeshift Shop

BSSD Budgeting Challenges

FY12 Budget

Heating Fuel... $2.9 million

Electricity... $2.3 million

Water & Sewer... $850,000

Professional Development... $893,750

Travel... $510,930

Partnerships

University of Alaska Anchorage
University of Alaska Fairbanks
University of Alaska Northwest Campus
Alaska Staff Development Network
Bering Strait Native Corporations
Local Native Corporations
Local Indian Reorganization Act Councils
Local Tribal Councils
Kawerak
RurAL CAP
Norton Sound Health Corporation
Norton Sound Economic Development Corporation
NACTEC
Bering Strait Regional Corporation
Local Businesses
Bering Air
Era Aviation
Pen Air
Alaska Department of Education & Early Development

The Bering Strait School District will educate our children to become self-sufficient and contributing citizens through quality programs that reflect our children's heritage.

Bering Strait School District Board of Education

Albert Washington, Chair
Clifford Weyiouanna, 1st Vice Chair
Melvin "Dumma" Otton, 2nd Vice Chair
Annabelle Cunningham, Treasurer
Aurora Johnson, Secretary
Luther Komonaseak, Member
Sylvia Toolie, Member
Jane Kava, Member
Aaron Iworrigan, Member
Joe Murray, Member
Jenny Lee, Member

For more information:
Visit our website at www.bssd.org
E-mail or call:
Rob Picou, Superintendent
rpicou@bssd.org (907) 624-4261

Bristol Bay Borough School District

Serving the communities of Naknek, King Salmon, and South Naknek in Southwest Alaska

2011-2012 School District Overview
for House Education Committee

What is Bristol Bay Borough School District?

Our District Vision:
Educating Our Children for the Future

Our District Mission:
To provide learning opportunities to ALL students, enabling them to secure the essential knowledge and skills necessary to become positive and productive members of society.

Visit our website: http://bbbsd.net/

What are our priorities for the 2011-2012 School Year?

- Improving student achievement and performance in all academic areas
- Recruiting and retaining the best teachers and continuing our professional development commitment to all staff.
- Expanding and improving vocational programming and career planning for all students.

What has the state and local investment in Bristol Bay Borough School District produced?

- District has continued to make required Adequate Yearly Progress (AYP) as defined by state and federal rules every year.
- Our Alaska Native students (as a group) outperformed our own other students in % proficient or above during last school year.
- Our Alaska Native students achieved the highest percentage proficient (93%) among all districts in Alaska for 2009-2010.
- 92% of our other students achieved proficient or above status on the spring 2010 testing.
- We are among the top performing districts in Alaska according to these indicators.

What else has BBBSD produced for students and families?

FEA & Student Council Students prepared a luncheon for Elders at their residence

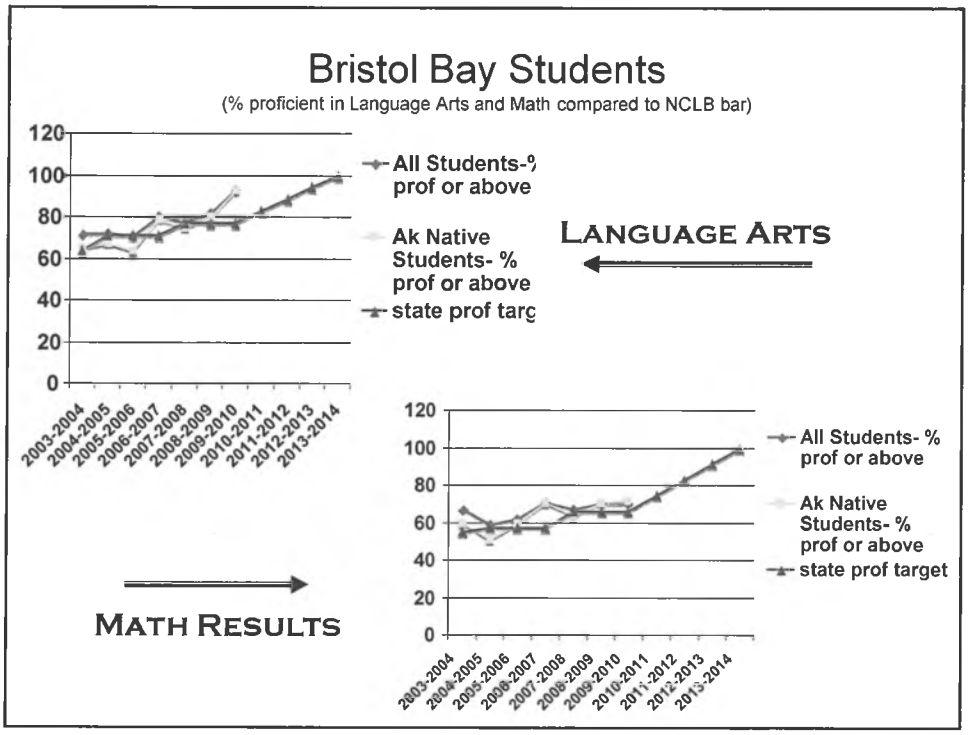
- Graduation rates currently at 80%. (still short of where we hope to get)
- Dropout rates currently at 2.7%. (any dropouts hurt, and we need to pay better attention to every child)
- Students better prepared for life after high school with many options. (still short of where we hope to get)

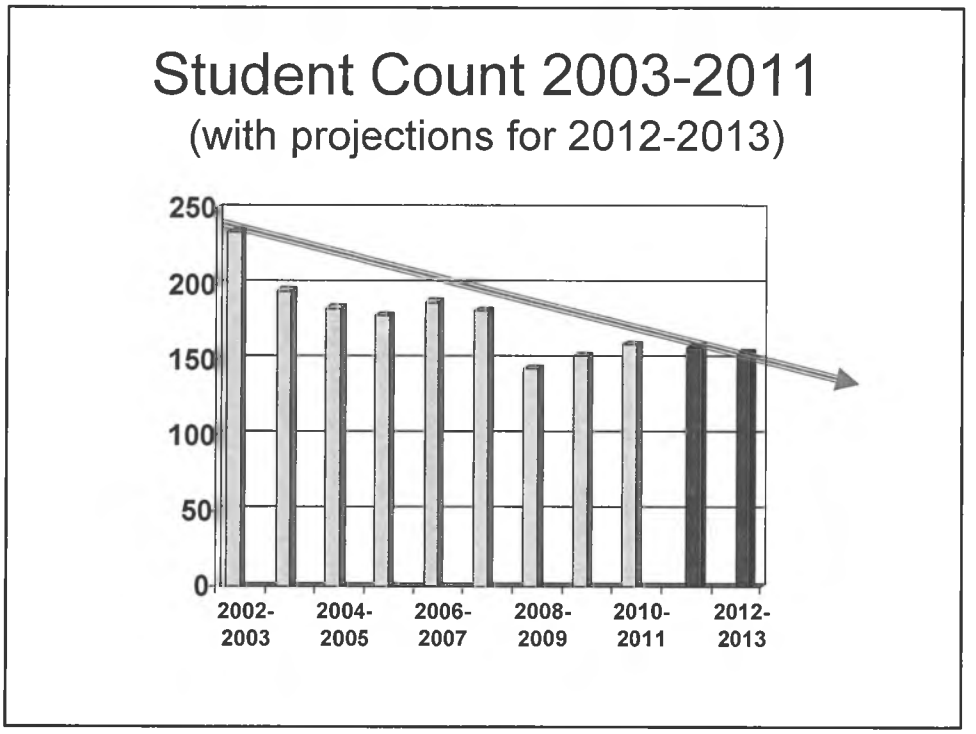
What warnings must be mentioned?

- We are nearing 2014 when all students must be proficient or above.
- AYP bar is raised by 7% this year. That will be a challenge for us to make. In math we have never performed at that next level.
- Each year after this the bar goes up again till it reaches 100% in the 2013-2014 school year.
- Performance in science is well below where we want to be.

NSRC staff & Avant Garde visit Naknek to talk science curriculum

Elementary students working with a UAA student teacher who now is on our staff.


Bristol Bay Students
(% proficient in Language Arts and Math compared to NCLB bar)
120
100
80
60
40
20
0
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
All Students-% prof or above
Ak Native Students- % prof or above
state prof targ
LANGUAGE ARTS
MATH RESULTS
All Students- % prof or above
Ak Native Students- % prof or above
state prof target


Student Count 2003-2011
(with projections for 2012-2013)
250
200
150
100
50
0
2002-2003
2004-2005
2006-2007
2008-2009
2010-2011
2012-2013

What else are we proud of?

- New clubs and activities; FEA, Running Club, after school programs
- New Native Ed Grant- Cultural Activities, summer school, school counselor and transition specialist- $1.2 million over three years
- Vocational programs- culinary arts, van project, woods program, in middle school and high school (see web site & blogs)
- Pre-K program, Transition Camp, Fitness Trail Project, and Professional Development with Lake and Pen

Final thoughts…

- Bristol Bay is a school district that regularly asks; who we are, what we do for children, and how we could be better.
- We are proud of our students, our families, staff, and alumni and we know that we are the successful school district we are because of a long term commitment to education in the region.
- We will always be looking for ways to improve and to provide greater opportunities for children.
- We appreciate the work of our legislators to support BBBSD and schools throughout Alaska that are striving to prepare our next generation of leaders.

Chugach School District

Prince William Sound District of 250 Students

- **Chenega Bay**
- **Tatitlek**
- **Whittier**
- **Homeschool**

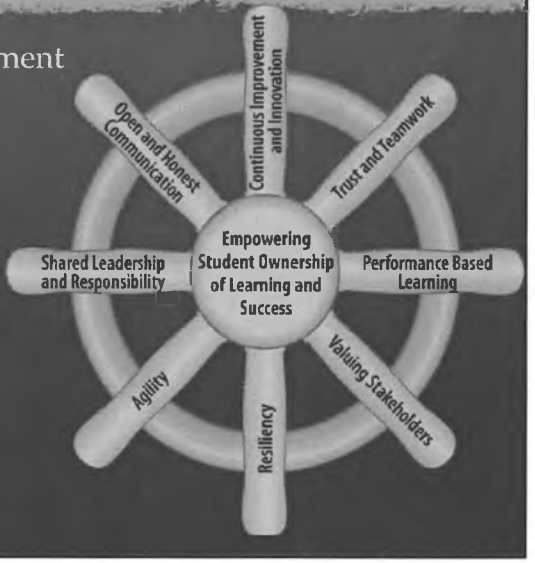
Presentation to the House Education Committee
February 7th, 2011

Bob Crumley, Superintendent

Chugach School District

Shared Purpose & Core Values

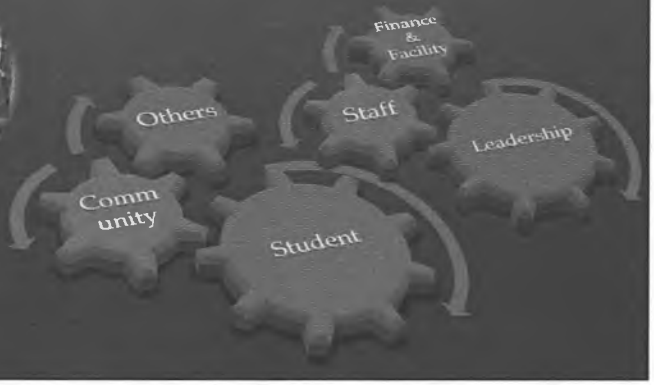
15 Year Continuous Improvement Reform Process



Chugach School District
What Works

A "System" Rather Than A Set Of Loosely Coupled Programs

System Of Five Focus Areas Collaborates With Other Systems



Chugach School District
Student Focus

Relevant Local Standards
- Locally Developed K-12 Standards in 10 areas
- State Waiver: Individualized Performance-Based
- Holistic Learning; Academic & Employability

Balanced Instructional Model

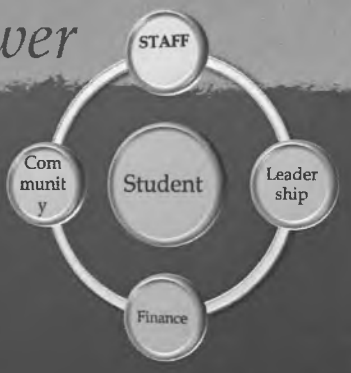
Diagnostic/Prescriptive Assessment

Meaningful Reporting
- Aligned Information Management System
- Graduate Reports to School Board

Multiple Support Programs
- Student Laptop Program
- Nutritional Breakfast Program
- Early Childhood (PK & PAT)

Voyage To Excellence Hybrid Residential
- Year Round Phases & Camps
- Six Outcomes / Pathways for Graduates

Chugach School District
Staff Focus -Empower



Staff Training
- Three Times The State Amount Of Training
- Staff Develops Local Standards/ Assessments
- Staff Input Regarding Types Of Training
- Individual Staff Dev. Proposal Process

Performance Evaluation Process (PEP)
- 3 Staff Evaluations Per Year
- School-wide & Individual Goal Setting Process
- Performance Pay For PEP Score

Staff Ownership
- PWS Teachers Association ($1.00 annual dues)
- Collaborated Agreement (not negotiated)
- 95% Teacher Retention Rate
- Valuing Staff –i.e., Deferred Compensation

Staff Hiring Process

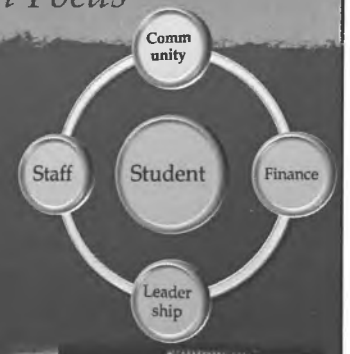
Chugach School District
Leadership Focus

Leadership Training
- Student Leadership – VOICE
- Staff Leadership Training & Opportunities
- Board & Administrative Leadership Training

Routine External Evaluation
- Malcolm Baldrige National Quality -2001
- Alaska Performance Excellence - 2009
- Superintendent Survey 2010

User Friendly Strategic Planning
- Shared Purpose & Core Values
- Five Focus Areas
- Strategies
- SMART Goals
- Balanced Score Card
- Dashboard Indicators Of Performance

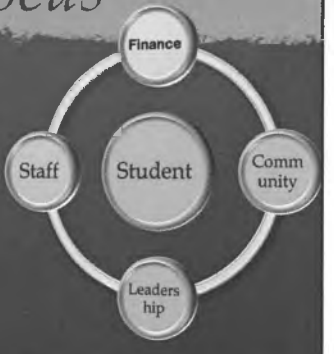
Chugach School District
Community & Communication Focus



Community Engagement
- Parent Resource Centers
- Educational Advisory Committees
- Student Performances, Athletics, Holiday Events
- Cultural Heritage Week
- Health Fairs and Service Learning Projects
- School-Home Itinerant Counselor
- Mental Health Counselor
- Projects To Get Adults & Kids Working Together
- Parent In The School Position

Communication
- Newsletters
- AIMS – Parent Portal Into Student Information System
- Web Pages
- Reports, Surveys, Gatherings
- Travel

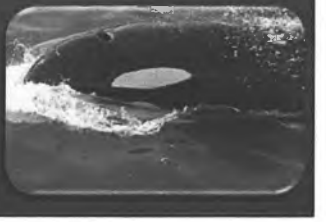
Chugach School District
Finance & Facility Focus



Conservative, Thrifty, Frugal Spending
- Tight Purchase Request Process
- Lean Operation, 2 Administrators Total
- Monthly Financial Analysis of Programs and Schools

High Customer Satisfaction
- Tight, 2-week Payable, Payroll Processes
- Preventative Maintenance & Construction Fund Search

State Funding Is Foundation Upon Which To Build
- Assertive Continuous Aligned Grant Search
- Business Partnerships
- Corporate Donations
- Fundraising For Ownership



Why Assertively Search For Outside Resources?

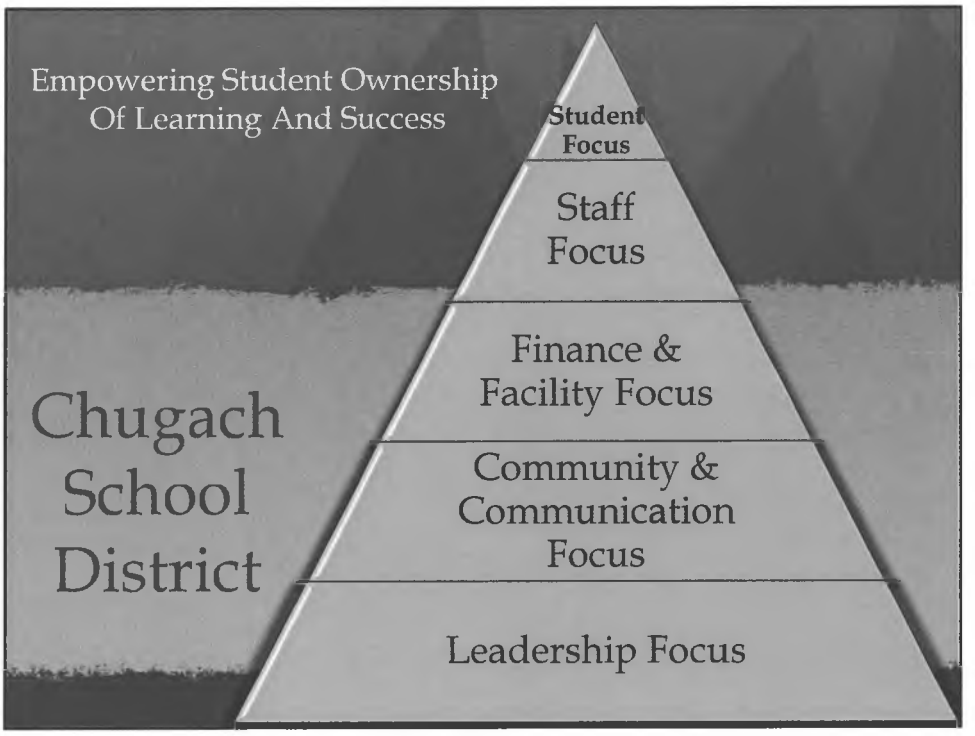
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
BSA	4010	4010	4169	4576	4919	5380	5380	5480	5580	5680
BSA Percent Increase	------	0%	3.96%	9.76%	7.5%	9.4%	0%	1.9%	1.8%	1.8%
CPI (Inflation)	1.9%	2.7%	2.6%	3.1%	3.2%	2.2%	4.6%	1.2%	2.5%	------
Total AK Grads	6945	7366	7290	6905	7361	7666	7855	8008	8245	------
% Increase in Graduates	------	6%	(1%)	(5.3%)	6.6%	4.1%	2.5%	1.9%	3%	------

Sources:
- AK DEED
- US DOL

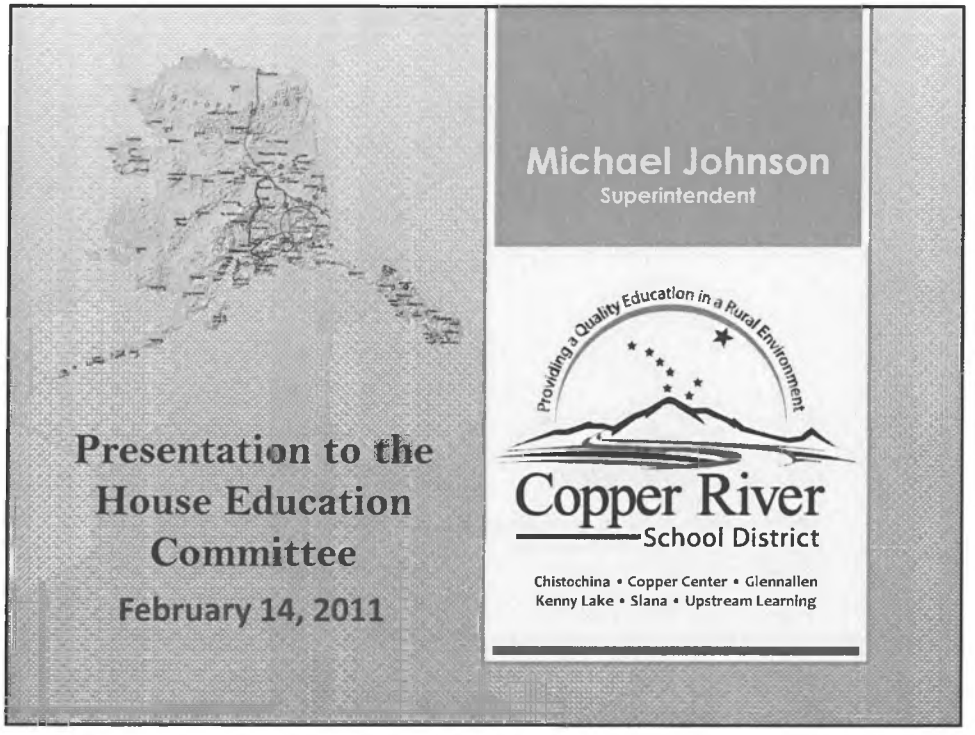
Chugach School District Fact Sheet

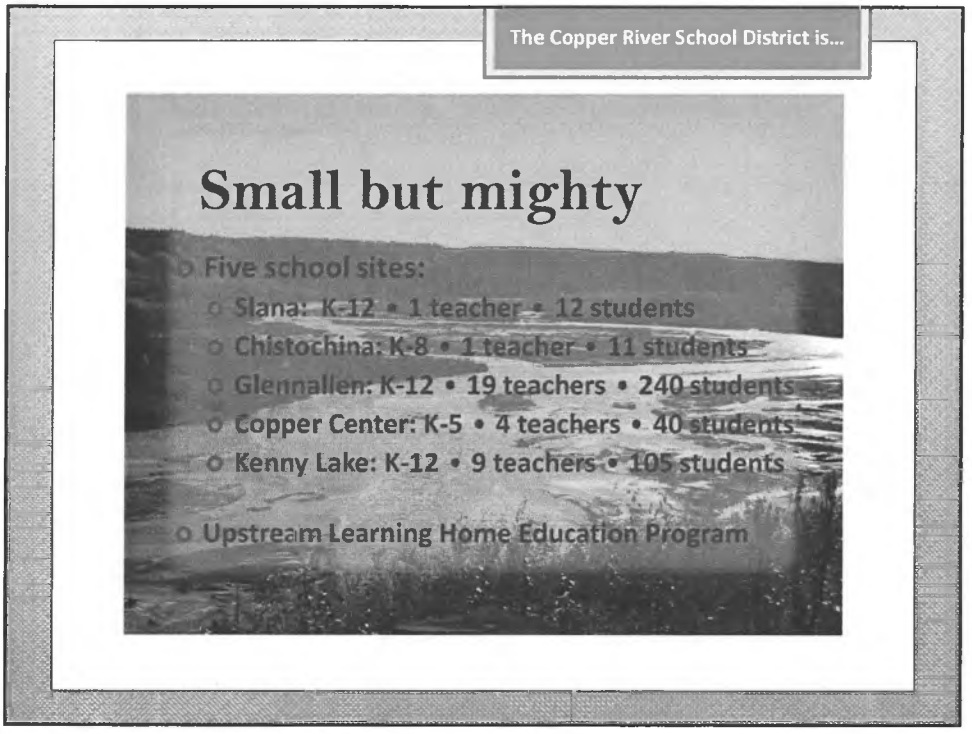
	1992 - 1993	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
Attendance	89.9%	96.1%	97.1%	96%	95%	97%
Enrollment	132	214	199	227	224	264
PEP Avg.	NA	5.6	5.5	5.5	5.1	5.4
Language Arts	< 25%*	78%	86%	84%	83%	78%
Math	< 25%*	65%	74%	94%	71%	65%
Teacher Retention	55%	90.4%	91%	90%	100%	95%
4 yr. Grad. Rate	N.R.	43.5%	55.6%	40%	66.6%	69.57%
4 yr. Drop Out Rate	12%	7%	1.5%	4.8%	11.6%	---

*Iowa Basics


Empowering Student Ownership
Of Learning And Success
Chugach
School
District
Student
Focus
Staff
Focus
Finance &
Facility Focus
Community &
Communication
Focus
Leadership Focus

FDG


Michael Johnson
Superintendent
Presentation to the House Education Committee
February 14, 2011
Providing a Quality Education in a Rural Environment
Copper River
School District
Chistochina • Copper Center • Glennallen
Kenny Lake • Slana • Upstream Learning


The Copper River School District is...
Small but mighty
Five school sites:
Slana: K-12 • 1 teacher • 12 students
Chistochina: K-8 • 1 teacher • 11 students
Glennallen: K-12 • 19 teachers • 240 students
Copper Center: K-5 • 4 teachers • 40 students
Kenny Lake: K-12 • 9 teachers • 105 students
Upstream Learning Home Education Program

480/36

The Copper River School District is...

Proud of our communities and rich cultural heritage

- Strong community partnerships
- Parent involvement
- Positive relationships with local village councils and Native organizations

The Copper River School District is...

Proud of our accomplishments

- One of Alaska's highest performing districts
- Two Blue Ribbon Schools (2005 & 2009)
- Excellent Teachers & Administrators
  - Members of local, state, regional, and national boards, organizations, and committees
  - National Board Certified Teacher
  - Alaska Teacher of the Year
  - Region II Principal of the Year
  - Milken Family Educator

Clarity
SM?

The Copper River School District is...

Focused on Five Essential Questions

- What do our students need to know?
- How will they learn it?
- How will we know if they have learned it?
- What will we do if they haven't learned it?
- What will we do if they already knew it?

The Copper River School District is...

Focused on student achievement

- Early Literacy
- Rigorous Academics
- Vocational Education
- Meaningful Enrichment

The Copper River School District is...

Focused on improvement

- Consistent and Aligned Curriculum
- Professional Development designed to Increase Student Achievement

The Copper River School District is...

Actively seeking solutions

- Expansion of Digital Learning Opportunities
- Career & Technical Education [illegible] Offerings
- Enhanced Support for Struggling Learners
- College & Career Readiness Activities

The Copper River School District is...

A place where EXCELLENCE isn't everything...

it's the *only* thing.

Contact us:

mjohnson@crsd.k12.ak.us

907.822.3234

www.crsd.k12.ak.us

Providing a Quality Education in a Rural Environment

Copper River School District

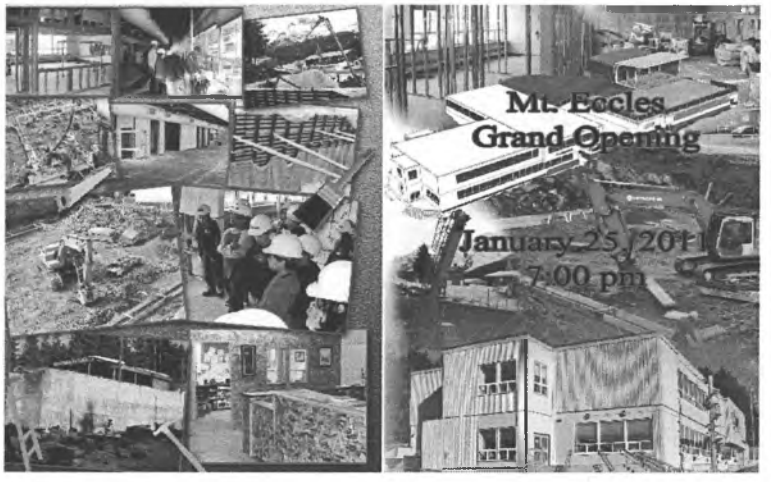
Chistochina • Copper Center • Glennallen
Kenny Lake • Slana • Upstream Learning

Welcome to Cordova – Alaska

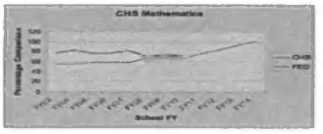
Lots to Celebrate!

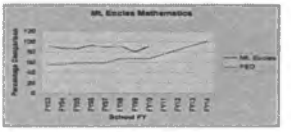
Recent Grand Opening

Oldest Active Elementary School



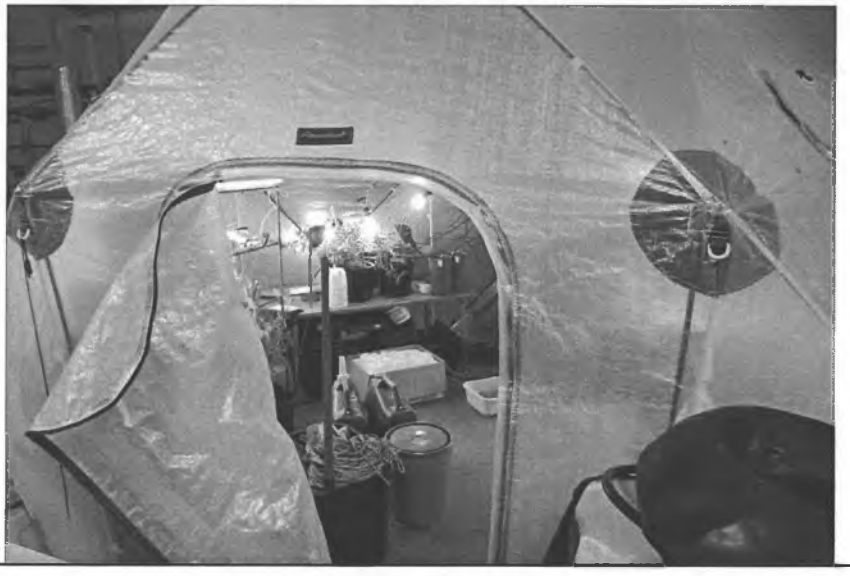
More to Celebrate!





-Very professional/veteran staff
-Never failed to exceed AYP
-Nationally recognized Blue Ribbon School

Don't let school get in the way of your student's education



Methane Gas Development

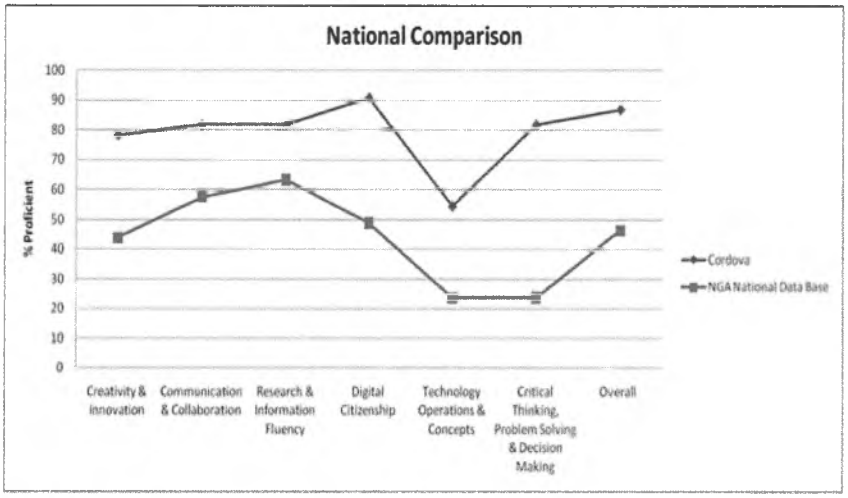
- **Methane digesters**

Relevant Learning

Laptop Technology

- **Laptop Initiative**

Laptop Proficiency



Cordova *n= 25*

NGA National Database *n= 16,801*

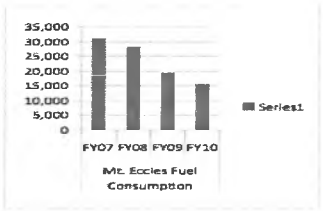
Figure 2. Comparison of Cordova to NGA National Database

Energy Independence

Cordova School District FY07 - FY10

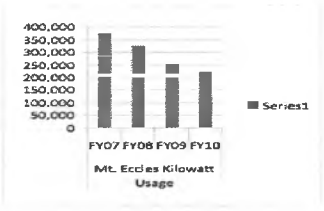
Mt. Eccles Fuel Consumption

FY07	FY08	FY09	FY10
31,194	28,242	19,573	15,712



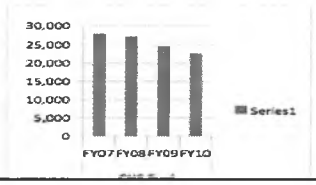
Mt. Eccles Kilowatt Usage

FY07	FY08	FY09	FY10
374,958	326,164	252,953	222,574



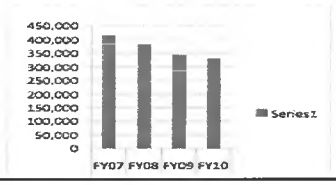
CHS Fuel Consumption

FY07	FY08	FY09	FY10
27,871	27,212	24,491	22,529



CHS Kilowat Usage

FY07	FY08	FY09	FY10
416,898	386,790	344,900	331,259



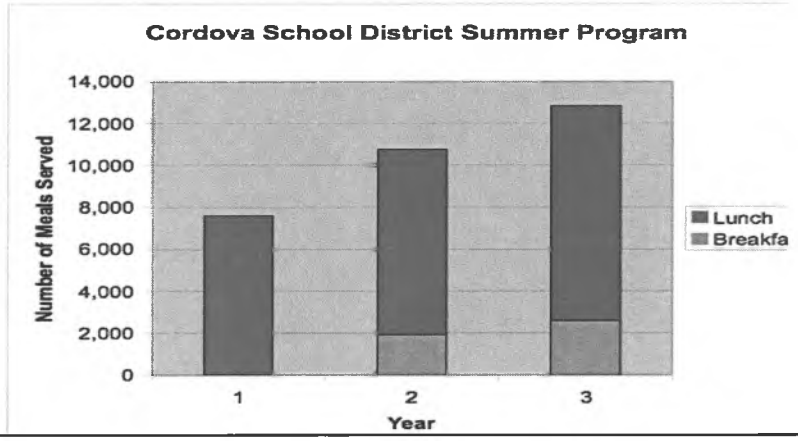
More Energy!

Waste oil burner as a service to the community

Summer Lunch Program

Total Meals Served

Year	Breakfast	Lunch
2008	0	7,610
2009	1,931	8,834
2010	2,597	10,242



More Great Programs!

- **Cordova maintains an Innovative Learning Program (ILP)**
- **Peer Helpers Class**
- **Student lead energy audits**
- **Cordova will host the Annual Alaska Association of Student Government (AASG) this spring**

Questions??

- Thanks for your time today, and for all your energy that you use in supporting the education of our students. It is much appreciated!!
- Jim Nygaard
  Supt of Schools

Sheila Peterson

From: Rep. Alan Dick
Sent: Thursday, March 24, 2011 4:05 PM
To: Sheila Peterson
Subject: FW: Innovative Learning Program of Cordova
Attachments: ILP info.doc

Cynthia M. Erickson
Representative Alan Dick
District 6
State Capitol Building Room 104
Juneau, Alaska 99801
Ph. # 907-465-4527
Cell# 750-9123
Email cynthia_erickson@legis.state.ak.us

From: Jim Nygaard [mailto:jnygaard@cordovasd.org]
Sent: Wednesday, March 23, 2011 8:41 AM
To: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Sharon Cissna; Rep. Scott Kawasaki
Cc: Pamela Moe
Subject: Innovative Learning Program of Cordova

Greetings Representatives,
Thank you for the opportunity to visit with you today about the many great things that are happening in Cordova Schools. For those of you with remaining questions regarding our Innovative Learning Program (ILP) I have attached a brief summary for your convenience.
I have also included our instructor, Ms. Pamela Moe, should you desire to contact her directly as well.
Thank you for your endurance as you address the many challenges surrounding support for Alaska's children.

Jim Nygaard
Superintendent of Schools
Cordova School District
PO Box 140
Cordova, Alaska 99574
Office: 907-424-3265
Fax: 907-424-3271
Email: jnygaard@cordovasd.org

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CORDOVA SCHOOL DISTRICT

PO Box 140 * 100 Fisherman Avenue
Cordova, Alaska 99574-0140
(907) 424-3265 * FAX (907) 424-3271

Mt. Eccles Elementary
(907) 424-3236
FAX (907) 424-3117

Cordova Jr/Sr High School
(907) 424-3266
FAX (907) 424-5215

Cordova School District
Innovative Learning Program

The Cordova School District Innovative Learning Program (ILP) was created to better meet the needs of students who have been unsuccessful in the regular education program. The Innovative Learning Program is intended to lead students toward success in education through the use of innovative teaching techniques, more individualized course study, flexible scheduling, a lower student/teacher ratio and a supportive classroom atmosphere.

Goals: The goals of the Innovative Learning Program include: (1) A reduced drop-out rate; (2) An increase in the number of academic credits earned; (3) A decrease in the number of classes failed; (4) A reduction in absences; (5) An increase in grade point averages; (6) An improvement in criterion-referenced test scores, such as the HSGQE; (7) An improvement in decision-making and study skills; (8) To strengthen 21st century skills; and, (9) Attain ability to graduate.

Program Components:

Alternative School: Alternative school meets every day for a portion of the day. The alternative teacher develops individual learning programs and teaches all subjects. Alternative School students must also spend time doing schoolwork at home.

Credit Recovery: The students participating in this part of the ILP program are working to regain one or more credits lost or missed in the regular school for various reasons.

Extended Absences: The alternative teacher coordinates work with the regular classroom teachers for students going on extended absences or travel for more than 10 days. Early notification by the parents to the school of these extended absences is critical to the success of this part of the Innovative Learning Program.

Home School: The alternative teacher is the liaison and teacher of record for the Cordova School District's Home School Program. The alternative teacher meets with the home school parents at the beginning of the school year to go over the home school requirements, discuss the educational plans and materials to be used, and to clarify both the school and parental responsibilities. Throughout the year, the alternative teacher monitors the work being done, collects work samples and grades, and in some cases, goes out on home visits.

Application Information: Application forms for the ILP programs are required and can be obtained from the counselor at the high school, from the alternative school teacher, from the school secretaries at the elementary and high school, and from the ILP website at *www.cordovasd.org/~pmoe.* Once the application is received, the student's academic records are reviewed and interviews are conducted. The student, their parents or guardians, the school administrator, the school counselor, and when possible, the alternative teacher, participate in the initial meetings.

For more information contact: Pamela Moe, Alternative Teacher, pmoe@cordovasd.org, (907)424-3266 or 3265.

Galena City School District

Offering Choices in Public Education

Galena City School District

- One District – Three Distinct Programs of Choice
  - Galena Interior Learning Academy
  - Interior Distance Education of Alaska
  - Sidney C. Huntington School

Galena Interior Learning Academy

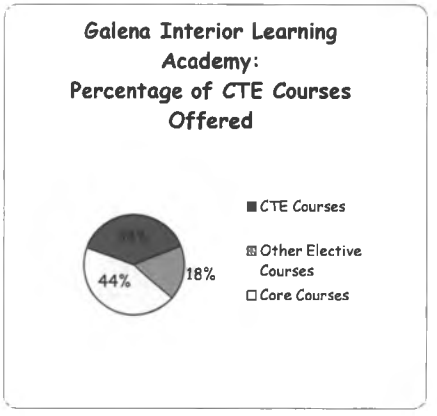
- 14 year success story
- Strong AYP scores
- Over 90% Alaska Native
- High graduation rate
- 198 students from 58 Alaskan communities during the 2010-11 school year

Galena Interior Learning Academy

- District run statewide boarding school
- Accredited to provide secondary and post-secondary CTE programs
- Provides an alternative educational option for many rural Alaska Native students at risk of dropping out
- Provides access for our state's most "at-risk" students to CTE and academic programs not typically found in rural communities

Galena Interior Learning Academy

- CTE Programs
  - Aviation
  - Cosmetology
  - Culinary Arts
  - Automotive
  - Small Engines
  - Welding
  - Carpentry
  - Electricity
  - Computer Technology



Interior Distance Education of Alaska

- 14 year success story
- Supports strong family partnerships
- Strong AYP scores
- High graduation rate
- Flexible course scheduling
- Many students receive dual high school and college credit

Interior Distance Education of Alaska

- Serving 3510 students from 6 regions
- Serving 200 rural Alaskan students from 24 communities
- Provides educational opportunities for 186 preschool students

Sidney C. Huntington School

- Serving the community of Galena
- Alaskan "School of Choice"
- Fully accredited since 1980
- Named for renowned Galena elder Sidney Huntington

Sidney C. Huntington School

- Made AYP every year since the inception of NCLB
- 78% Alaska Native
- High graduation rate
- 105 students from K through 12th grade
- Serving 11 preschool students

Galena City School District

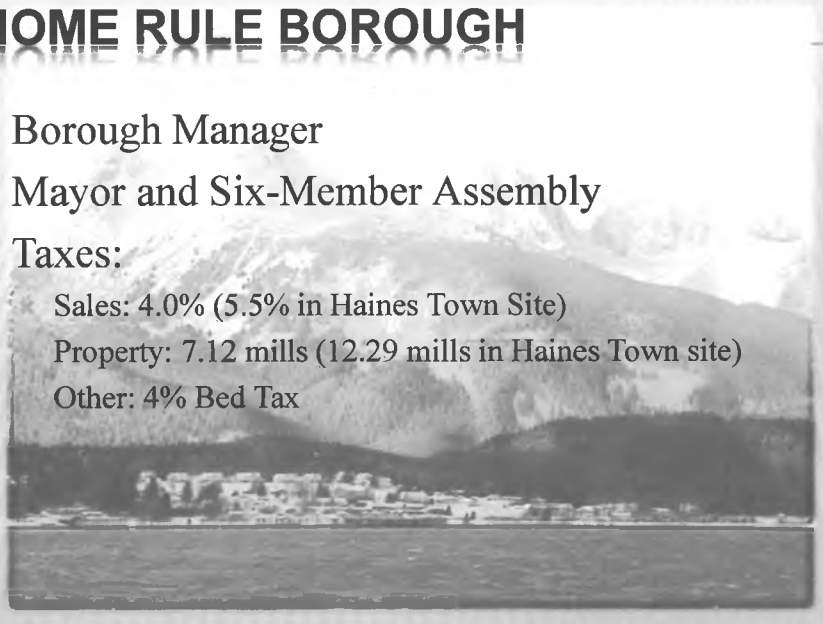
- Three Programs with One Critical Focus:
  - Providing educational choice, access, and opportunity for families statewide
- Serving students from over 70 rural Alaskan communities

HAINES BOROUGH SCHOOL DIST.

CONNECTED BY LAND AND SEA

HOME RULE BOROUGH

- Borough Manager
- Mayor and Six-Member Assembly
- Taxes:
  - Sales: 4.0% (5.5% in Haines Town Site)
  - Property: 7.12 mills (12.29 mills in Haines Town site)
  - Other: 4% Bed Tax



SERVING THE CHILKAT VALLEY

- Population ≅ 2500
- Economy
  - Commercial fishing,
  - Tourism (drive-in, ferry, & cruise ship)
  - Government
  - Commute & Telecommute
  - Retirement
  - Logging (in recent history)

COMMUNITY COMPOSITION

- Very diverse population composed of:
  - Original Tlingit inhabitants of the Chilkat Valley
  - Waves and Trickles of others who came for:
    - The Resources
    - The Beauty
    - Tourism
    - Retirement
    - The Community
    - Quality of Life
    - School

RESOURCE #1 - OUR CHILDREN

- Tremendous Support for Education
- Including a rich curriculum of
  - Core Classes
  - Career and Tech./Vocational Ed.
  - Physical Education
  - Art
  - Music

HAINES SCHOOL

HAINES SCHOOL

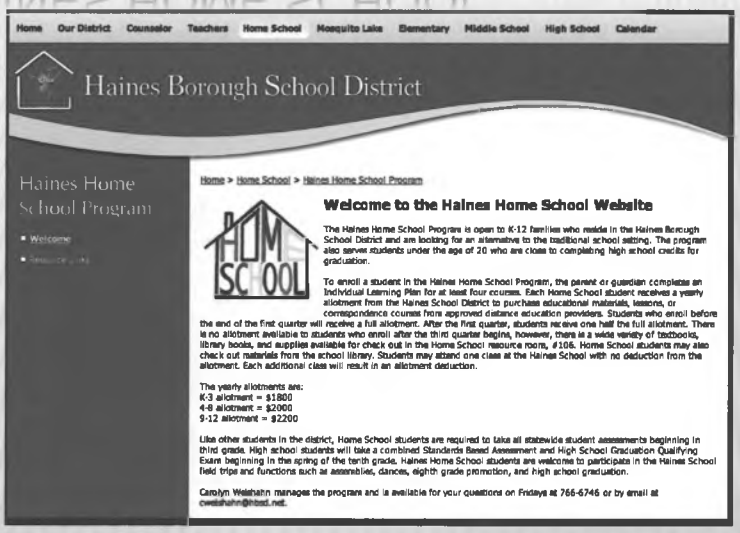
HAINES SCHOOL

MOSQUITO LAKE SCHOOL

MOSQUITO LAKE SCHOOL

MOSQUITO LAKE SCHOOL

HAINES HOME SCHOOL



DISTRICT ACHIEVEMENTS

- Have sustained a varied curriculum:
  - Digital Photography
  - Gourmet Cooking
  - Spanish
  - Construction
  - Work Experience
  - Power Systems Engineering

CONSTRUCTION CLASS

GRADUATION REQUIREMENTS

English	4.0	Fine Arts	1.0
Social Studies.	3.5	Health	.5
Science	3.0	**Financial Literacy**	.5
Math	3.0	Electives	7.0
Computer	.5	**TOTAL**	24.5
Physical Ed.	1.5		

DISTRICT ACHIEVEMENTS

- Many extracurricular activities:
  - X-Country, Wrestling
  - Volleyball, Basketball
  - Debate Drama & Forensics
  - Archery
  - MS Basketball
  - MS Wrestling
  - MS Exploratories, etc.
  - Cheerleading
  - Track & Field
  - Student Council
  - National Honor Society
  - Chilkat Blizzard (Yearbook)
  - Pep Band
- (Community heavily involved)

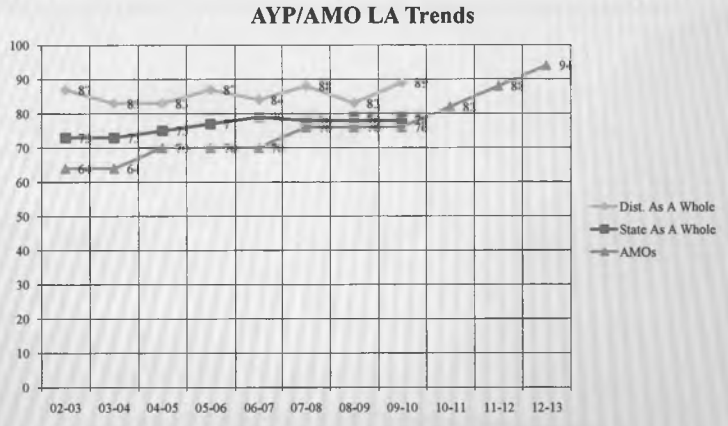
POST SECONDARY SUCCESS

- **Class of 2010 profile**
  - 65% planned to attend a college or university
  - 15% planned to receive vocational/technical training
  - 8% planned to join the military
  - 12% had other immediate plans such as work or travel
- **Recent graduates have attended:**
  - UAA, UAF, UAS, AVTEC, Northern Arizona, Washington State, Gonzaga, Seattle Univ., Humboldt State, Naval Academy, Cornell, Marquette, and the Air Force Academy.

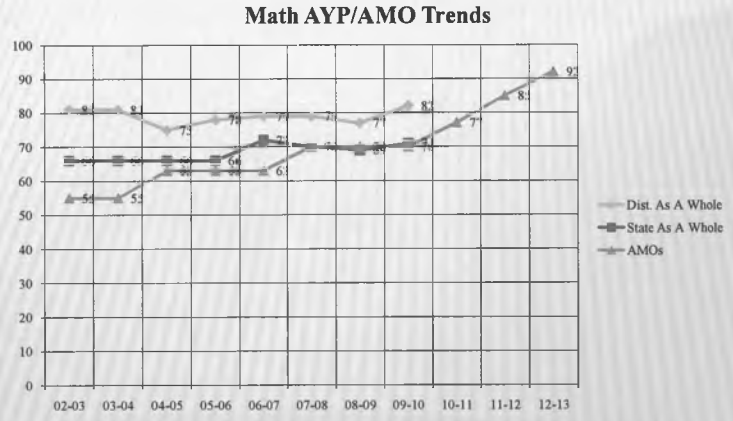
FISCAL DISCIPLINE

- Watching expenditures.
- Prioritizing resources to the classroom.
- Conserving resources.
- Maintaining our facilities
- An adequate funding stream is still required.

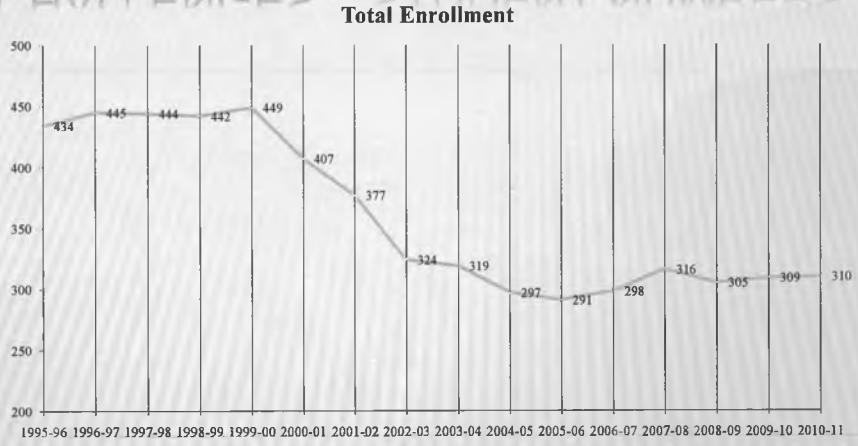
ACHIEVING AYP – LANGUAGE ARTS



ACHIEVING AYP -- MATH

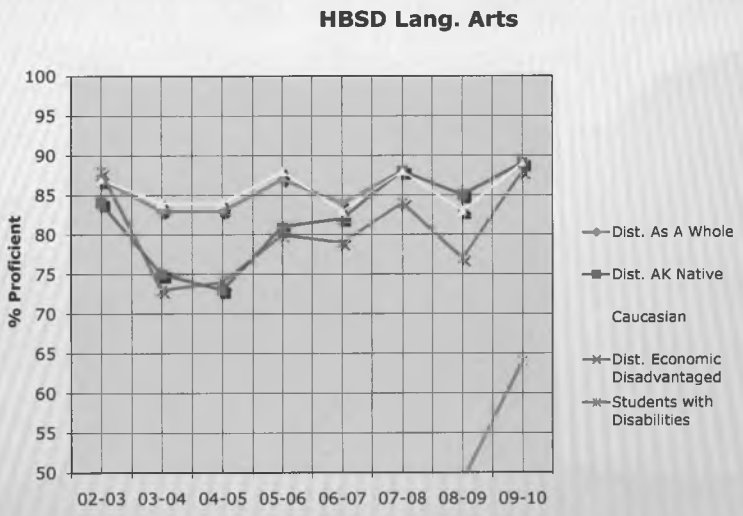


CHALLENGES – STUDENT NUMBERS

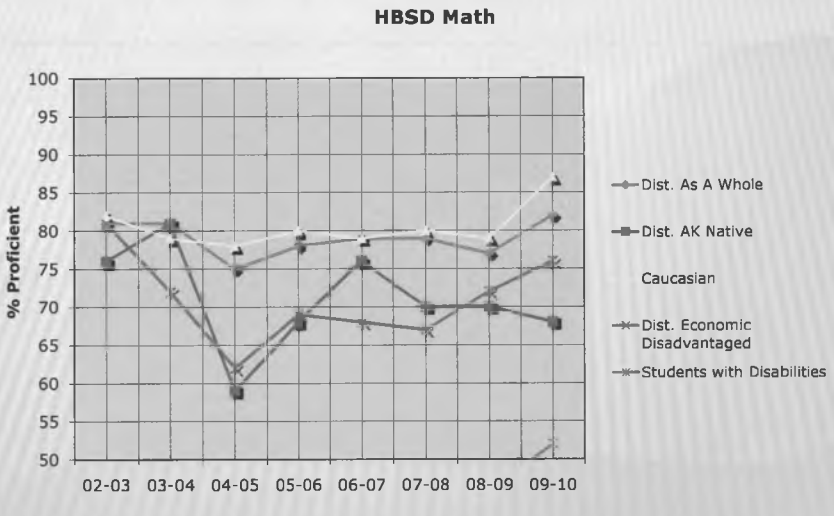


We've declined but stabilized out around 300 in 2002-03

CHALLENGES – MAINTAINING AYP



CHALLENGES – MAINTAINING AYP



FOLLOWING OUR STRATEGIC PLAN

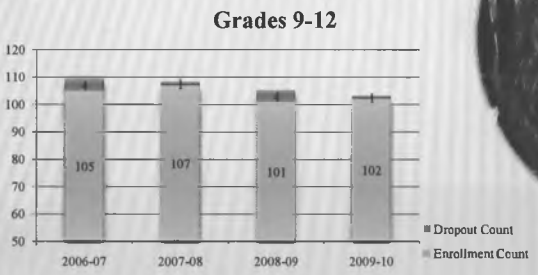
- ***We will enhance and expand educational opportunities.***
  - Establish ongoing curriculum review.
  - Integrate current technologies into the curriculum and daily instruction.
  - Strengthen and diversify career and technical education (CTE).
  - Increase program offerings to make courses attractive to more students.
  - Establish ongoing, meaningful professional development (may be included with each specific objective as appropriate).
  - Provide early identification and intervention to maximize student success in reading and math.

FOLLOWING OUR STRATEGIC PLAN

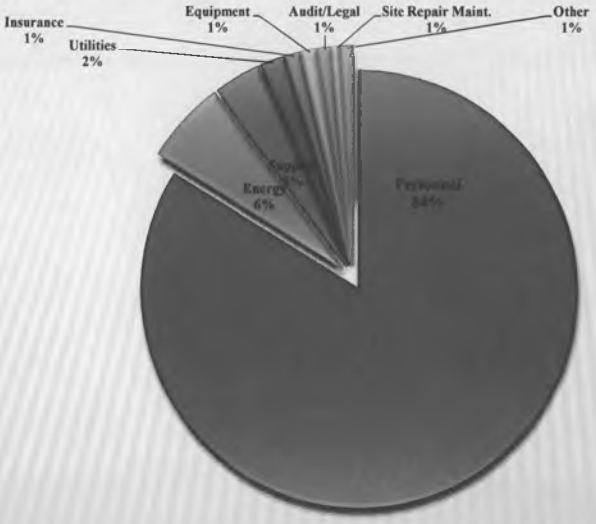
- ***We will consciously create and sustain a supportive school environment.***
  - Establish an effective school advisory council that provides support and input to the school board, students, teachers and administration and helps to build bridges between the school and community.
  - Sustain formal partnerships with community agencies/organizations that benefit students.
  - Develop and implement a system(s) to identify, provide support to, and monitor the progress of students exhibiting at-risk behaviors.

CHALLENGE - GRADUATE ALL STUDENTS

- 2010 Cohort Total = 22
- Drop-outs = 3
- Continuing = 1
- 2010 Grad. Rate = 81.8%



MAINTAINING ADEQUATE RESOURCES



GO BEARS!

29

Iditarod Area School District

Presentation to the House Education Committee

Karen Ladegard, Superintendent

February 9, 2011

GEOGRAPHY

- IASD - 43,000 sq. miles - an area the size of Ohio
- Separated from the main road system by the Alaska Range
- No connecting roads into or out of any of our villages
- Two river systems separated by the Beaver Mountains:
  - -Yukon (Holy Cross, Anvik, Grayling, Shageluk)
  - -Kuskokwim (McGrath, Nikolai, Takotna)
- Temp. range -75 to +85

More About IASD

- Seven Schools (brick and mortar)
- One distance learning program
- IASD Central Office in McGrath - 219 air miles west of Anchorage - reachable by air only
- Six villages on the Iditarod Trail

Demographics

- Five indigenous languages
- All Title 1 Schools
- 78% Qualify for Free and Reduced Lunch
- K-8 Enrollment - 160 Students
- High School Enrollment - 40
- 4 schools under 20 students
- 3 schools under 60 students
- Distance Learning Program - 117

One of Our Yukon Sites

- David-Louis Memorial School in Grayling.
- Capacity - 120 students
- Today's enrollment-45
- No scheduled air service between the Kuskokwim and the Yukon villages.
- $1200: Charter cost from one side of the district to the other

Shared Goals

- Student Proficiency
- Early Intervention
- Student Engagement in Relevant Programs
- Collaboration at all levels
- Professional Development

Technology Connects Staff and Students

Connecting Staff: Building a Professional Learning Community

Collaboration and Peer Mentoring accelerates Professional Growth. Time is built into the work week for Weekly VTC and eLive curriculum meetings that:

- **Join staff who share best teaching practices, and collaborate on optimal delivery of curriculum and State Standards.**
- **Reduce professional isolation as staff network with their peers from 7 sites.**
- **Provide on-going professional development without the high cost of travel and time away from home.**

Connecting Students

Technology brings experiences and services to students such as:

- **Bi-Monthly IASD Student Government Meetings via VTC.**
- **Daily VTC Secondary Classes.**
- **District-Wide Science Fair via VTC.**
- **Student interventions thru VTC with Specialists and online programs.**
- **Counseling and Speech Therapy delivered via Skype.**

Right: A student presents his science fair project to students, judges, parents and staff who are viewing the presentation from all seven (7) sites throughout IASD.

SOME EVENTS MUST BE FACE-TO-FACE

Sports, Arts, Culture

- **4th Grade Trip to Anchorage**
- **Fine Arts Camp**
- **Science Camp**
- **Ski Meet**

Annual IASD Prom and Formal Dinner

Each year a different site hosts the prom for middle and high school students. Students help raise money for their travel.

CHALLENGE

- High school students are migrating to state supported boarding schools as they increase in capacity and in program offerings.
- Our commitment to serving the few who choose to remain in the village, or who are sent home is steadfast.
- IASD schools average five high school students each, with the smallest having one high school student and the largest having ten high school students.
- Secondary teachers are stretched by mandates to become Highly Qualified for all subjects taught, when they are often the only secondary teacher teaching all 6^{th}-12^{th} Grade subjects.
- Our challenge is to creatively adjust our high school program to connect students with a comprehensive academic and skill-based program.
- Partnerships with local agencies broaden resources and opportunities for students and further engage communities in the joint responsibility to educate our youth.

Our Commitment

Meeting each student's needs and each staff member's professional goals.

JUNEAU SCHOOL DISTRICT
CITY AND BOROUGH OF JUNEAU

Superintendent Glenn Gelbrich

Board of Education

- Sally Saddler, President
- Andi Story, Vice-President
- Ed Flanagan, Clerk
- Phyllis Carlson
- Mark Choate
- Kim Poole
- Barbara Thurston

Juneau's Schools

Elementary Schools

- Auke Bay
- Gastineau
- Glacier Valley
- Harborview
- Mendenhall River
- Riverbend

Middle Schools

- Dzantik'i Heeni
- Floyd Dryden

High Schools

- Juneau-Douglas
- Thunder Mountain
- Yaakoosge Daakahidi

Educational Options

- Juneau Community Charter School K-8
- HomeBRIDGE
- Montessori Program 1-8
- Tlingit Culture Language and Literacy

Juneau's Students

Total 2010-11 Enrollment = 4,977

Alaska's Teacher of the Year
Lorrie Heagy, Music Teacher & Librarian
Glacier Valley Elementary School

Juneau School District
2010-2014 Strategic Plan

Student Achievement

1. Align grade level core standards in math and literacy with world-class goals in mind.
2. Implement an assessment system that informs instructional practice.
3. Engage all staff in the study and use of effective instruction and intervention strategies for all students.
4. Provide support systems to implement instructional programs with fidelity.

Highly Qualified Staff

5. Create a coordinated professional development system that is responsive to achievement data, aligns with school and district improvement efforts, and maximizes the investment of district resources.
6. Study and practice leadership behaviors that are linked to increases in student success.
7. Strengthen our human resources strategy with improved hiring, orientation, training, feedback, and evaluation processes.

Community Commitment

8. Strengthen community partnerships to enhance relevance in career technical programs, service learning, civic education, and across the curriculum.

Culture of Service and Support

9. Develop and implement a service culture and efficient system of support at the District Office.

Early Learning

- ***Pre-K Pilot Program***
- Integrated Preschool
- Kindergarten Kick-off
- Kinder Camp
- All Day Kindergarten
- Staggered Kindergarten School Day

Instruction

- Literacy
- Math
- Instructional Coaches
- Early Release Mondays

Battle of the Books

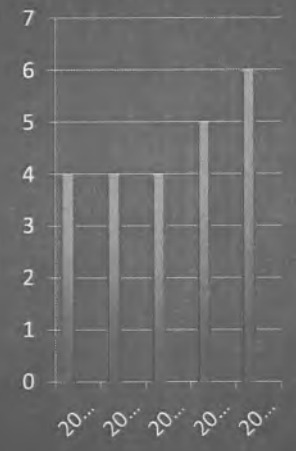
Professional Learning Communities

- What do we want students to know?
- How will we know?
- What will we do if they don't? If they do?

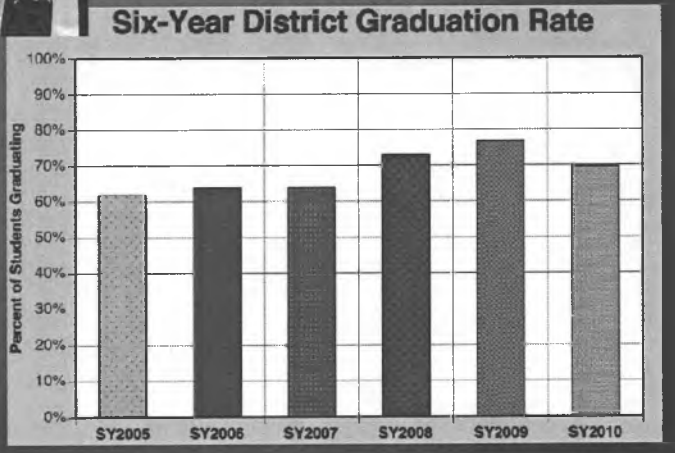
Career Pathways

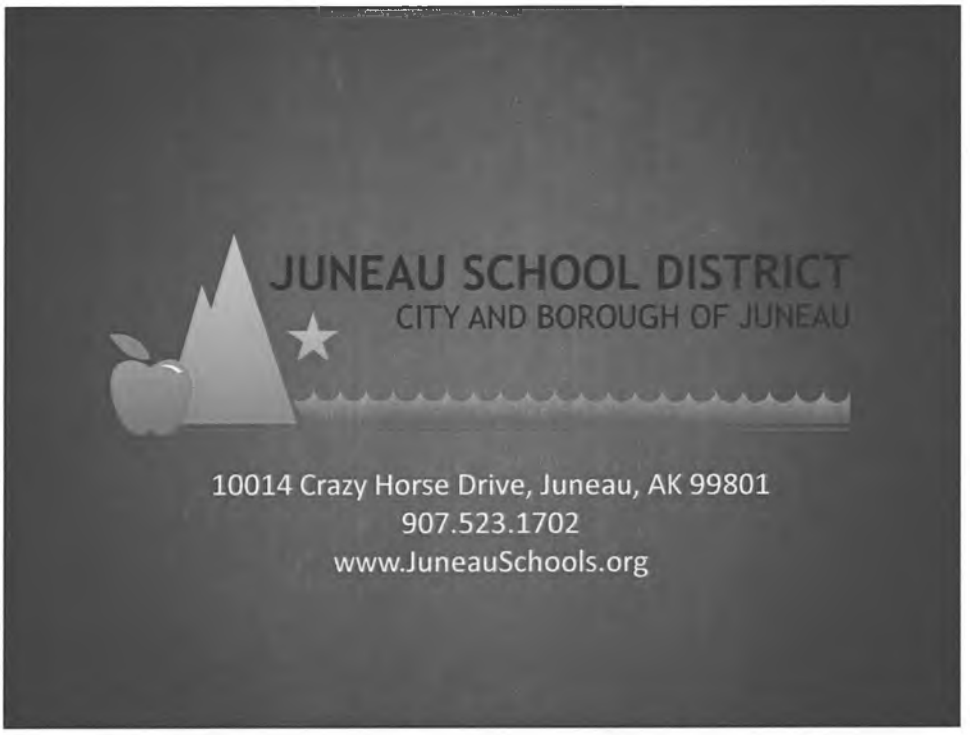
- Expanding Career Technical Ed
- Dual Credit/Tech Prep Agreements
- AVID
- Small Learning Communities

Number of Schools Meeting Adequate Yearly Progress (AYP)



Graduation Rate




JUNEAU SCHOOL DISTRICT
CITY AND BOROUGH OF JUNEAU
10014 Crazy Horse Drive, Juneau, AK 99801
907.523.1702
www.JuneauSchools.org

4/4/11

Juneau School District

Tech Prep agreements with UAS and UAA

School Year 2010-2011-2012

The Juneau School District has established technical preparation course agreements with UAS and UAA campus programs that align high school courses with University courses. Courses are taught by high school teachers in the high school setting and are fully aligned with the curriculum of the university course. Students who take the high school courses are able to pay a reduced fee, $25 a credit, and enroll in the University course at the same time they are taking the high school course. They must also pass the course with a minimum of a C grade.

The district currently has program alignments with the UAS Career Tech programs in Construction, Mechanics, Health Sciences, and Accounting at UAS, and Culinary Arts at UAA. New agreements are in development for Engineering and Fisheries Tech programs at UAS, UAA and UAF.

Tech Prep and dual enrollment course agreements: 20 established, 4 in process/development

JDHS/TMHS/YADHS Course =	UAS/UAA Course
Creative Woods I (JDHS) (TMHS)	CT S100 Woodworking I, 3 credits UAS
Creative Woods II (JDHS)	CT S155 Woodworking II, 3 credits UAS
Computer-Assisted Drafting 1 (JDHS)	CT S175 Introduction to AutoCAD, 3 credits UAS
Basic Construction (JDHS)	CT S120 Basic Construction, 3 credits UAS
Building Design and Planning (JDHS)	CT 170 Residential Design, Codes and Standards, 3 credits UAS
Metals I (JDHS)	WELD S120 Basic Welding, 3 credits UAS
Auto Mechanics I (JDHS)	Auto 102 Introduction to Automotive Technology, 3 credits UAS
Auto Mechanics II (JDHS)	Auto 121 Auto Electrical I, 3 credits UAS
Introduction to Health Sciences (JDHS)	HS S101 Introduction to Health Sciences, 3 credits UAS
Medical Terminology (JDHS)	HS S135 Medical Terminology, 3 credits UAS
ETT Training (JDHS/TMHS/YADHS)	HS S118, Emergency Trauma Technician-First Responder, 3 credits UAS
EMT 1 Training (JDHS/TMHS/YADHS)	HS S119 Emergency Medical Technician Training, 6 credits, UAS
CPR/First Aide ((YADHS/JDHS/TMHS)	HS 102 CPR and First Aide
Accounting I (JDHS/TMHS)	ACCT 121 Introduction to Accounting I, 3 credits UAS
Accounting II (JDHS/TMHS)	ACCT 122 Introduction to Accounting II, 3 credits
Culinary Arts I (TMHS)	CA A 104 Sanitation, 2 credits UAA
Culinary Arts II (TMHS)	CA A 295C Foodservice Internship, 3 credits UAA, and CA A 101 Hospitality Industry, Careers, Trends and Practices, 2 credits UAA
Beginning Foods and Nutrition (TMHS)	DN A 101 Principals of Nutrition 3 credits UAA
Oceanography (JDHS) (Fall 2010 only) (Future Availability Pending)	FT S193 Fundamentals of Oceanography, 3 credits UAS

Marine Biology (TMHS) (Spring 2011 only) (Future Availability Pending)	Fish 094 (DEM BONES-Distinctive Education in Motion, Biodiversity of Nature and Environmental Stewardship), 2 credits, UAF
Project Lead the Way Engineering Courses: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture (JDHS) (*in process)*	ENGR 151 Engineering Practices I, 3 credits UAS
Fisheries Tech I (TMHS) *(in process)*	FT S122 Fin Fish Culture I, 3 credits, UAS
Fisheries Tech II (TMHS) *(in process)*	FT S222 Fin Fish Culture I, 3 credits, UAS
Intro to Teaching (TMHS) (*under development*)	UAF or UAS Intro to Teaching

Apprenticeship Agreements

- Operating Engineers
- Plumbers and Pipefitters Local 262
- Carpenters Union

College Connection Scholarship Program

The Juneau School District has a scholarship fund to support high school students to take university courses at UAS through the College Connection Scholarship Program. The purpose of this program is to allow qualified high school students to simultaneously earn high school and university credit while enrolled in a university course, otherwise known as "dual enrollment". Students must be enrolled in a Juneau School District high school, exhausted related course offerings at their high school, have at least a GPA of 2.5 or higher, a staff recommendation, application form, and personal statement. Selected seniors or juniors may take up to two courses per semester; selected freshmen and sophomores may take up to one course per semester. The College Connection fund pays for tuition, fees and books for the student. Students must attain a C or better in the course or the costs paid by the district must be reimbursed by the parent to the district. Funds are available on a first come-first served basis. Information and applications are available from each high school's counseling office.

Dual Enrollment

High School students may enroll in university courses and simultaneously earn university and high school credit. To be recognized on the student's high school transcript, three college credits for a course equates to .5 high school credit. Six college credits for a course equates to one high school credit. Any university courses less than three credits, can be noted on a transcript as a course taken at the university but are not eligible for high school credit. Exceptions may be granted when reviewed by school administrators based on content and course hours of university courses. The university must send the high school registrar an official transcript and notice for credits and grades to be recorded on a student's transcript.

Juneau School District

2010-2014 Strategic Plan

Student Achievement

1. Align grade level core standards in math and literacy with world-class goals in mind.
2. Implement an assessment system that informs instructional practice.
3. Engage all staff in the study and use of effective instruction and intervention strategies for all students.
4. Provide support systems to implement instructional programs with fidelity.

Highly Qualified Staff

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7. Strengthen our human resources strategy with improved hiring, orientation, training, feedback, and evaluation processes.

Community Commitment

8. Strengthen community partnerships to enhance relevance in career technical programs, service learning, civics education, and across the curriculum.

Culture of Service and Support

9. Develop and implement a service culture and efficient system of support at the District Office.

JUNEAU SCHOOL DISTRICT
CITY AND BOROUGH OF JUNEAU

Kenai Peninsula Borough School District

Presentation to the House Education Committee

Steve Atwater, Superintendent

January 31, 2011

KPBSD- A Diverse District

9,000 Students
- 8,000 in brick and mortar buildings
- 1,000 enrolled in Connections Homeschool Program (borough students only)

44 Schools
- 37 general education schools
- 4 charter schools
- 2 alternative schools
- 1 performance-based school

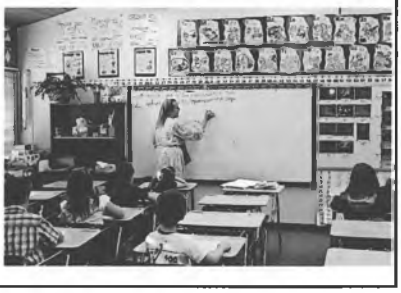
42% of students receive free or reduced lunch

1200 employees

FY11 budget = $151,000,000

What does a KPBSD school look like? It depends.

- 34 schools on the road system
  - From small (Hope 14 students) to large Soldotna High School (505 students
- 4 fly-in schools (Port Graham, Nanwalek, Seldovia, Tyonek)
- 4 Schools in Russian Old Believer Communities (Kachemak Selo, Nikolaevsk, Razdolna, Voznesenka)
- 2 schools in correctional facilities (Spring Creek and Kenai Youth Facility)



KPBSD's Assets

- Students generally do well
  - Many students attend top colleges across the country
  - Proficiency percentages on SBAs are well above state averages
- Experienced staff
  - teachers retire from KPBSD
- Involved Community,
  - good local support
- Improvement efforts
  - leading Alaska in RTI process and teacher evaluation process

Our Challenges

- Making it work with so many different kinds of schools
  - Wide dispersion of schools across Peninsula makes it difficult to align our efforts
- Economy of scale of our small schools

  5 schools with 20 or fewer students

  13 schools with 100 or fewer students
- Funding- currently using fund balance to make it work

What We Are Working On

- District level improvement by moving our organization to a tight-loose-tight structure
  - Tight-processes for district level activity, e.g., intervention (non-negotiable)
  - Loose- site identity, pedagogy, grading
  - Tight- the "what," outcomes are the same for all schools (non-negotiable)

Questions or Comments?

Kodiak Island Borough School District

Presentation to the House Education Committee

February 10, 2010

Kodiak has:

2,556 Students

14 Schools
- 4 Town Elementary Schools
- 1 Town Middle School
- 1 Town High School
- 7 K-12 Village Schools

In-District Travel
- Barge Service 1-2x/Year
- Float Plane/Bush Plane

Connection to All Schools
- Internet
- Video Teleconference
- Phone/Fax Lines

44% of Students Receive Free or Reduced Lunch

350+ Migrant Fishing/Logging Students

500+ Students who are English Language Learners

350+ Students who have Special Needs

14 Student Languages

460 Employees

$42,000,000 Operating Budget

Challenges:

Delivering relevant, rigorous (higher math and science classes), high quality instruction for all students including remote, small K-12 schools and the instructional technology resources onsite as well as distance learning.

Keeping up with cost increases in fuel, health insurance, technology infrastructure, and competitive salaries.

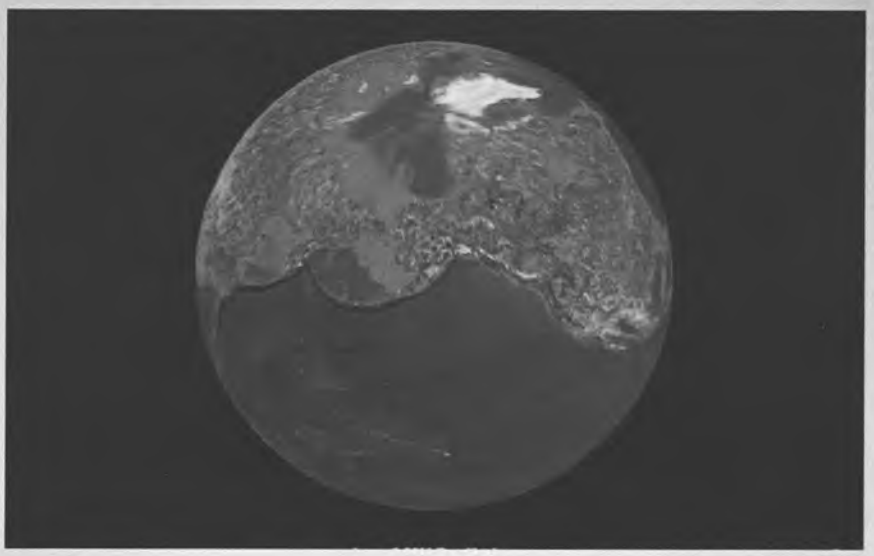
Providing the career and technical education students need.

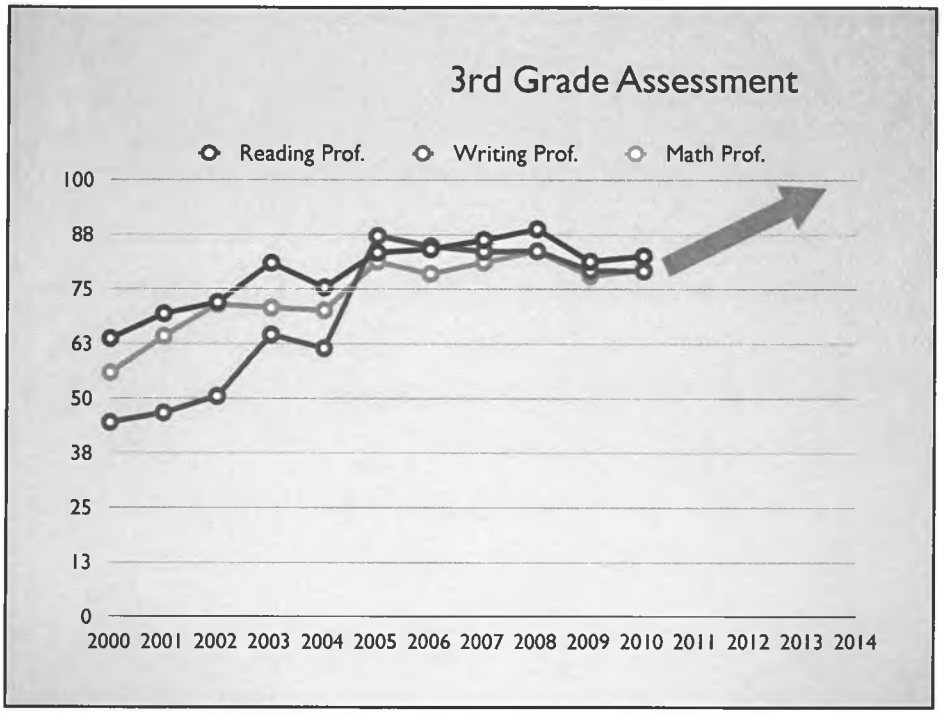
Adequately supporting the unique island transportation costs, diversity of languages and cultures, and teacher housing in remote sites.

Kodiak Island Borough School District

House Education Committee Presentation
Stewart McDonald, Superintendent

February 2011





Language Arts and Math Proficiency

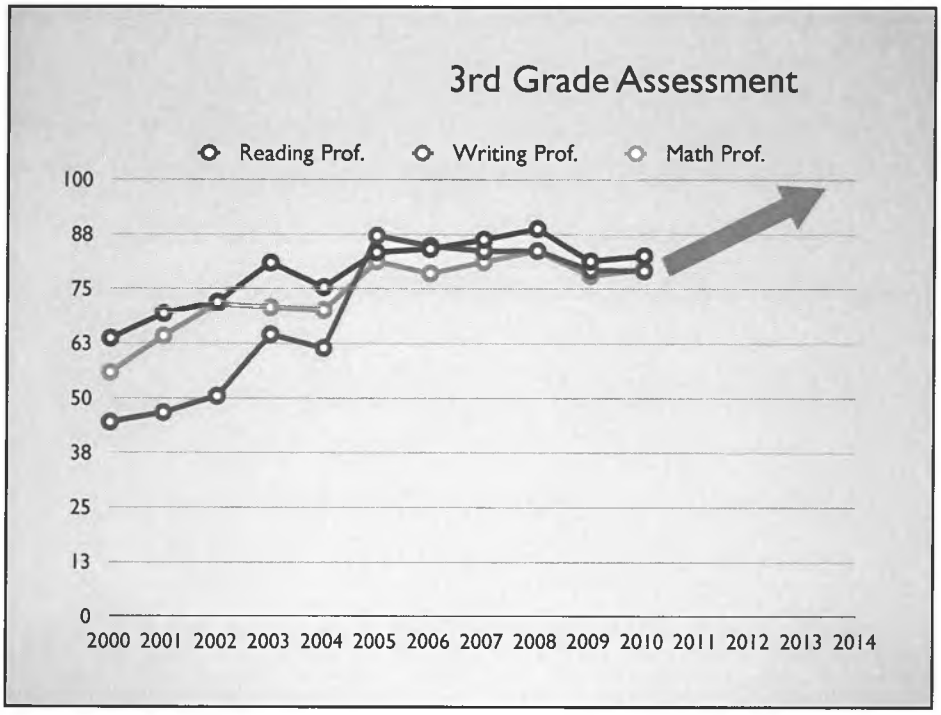
According to State and Federal Regulations

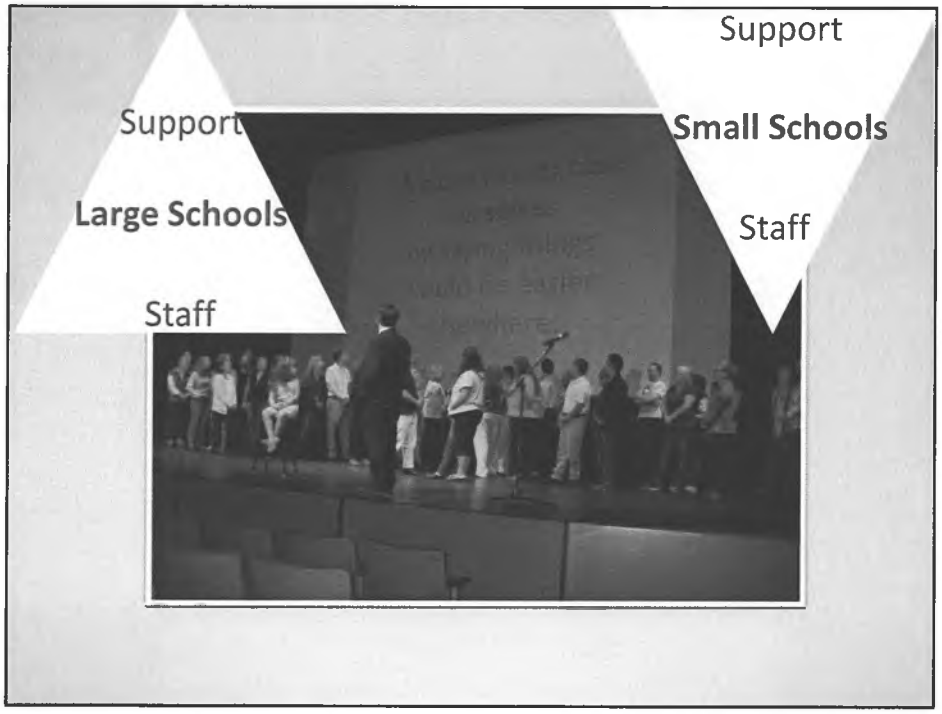
The target for language arts proficiency increases by 5.7% every year for the next 4 years

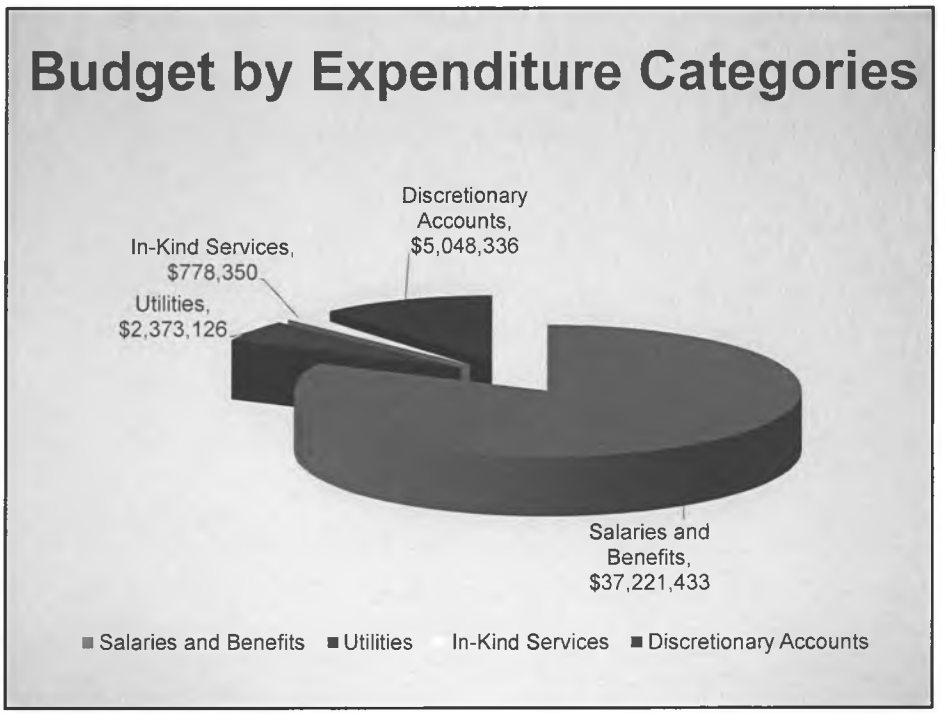
That's a 23.1% gain over the next 4 years

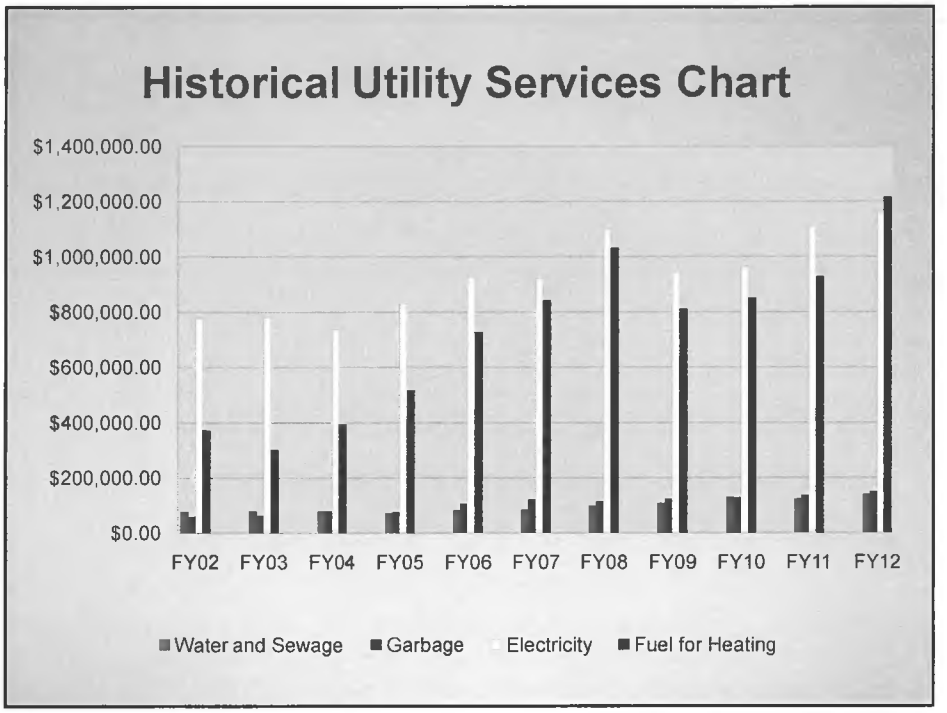
The target for math proficiency increases by 8.5% every year for the next 4 years

That's a 33.9% gain over the next 4 years

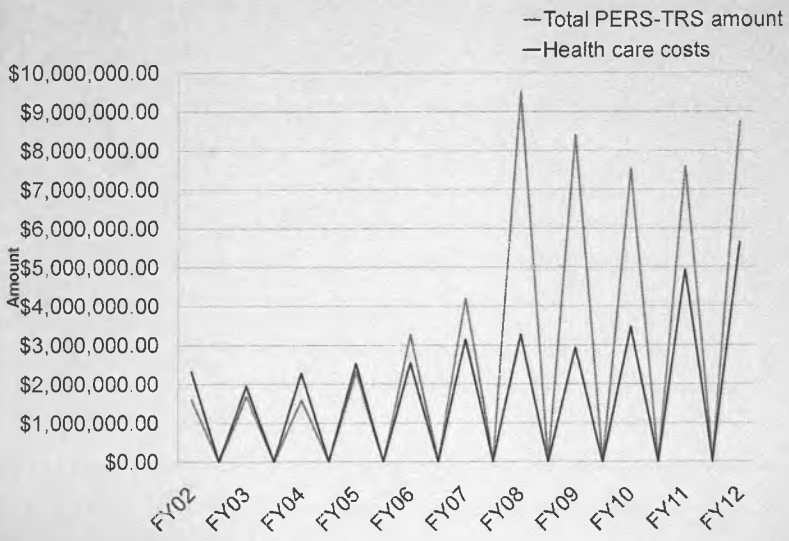

3rd Grade Assessment
Reading Prof.
Writing Prof.
Math Prof.
100
88
75
63
50
38
25
13
0
2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014


Support
Support
Small Schools
Large Schools
Staff
Staff

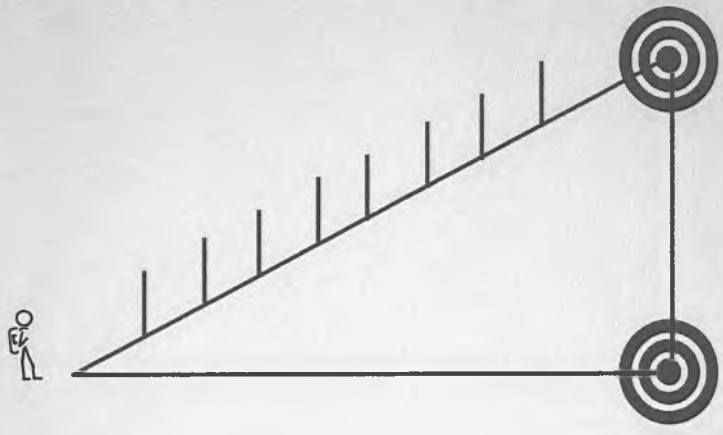

Budget by Expenditure Categories
Discretionary Accounts, $5,048,336
In-Kind Services, $778,350
Utilities, $2,373,126
Salaries and Benefits, $37,221,433
Salaries and Benefits
Utilities
In-Kind Services
Discretionary Accounts


Historical Utility Services Chart
$1,400,000.00
$1,200,000.00
$1,000,000.00
$800,000.00
$600,000.00
$400,000.00
$200,000.00
$0.00
FY02 FY03 FY04 FY05 FY06 FY07 FY08 FY09 FY10 FY11 FY12
Water and Sewage
Garbage
Electricity
Fuel for Heating

Retirement and Health Care Costs



Challenges



Challenges

- Relevant, Rigorous, High Quality Instruction
- Infrastructure Cost Increases
- Career and Technical Education Needs
- Unique Island Challenges Such as Diversity Needs, and Teacher Housing
- Travel and Access Costs

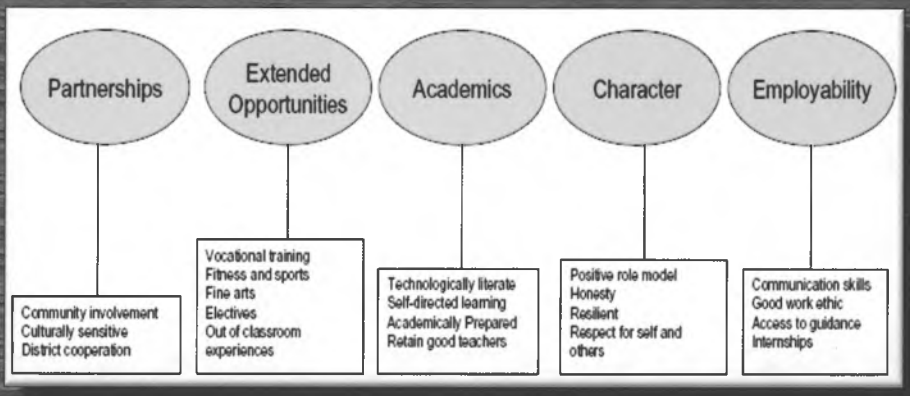
Questions

Lake and Peninsula Borough

Our Communities:

Perryville	(26)
Chignik Lake	(17)
Chignik Lagoon	(21)
Chignik Bay	(17)
Port Heiden	(23)
Pilot Point	(13)
Egegik	(10)
Levelock	(18)
Igiugig	(11)
Kokhanok	(28)
Newhalen	(67)
Nondalton	(30)
Port Alsworth	(32)

Lake and Peninsula Shared Vision



Standards Based Education w/o the RISC

- It has been ten years since LPSD reformed its instructional model.
- The implementation process has had its share of ups and downs but there is no ignoring the results.
- Student achievement has more than doubled on State testing and our graduates undoubtedly are leaving us better prepared for the road ahead.
- For most of our students, this performance based system of schooling is all they know.
- Our student body knows exactly what is expected of them and that they have to perform in order to stay on track to graduate.

OVERVIEW OF LAKE AND PENINSULA'S STANDARDS BASED SYSTEM

Instead of measuring "seat time" in the classroom and promoting students from grade to grade, whatever their skills, LPSD students proceed through a set of standards (GLEs) at their own pace. Time is not a factor in student success. LPSD student performance is the measure of academic achievement – not a grade or time spent in class.

Teachers continuously monitor student progress and push, encourage and teach students. Some students may excel in completing district requirements and reach graduation level a year or two early while others stay with us and graduate a year or two later.

LPSD Students work through the levels of our standards in 8 content areas:

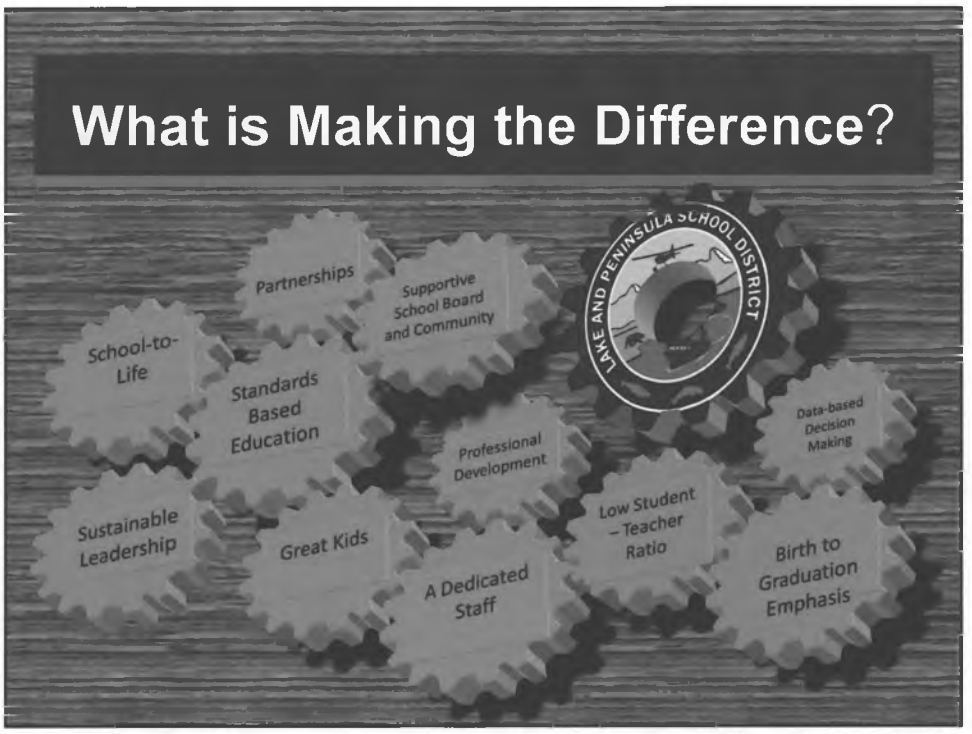
Reading **Writing**
Math **Science**
Social Studies **Technology**
Cultural Awareness
Employability

(H.S. Graduate Level is 10)

Measuring Up – A Standards-Based Success Story

	2005	2006	2007	2008	2009	2010
% Benchmark in Math	33%	34.7%	46.3%	48.5%	58.4%	66.8%
% Benchmark in Reading	55.1%	60.9%	67.8%	66.1%	67.3%	75.5%
% Benchmark in Writing	46.1%	54.1%	51.1%	56.2%	62.1%	67.6%
District-Wide Enrollment	398	387	379	368	370	344

*District enrollment for the 2011 school year is predicted at 306 students.


What is Making the Difference?
LAKE AND PENINSULA SCHOOL DISTRICT
Partnerships
Supportive School Board and Community
School-to-Life
Standards Based Education
Professional Development
Data-based Decision Making
Sustainable Leadership
Great Kids
A Dedicated Staff
Low Student – Teacher Ratio
Birth to Graduation Emphasis

The End Result…Great Kids!

LAKE AND PENINSULA SCHOOL DISTRICT

LPSD BOARD OF EDUCATION
- Gerda Kosbruk
- Patty Alsworth
- Rebecca Jensen
- Lisa Natwick
- Austin Shangin
- Sue Evanoff
- Christina Salmon

LPSD ADMINISTRATIVE TEAM
- Ty Mase – Superintendent
- Rick Luthi – Human Resources
- Bill Hill – Student Services
- Laura Hylton – Business
- Ron Mistler – Maintenance

FOR MORE INFORMATION:
Visit our website at
Email – Ty Mase

LOWER YUKON SCHOOL DISTRICT

TRADITION

CULTURE

EDUCATION

OUR COMMUNITIES

LYSD Overview

- Ten K-12 Schools
- One K-8 School
- 1,967 Students
- 22,000 Square Mile District on the Yukon River Delta
- Wade Hampton Recording District

Where we've been...

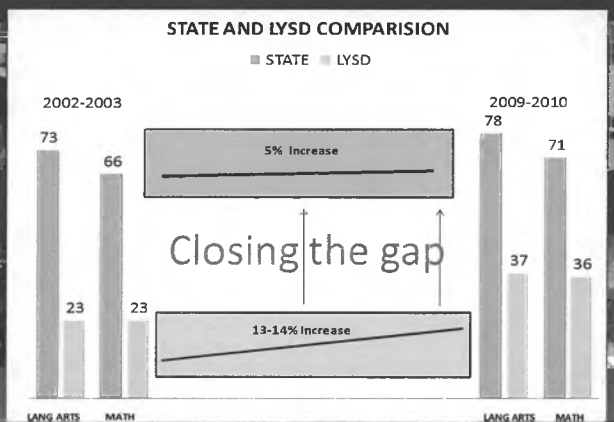
2002/2003:

2009/2010:

LYSD Mission Statement

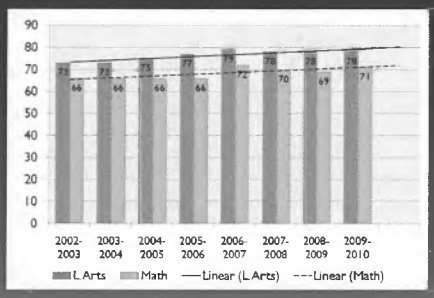
- The purpose of our community is to ensure tradition, culture, and a quality education for all our children. -

Challenges



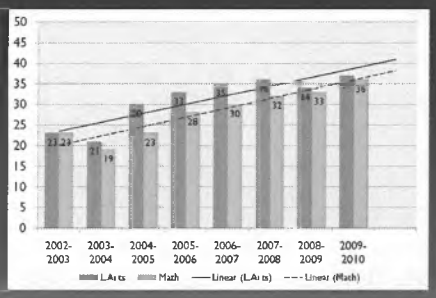
2002-2010 AYP Comparison

State of Alaska



5% increase in Language Arts
5% increase in Mathematics

Lower Yukon School District



14% increase in Language Arts
13% increase in Mathematics

Attendance

Drop-Out Rate

Academic Growth

Teacher Retention

Successes

Academic Growth
in Language Arts and Math

LYSD Intervention Program

- Special intervention efforts are currently implemented at six schools to help academically-deficient students based on their SBA scores.
- High-quality intervention teachers are hired for 12 weeks to organize special interventions that will be conducted during the school day at a variety of times.

- Identified students will receive special instruction daily for 30 to 60 minutes in small groups and in one-on-one sessions from the intervention teachers and/or from the teacher aide under the direction of the intervention teacher.
- Instruction will be focused on specific standards and GLEs of need as indentified by the regular education teachers, intervention teacher, and/or by the collaborative team.

Decreased Teacher Attrition Rates

New Schools

2002: Kotlik
2002: Pilot Station
2005: Scammon Bay
2006: Hooper Bay
2008: Sheldon Point
2010: Marshall
2010: Russian Mission
2010: Mountain Village (remodel)

Educational Change

- Short-term goals may take 1-3 years for change to occur.
- Long-term goals may take 4-6 years for change to occur.
- Overall impact for change may take 7-10 years.
- In most schools, the systems themselves are too impatient and don't allow enough time for change to actually occur.

Mat-Su Borough School District
Mat-Su education innovations—looking for a future

Kenneth Stephen Burnley, Ph.D., Superintendent
Deena Paramo, Ed.D., Assistant Superintendent Education & Instruction
Ken Forrest, Assistant Superintendent Business & Operations

MSBSD School Board

Mike Dunleavy, President
Susan Pougher, Clerk
Ole Larson, Member
Erick Cordero, Vice President
Sarah Welton, Member
Lynn Gattis, Member
Neal Lacy, Member

Mission: Mat-Su Borough School Prepares for Success

Educational Transformation and Innovation Response to Governor Parnell & House Education Committee

Introduction – Real Change for Challenging Times

- **Mastery as the Constant**
- **Transparent Accountability**
- **Relevance to Student Achievement and Performance**
- **Substantial Investment into Professional Development**
- **Student with Academic & Employability Skills**
- **Outcome: Career, College, Workforce and Military Ready Graduates**

Introducing the Mat-Su Borough School District

- Located 35 miles North of Anchorage
- Spanning approximately 25,000 square miles, an area larger than the entire state of West Virginia
- Home to 44 schools ranging in enrollment from 11 to 1,247 with a total enrollment of 17,098
- Second largest District in Alaska
- Largest employer in the Mat-Su Borough
- Buses run an average of 5,500 miles per day transporting 8,000 students
- Special education buses run 2,500 miles per day transporting 500 students
- 39% of Mat-Su students are eligible for free and/or reduced lunch

Matanuska-Susitna Borough School District

Vision, Mission, Beliefs, Values, Goals and Objectives

Vision

Mat-Su Borough School District will be a model of excellence in teaching, learning, and engaging all students.

Mission

Mat-Su Borough School District prepares students for success.

Beliefs

We believe that….

- All students can and want to learn: success breeds success
- The needs and best interests of students drive all decisions
- Stakeholders' participation is crucial to student success

Core Values

- Stewardship
- Accountability
- Empathy
- Quality
- Integrity
- Efficiency
- Respect
- Lack of reprisal

Goals

- We will improve student success, achievement, and performance by focusing on their career and college readiness.
- We will increase the graduation rate.
- Our schools will welcome families and community members in the education of our youth.
- We will create and maintain a safe and healthy environment for our students and staff.

Annual Objectives/Accountability

- Assessed by Quarterly Metrics and Timelines

Second Quarter Summary Data Through December 15, 2010

Letter	Category Type	Category Name	Number of Objectives	Number of Targets	Number of Targets Met	Percent of Targets Met	Staff Lead
A	Overarching	Academic Performance	8	11	0	0%	K. Burnley/D. Paramo
B	Primary	Lobbyist and Legislative Agenda	3	5	2	40%	K. Burnley/K. Forrest
C	Primary	Consensus Building and Conflict Resolution	1	3	3	100%	K Burnley
D	Primary	Stakeholder Relationships	6	18	11	61%	1-4: K.Burnley/C. Esary 5-6: K.Burnley/D. Paramo
E	Absolute	Opening Day	2	5	4	80%	K. Burnley/D. Paramo
F	Absolute	Immediate Fiscal Audit	2	3	2	67%	K.Burnley/K. Forrest
G	Absolute	Business and Auxiliary Services	3	4	0	0%	K.Burnley/K. Forrest
H	Absolute	Leadership Changes	1	3	2	67%	K. Burnley/D. Paramo
I	Absolute	Provide Quarterly Reports	2	5	2	40%	K. Burnley
J	Additional	Safe and Healthy Environment	5	24	12	50%	K.Burnley/D. Paramo
K	Additional	Board Meeting Format	2	6	4	67%	K. Burnley
L	Additional	Boundary Study	1	1	0	0%	K.Burnley/K. Forrest
M	Additional	Charter School Adoption/Policies	1	2	0	0%	K.Burnley/D. Paramo
		Total	**37**	**90**	**42**	**47%**	

MSBSD PROGRAMS

Mat-Su schools are organized to put students and families first! The Mat-Su School Board and Administration set high academic standards for Valley students and promote top-notch efforts to achieve them.

OPEN ENROLLMENT

Offers parents an annual opportunity to enroll their children in any school that is not overcrowded. Mid-year transfers are discouraged because they may negatively impact student learning.

ELEMENTARY SCHOOLS (20)

Building the foundation for academic excellence, elementary schools focus on literacy and other fundamentals. The District has 20 elementary schools.

MIDDLE SCHOOLS (5)

The District uses the middle school model which provides for small learning communities for students, enrichment and intervention classes, and exploratory classes.

HIGH SCHOOLS (6)

In our large comprehensive high schools, Mat-Su schools offer a wide variety of academic programs for students, including the International Baccalaureate Program in its eleventh year at Palmer High School, and the Advanced Placement (AP) Program at Palmer, Colony, and Wasilla High schools, allows students to earn college level credit or placement while still in high school. Active learning--both in and out of the classroom--is provided through the World Languages Program (study in Russian, Japanese, Spanish, French, and English languages).

CHARTER SCHOOLS (6)

Academy Charter School (K-8)—the District's first, opening in 1996. Academy Charter's program is based on Core Knowledge curriculum.

Midnight Sun Charter School (K-8) opened in 1998, and features a multi-age structure with integrated Core Knowledge, steeped in technology.

Twindly Bridge Charter School (K-12) is "A bridge between home, school, and community learning." It supports both home and school learning.

Birchtree Charter School opening this Fall. Birchtree Charter School is a Waldorf-inspired school.

Fronteras Spanish Immersion Charter School is a Spanish immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment, and fosters increased cultural understanding, communication and citizenship in our community, nation and world.

American Charter Academy School (Grade 6-12) is the District's newest charter school. The school focuses on the whole child, including academics, family connections, addressing risky behaviors, and helping students know that they are valued and have adults who care.

MSBSD PROGRAMS—Alternative Schools

The District's goals are to meet every student's needs to the greatest extent possible. To ensure that students and families have the broadest opportunities, we offer three alternative schools:

Burchell High School opened in 1988 and is a Choice School. A research-based alternative school, Burchell offers flexible scheduling and credit recovery, limiting barriers for students.

Valley Pathways incorporates flexible scheduling, individual instruction, and credit recovery, while maintaining high standards through curriculum, course offerings, and extended learning.

Mat-Su Secondary School is a cooperative learning center operating under the State of Alaska's Restorative Justice framework. The community's participation in the facility's work continues through an active Citizens Advisory Board and strong partnerships with organizations such as the Mat-Su Borough School District, the Mat-Su Recovery Center, the Juvenile Assessment Center, and others.

MSBSD PROGRAMS—K-12 Schools

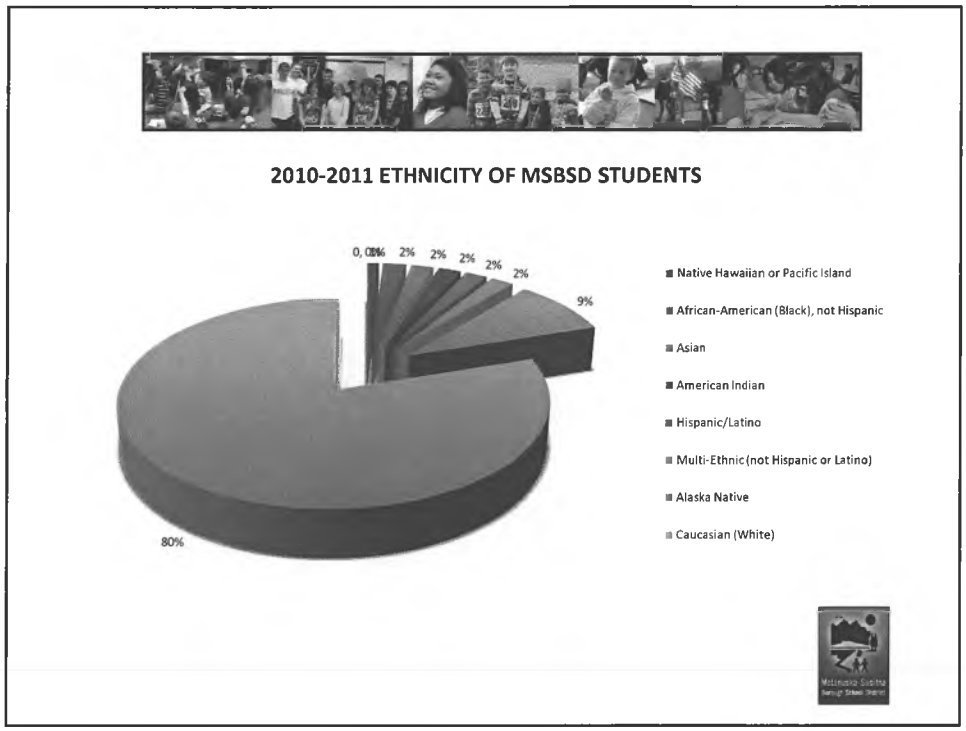
Mat-Su schools serve diverse populations—in ethnicity and population needs. There are four schools serving K-12 student populations:

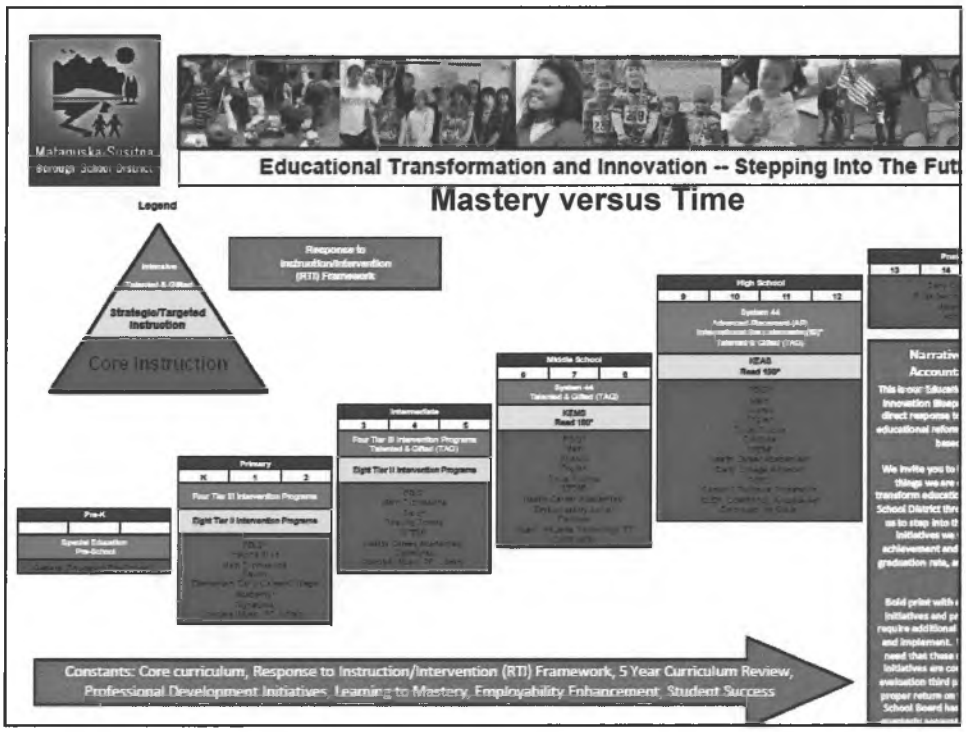
Beryozova is the District's special mission Russian speaking school. These students are from Old Believer families that are homogeneous in the midst of diverse surrounding communities. It has been a part of the District for almost 20 years.

Glacier View School, located at Mile Marker 104 on the Glenn Highway, is nestled between the Chugach and Talkeetna Mountain Ranges. Opened in 1962, the school services families from Chickaloon (Milepost 76) to Mendeltna (Milepost 150) and provides public Kindergarten through 12th grade education.

Mat-Su Day School s an educational placement (K-12) for students with IEPs who require a separate school for special circumstances including dropout prevention, transitions, safety concerns, and behavior challenges. The goal for all students is full community and educational reintegration. Each student has an Individualized Education Plan (IEP).

Mat-Su Central School (formerly Mat-Su Correspondence School) is teacher-guided, home-based education with parent-driven curriculum. The Mat-Su Central School Program is based on the belief that parents have the right to educate their children and they have the right to be supported by the public education system as they provide educational opportunities for their children.


2010-2011 ETHNICITY OF MSBSD STUDENTS
0, 0%
2%
2%
2%
2%
2%
9%
80%
Native Hawaiian or Pacific Island
African-American (Black), not Hispanic
Asian
American Indian
Hispanic/Latino
Multi-Ethnic (not Hispanic or Latino)
Alaska Native
Caucasian (White)


Educational Transformation and Innovation -- Stepping Into The Fut
Mastery versus Time
Legend
Response to Instruction/Intervention (RTI) Framework
Strategic/Targeted Instruction
Core Instruction
Pre-K
Primary
Intermediate
Middle School
High School
Constants: Core curriculum, Response to Instruction/Intervention (RTI) Framework, 5 Year Curriculum Review, Professional Development Initiatives, Learning to Mastery, Employability Enhancement, Student Success

Systemic Initiatives – The What

- **Board governance**
  - Policy governance
  - Monitor and evaluate by their strategic plan, annual objectives, metrics, and timelines
- **Mastery replaces time as a constant**
  - Guarantee 80% subject matter mastery of viable curriculum
  - Multiple options provided to students to achieve mastery
  - Students promoted based on their academic achievement, soft skills, and social emotional readiness
  - Graduation tied to mastery not time
- **Develop student employability skills such as:**
  - Being on time
  - Attendance
  - Having proper materials
  - Managing a calendar to produce papers study for exams
  - Being a productive citizen
- **Innovative instruction designed to meet the needs of students, parents, and the community**
  - Instruction focused on student achievement and performance
  - Curriculum designed to prepare students to compete in the global society

- **Student and parent options for schooling**
  - Innovative customer responsive Pre-K-12 schools
  - Elementary Early Career/College Academy
  - Science Technology Engineering Math – STEM
  - AdvancePath individualized learning system
  - Career and Technical High School
  - Increased opportunities for registered apprenticeships in skilled occupations
  - Increased opportunities for development of appropriate training programs for operations, technical, and management workers
  - Health Academies providing health career focused instruction
  - Charter Schools
  - Magnet Schools
  - Special Mission Schools
  - Early College Alliance
  - Advanced Placement and International Baccalaureate
  - Reserve Officer Training Corps
- **Research based instructional programs**
  - Programs, curriculum, and instruction researched and evaluated by third party neutral
- **School Principal emphasis on instructional leadership**
- **Programs from Pre-School through Career and Early College Alliance**

AdvancePath ACADEMICS

AdvancePath Academies offer multiple pathways to graduation. The academies serve students ages 15-19, tuition free, with the possibility of earning accelerated credits and graduation. Mat-Su has three AdvancePath Academies—Wasilla High School, Valley Pathways, and American Charter Academy

Classrooms Before AdvancePath Makeover

Classrooms After AdvancePath Makeover
Over the summer the district's Operations & Maintenance crew worked hard to make the big switch from a portable classroom to a technology-rich learning lab.

Summary – A District Wide Blueprint For Real Change

- Educational Transformation and Innovation
- Mastery as the Constant
- Transparent Accountability
- Relevance to Student Achievement and Performance
- Substantial Investment into Professional Development
- Academic & Employability Skills
- Outcome: Career, College, Workforce and Military Ready Graduates

North Slope Borough School District

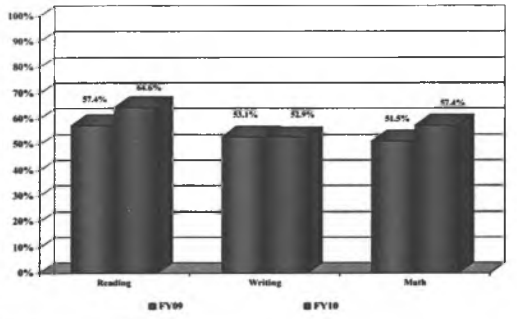
- Nation's largest school district
- 89,000 square miles
- Northernmost school district in the United States
- 11 schools in eight villages serving K3-K4 through 12th grade

NSBSD Accountability Summary

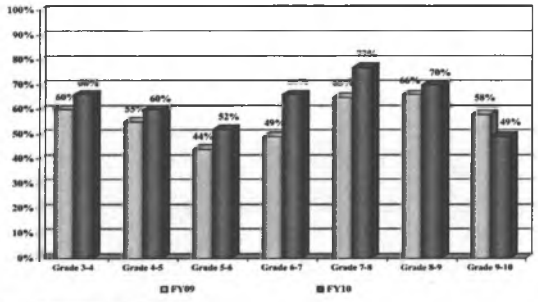
- Sustained 6 schools making AYP
- Reading—overall gain of 7.2%
  - double-digit gains, grades 3, 4, 5, & 8
  - % proficient grades 7-8-9 highest since SBA testing began.
- Writing – overall decline of 0.2%
- Math—overall gain of 5.9%.
  - Seven schools improved; 3 showed double-digit gains
- 6-year trend line in language arts & math indicates district is now on a growth path
- Overall scores and individual scores not high enough

NORTH SLOPE BOROUGH SCHOOL DISTRICT

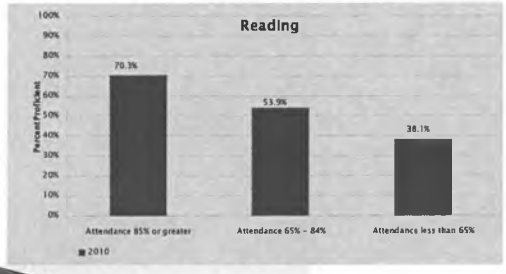
SBA Two Year Trend



NSBSD
SBA Two Year Matched Cohort
READING



FY10 Reading Performance Impacted by Attendance



Summary

- Student performance on state assessments continues to improve.
- Student performance on state assessments and district administered tests are not high enough.
- Student attendance must improve in order to increase student achievement.
- The district appreciates & depends on community and parent support.

Eben Hopson

... we of the North Slope are the only Iñupiaq people who have achieved true self-government...We have the greatest opportunity to direct our own destiny...Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children.

Mission Statement

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

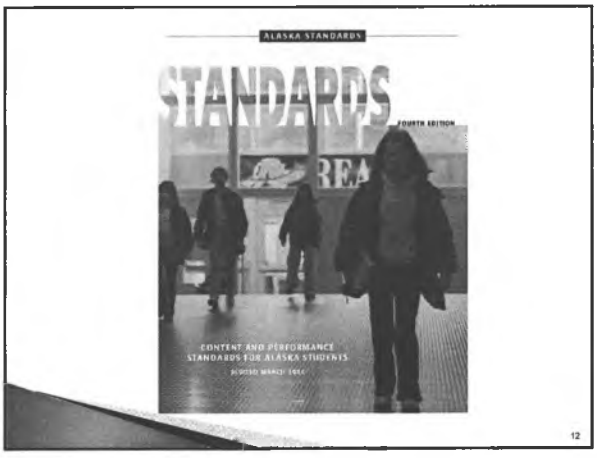
- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

Strategic Priorities and District Goals

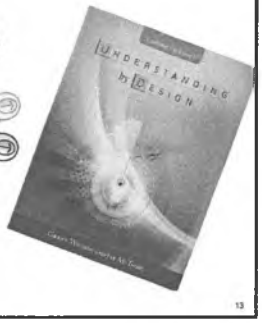
Strategic Plan 2010-2015

Instructional Focus

All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas.



Iñupiaq Learning Framework & Understanding by Design



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Process

- Board approved framework
- Secured budget for effort through budget process
- Principals recommended veteran, highly skilled core content area teachers
- Created teams representing every school site and every grade level
- Met with leadership Curriculum Development Team to plan for May throughout the year
- "District-wide" inservices led by site teams

14

Essential Questions

- How will we honor Iñupiaq values, history, culture, and language while developing academic knowledge and skills?
- How will we prepare students for success in their chosen life pursuits?
- How will healthy confident young adults contribute to their communities?

15

Iñupiaq Education Initiative

- Build trust between school and community
- Acknowledge historical trauma associated with schools and schooling
- What are community expectations of school?

16

Iøiññiaånikun Apqusiuqtit

- What knowledge needs to be acquired to truly live as a healthy Iñupiaq?
- What does a well-educated, well-grounded 18 year-old Iñupiaq look like?

17

Iøiññiaånikun Apqusiuqtit

- Comprised of ten members from across the North Slope of Alaska
- Four day-long gatherings during 2009-2010 school year
- Continuing support and guidance as we move ahead

18

Iñupiaq Learning Framework

Rebuilding our educational system according to inua-our philosophi history, language and interconnectedness with all living things.

19

Environmental Realm

20

Environmental Realm Core Themes

- Food Preparation and Care
- Hunting and Survival
- Sewing
- Tools
- Medicines and Healing
- Environment

21

Community Realm

22

Historical Realm

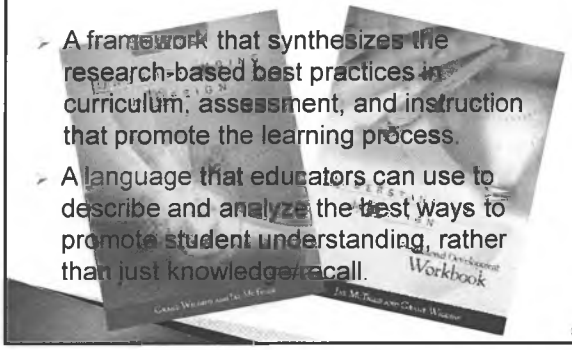
23

Individual Realm

24

What is Understanding by Design (UbD)?

- A framework that synthesizes the research-based best practices in curriculum, assessment, and instruction that promote the learning process.
- A language that educators can use to describe and analyze the best ways to promote student understanding, rather than just knowledge/recall.



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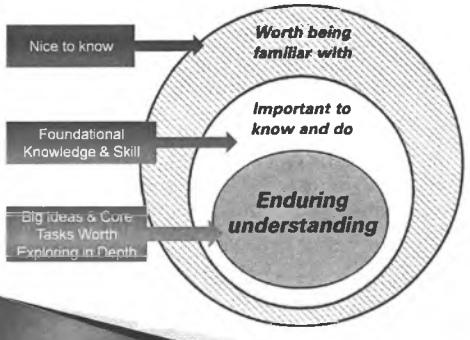
40-40-40



26

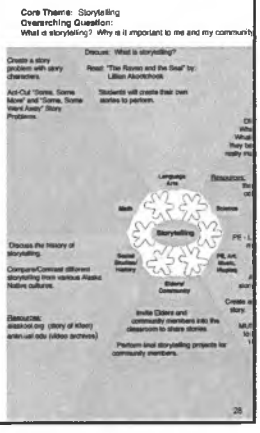
Sample Enduring Understandings

- **Storytelling**
  - Stories reveal the ways in which cultures perceive their creation, origin and history and how the world and all in it is interpreted.
  - Stories enhance the development of socialization strategies.

27

Transitioning

- Things We've Been Working On
  - Snowflake exercise: developing activities corresponding to Core Themes from the ILF and identifying which state Grade Level Expecations are met through those activities



28

Algebra II Comprehensive Assessment

[ILF Core Themes: Food Preparation & Care/ Celebrations & Ceremonies/ Values & Beliefs]

Student Directions:

- As you have learned throughout your high school mathematics studies, Galileo Galilei was a famous scientist who made many contributions in the areas of astronomy and physics.
- One of his most important discoveries was **vertical motion- when an object is dropped or falls, the distance it travels is a function of the time squared. Any object thrown, launched, or shot upward can be modeled by the equation:**

$$s = -\frac{1}{2}at^2 + v_0t + s_0$$

$$s = -\frac{1}{2}at^2 + v_0t + s_0$$

- We can use this equation to model the path of a person during Nalukataq where **"a" is the acceleration from gravity, "v_0" is the initial velocity of the person, "s_0" is the initial distance above the ground, and "s" is the height of the person after "t" seconds.**

- For instance, a person being tossed has an initial velocity of approximately 41 feet per second. The acceleration due to gravity is 32 feet per second squared and the initial height of the person above the ground is 3 feet. Use the given information to write an equation to model the height of the person being tossed in relation to time.
- Answer: $s = -16t^2 + 41t + 3$

Tasks

Answer the following questions using complete sentences and show your work to justify your solution.

- Question 1
  - How high will the person be after 1 second?
  - How high will the person be after 2 seconds?
  - How high will the person be after 10 seconds?
- Question 2
  - At what time(s) will the jumper be on the blanket (3 feet above the ground)?
  - 15 feet above the ground?

- Question 3
  - Do all of your answers from questions 1 and 2 make sense in the context of this situation? Why or Why not?

Tasks (cont.)

- During this scenario the jumper was initially traveling at a velocity of 41 feet per second. What conditions might affect the velocity of the jumper?

Summary & Next Steps

- Current Areas
  - Math, science, and language arts concepts and State Standards are being aligned to the Iñupiaq Learning Framework.
- Academic Work Next Step
  - Development of comprehensive course assessments in which students demonstrate their learning using Understanding by Design.
- Community Feedback
  - Resume Iḷiaññiagnikun Apqusiuqtit work
  - Solicit public input and feedback across the North Slope

34

Summary and Next Steps

- Summary
  - Math, science, and language arts concepts and State Standards are aligned to the Iñupiaq Learning Framework.
- Next Steps
  - Development of comprehensive course assessments in which students demonstrate their learning.

35

On a Journey

36

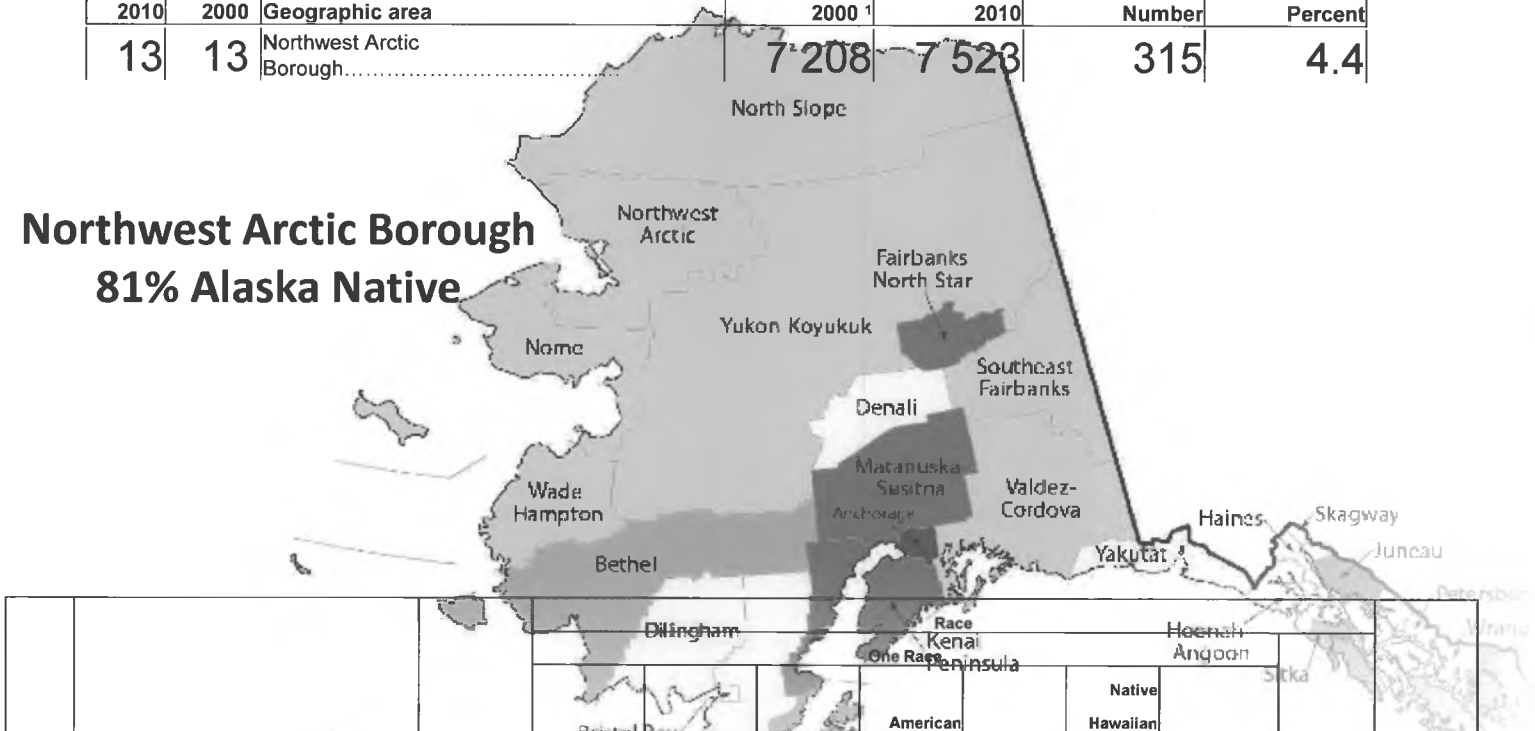
Welcome!

Northwest Arctic Borough School District

Facts of the Northwest Arctic Borough from the 2010 Alaska Census

Population rank		Geographic area	Population		Change, 2000 to 2010	
2010	2000		2000 [1]	2010	Number	Percent
13	13	Northwest Arctic Borough.....	7 208	7 523	315	4.4

Northwest Arctic Borough
81% Alaska Native



Popu-lation rank	Geographic area	Total population	Race One Race Total	White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Some Other Race	Two or More Races	Hispanic or Latino (of any race)
13	Northwest Arctic Borough.....	7 523	7 075	846	37	6 121	42	12	17	448	58

NWALT

NORTHWEST ARCTIC LEADERSHIP TEAM

NWALT, a partnership among

- **Maniilaq Association,**
- **NANA Regional Corporation,**
- **Northwest Arctic Borough,**
- **NW Arctic Borough School District --**

To maximize resources and reduce duplication of efforts to address issues affecting the people of Northwest Alaska while honoring and perpetuating our Inupiat cultural heritage.

Maniilaq

NANA

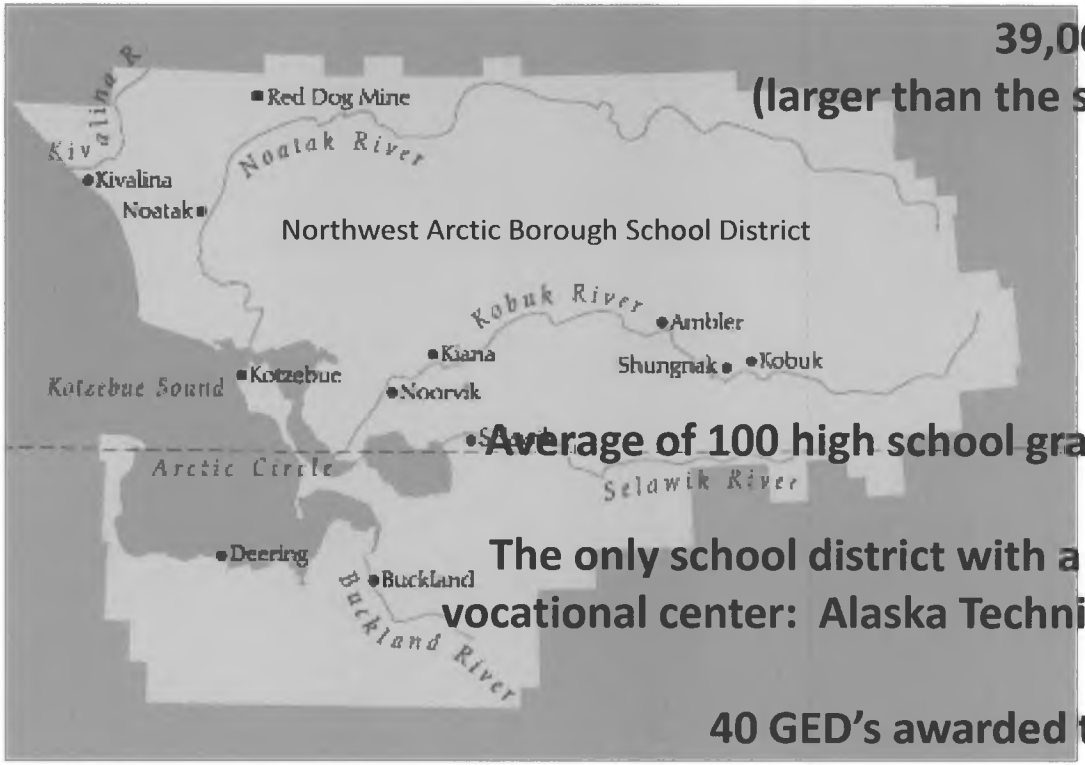
Student Enrollment, 2011

Village	Student Pop
Ambler	64
Buckland	152
Deering	25
Kiana	108
Kivalina	114
Kobuk	38
Kotz Elem	338
Kotz M/High	298
Noatak	146
Noorvik	194
Selawik	239
Shungnak	62
Total	**1778**

From 2006 to the present, NWABSD has 274 fewer students. This represents a loss of several millions of dollars in revenues.

Student Population is 95% Alaska Native & 88% Free and Reduced Lunch

Northwest Arctic Borough School District facts:



39,000 Square Miles
(larger than the state of Indiana)

410 Employees
•190 Certified
•220 Classified

Average of 100 high school graduates per year 74%

The only school district with a post-secondary vocational center: Alaska Technical Center (ATC)

40 GED's awarded through the ATC

12 Schools in 11 villages
The 11th largest District in Alaska
Annual operations budget of about $55 million

Northwest Arctic Borough School District
Vision and Mission

Mission

To graduate students with the skills and knowledge to be good citizens.

Vision

To be a leader in Pre-K-14 education based on student achievement and graduation rates.

Five Strategic Goals of our 2010 – 2015 Strategic Plan

NWABSD STRATEGY MAP

February 2010

STRATEGIC GOAL 1 *Student Learning*

DEVELOP STUDENT VISION/OWNERSHIP
- Support Student-Centered Learning Environments

STRATEGIC GOAL 2 *Stakeholder Satisfaction*

STAKEHOLDER SATISFACTION
- Connect Parents With Their Local Schools

STRENGTHEN PARTNERSHIPS
- Increase Advisory School Committee Engagement

STRATEGIC GOAL 3 *Employee Development*

SUPPORT STAFF AND DEVELOP A QUALITY WORKFORCE
- Assist New Employees In Adjusting Successfuly To School And Community

STRATEGIC GOAL 4 *Support Systems*

IMPROVE DISTRICT COMMUNICATION
- Build And Operate A District Intranet Syetem

ASSURE QUALITY PROGRAMS AND PROCESSES
- Develop And Implement A Continuous Improvement Process

STRATEGIC GOAL 5 *Fiscal Responsibility*

DEVELOP BUDGET ALIGNMENT AND ACCOUNTABILITY
- Develop Budget Transparency
- Align Resources With Strategic Plan

Northwest Arctic Borough School District

2010 Alaska School Board of the Year!

In November, 2010, the Northwest Arctic Borough School Board was honored by the Alaska Association of School Boards as the *Alaska School Board of the Year*

Dedicated School Board Members

Norman Eck, Ph.D.

Superintendent of Schools

2009 Alaska Superintendent of the Year

Buckland Graduates

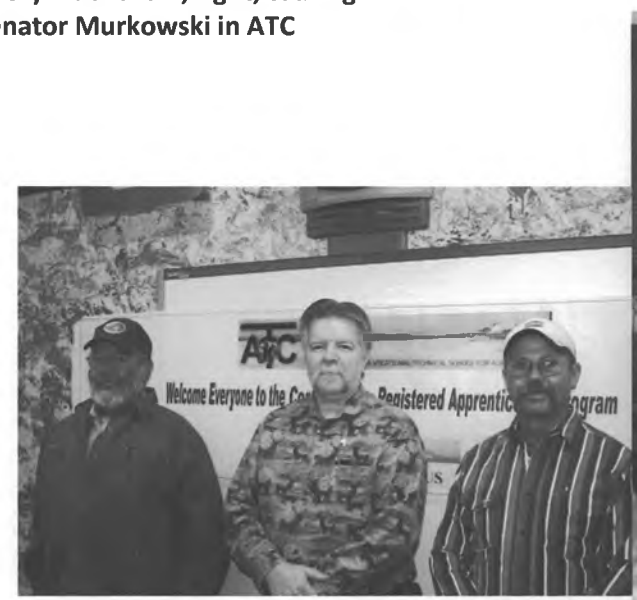
Kotzebue Graduates

Cheryl Edenshaw, right, touring Senator Murkowski in ATC

Cheryl Edenshaw

Director, Alaska Technical Center

2009 Alaska Vocational Educator of the year.



Instructors and Partners with the Alaska Technical Center

Denali Whiting

2010 Graduate of Kotzebue High School

Is representing Alaska in the national *Miss Teen USA!*

Northwest Arctic Borough School District

Incorporating new technology into learning with the One-to-one student laptop initiative

Placing Academics as Job #1

Rebuilding our Vocational Programs through Career and Technical Education

Keeping school fun and interesting with co-curricular activities and sports

Students taking responsibility for their learning

HSGQE Student Radio Spots

Northwest Arctic Quality Improvements Made

- All instruction to follow Alaska state instructional standards
- Northwest Arctic high quality curriculum, standardized, in all 12 schools
- One district-wide school calendar
- High quality inservice training for all teachers
- Standardized high school schedules to facilitate distance delivery classes

Academic Achievement

According to a recent article in ***Education Week***, only 1% of schools or districts having been placed under intervention status, have been released from that intervention. NW Arctic has accomplish what only 1% of other such districts have!

In 2003, 36% of our students were proficient in language arts, by 2008 that percentage had risen to 51%. During the same time frame on the same assessment, our math scores have risen from 32% to 51%.

This represents a 42% growth in language arts and a 59% growth in math.

Teamwork

Northwest Arctic Borough School District

Originally in 2006, NW Arctic was one of 5 school districts placed under Intervention by the Department of Education.

Last August we received a letter from Deputy Commissioner, Les Morse, releasing NW Arctic from Intervention Status! Below is the opening and closing of that letter.

August 2, 2010

Dr. Norman Eck, Superintendent
Northwest Arctic Borough School District
PO Box 51
Kotzebue, AK 99752

Dear Dr. Norman Eck:

This letter has two purposes. First, I wish to confirm the conversation we had this morning to inform you and congratulate you on Northwest Arctic Borough School District being removed from intervention status. We share with you your stated enthusiasm for this action. Second, I want to begin discussions with

Again, congratulations on the efforts of you and your staff to improve instructional practices in Northwest Arctic School District.

Sincerely,

Les Morse

Les Morse
Deputy Commis[illegible]

Alaska Technical Center Made a FIRST in the United States. It held the first Core Driller registered apprenticeship program. Eighteen rural apprentices received training at the ATC.

The first Core Drillers graduating class

Star of the Northwest Magnet School

1 NORTHWEST MAGNET SCHOOL / ALASKA TECHNICAL CENTER SITE PLAN
1" = 40'

Burkhart Craft
ARCHITECTURE

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT
NORTHWEST MAGNET SCHOOL
RENOVATION & ADDITION
KOTZEBUE, ALASKA

DATE:	01.27.11
DRAWN:	RAP
CHECKED:	JBC
PROJECT:	1004
DRAWING TITLE:	SITE PLAN
REVISIONS:	
SHEET NO:	P0.0

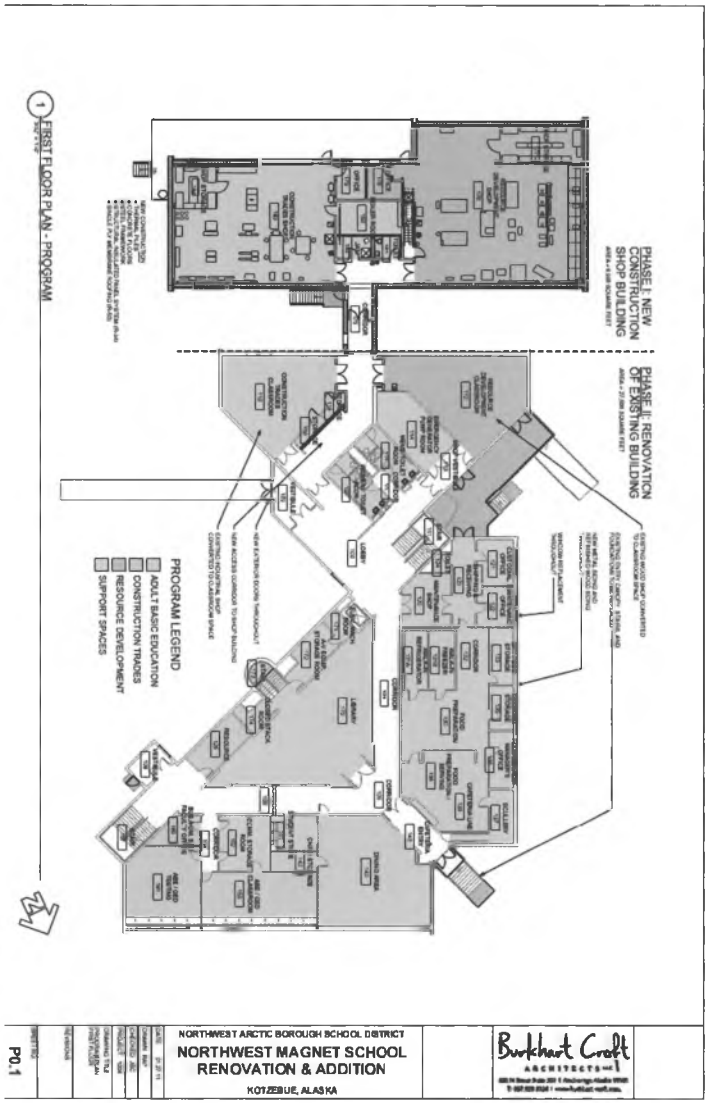
*See the McDowell Workforce Study

Addition to the Alaska Technical Center

Northwest Arctic Borough School District

Star of the Northwest Magnet School

Expanding Horizons



With the help of a $1.5 million 3-year grant from the US Office of Education, NW Arctic began its pilot program for the *Star of the Northwest Magnet School.*

- **Small Regional boarding high school with a 75 – 100 bed dorm**
- **Grades 11 – 14**
- **3 areas of Emphasis (Legacy Careers for people of NW Arctic):**
  - **Public School Teaching**
  - **Health Careers to Registered Nursing**
  - **Process Technology (Mining and Petroleum)**

Funding from the Alaska Legislature is bringing the program into reality.

Kotzebue Middle High School Earns Academic Honors
US News and World Report - 2009

According to the *US News and World* report of July 12, 2009, Kotzebue High School was listed as one of the "Top 12" high schools in Alaska.

Schools were evaluated on the performance of all students, even the least advantaged. The schools were ranked by student achievement levels in the core subject areas of reading and math on state accountability tests that exceed statistical expectation given their levels of student poverty.

Kotzebue High School
2008 Presidential Scholar

Reid J Magdanz
Kotzebue, AK
Kotzebue
High School

Scanned from the June 23, 2008, *USA Today.*
139 Presidential Scholars in the United States.
Reid Magdanz from Kotzebue.

Meet the 2008 Presidential Scholars.

GMAC congratulates these 139 high school seniors for their outstanding scholarship, service, leadership and creativity. Since 1964, more than 5,900 students have been named Presidential Scholars.
We are proud to support organizations that help educate and develop strong individuals and communities. That's why GMAC has contributed nearly $2 million to support this program over the past decade.
For more information about GMAC Financial Services, go to gmacfs.com

CONNECT WITH FELLOW PRESIDENTIAL SCHOLARS AT WWW.PRESIDENTIALSCHOLARS.ORG

GMAC
FINANCIAL
SERVICES

The Northwest Arctic Borough School District Students thank you for allowing them to show you who they are and what they do!

Robert Thomason, Ed.D.
Superintendent
P.O. Box 289
Petersburg AK 99833

e-mail: rthomason@psgsd.k12.ak.us
Telephone: (907) 772-4721

Petersburg City School District
Home of the Vikings

Fan The Flame!

To: Represntative Dick, Chair, House Education Standing Committee
Representative Pruitt, Vice Chair
Representative Cissna, Member
Representative Feige, Member
Representative Kawasaki, Member
Representative Seaton, Member
Representative Wilson, Member

From: Robert Thomason

Date: January 28, 2011

Re: District Overview

The District theme of Petersburg City School District for the 2009/2010 school year was "**Rekindle The Spirit**". Our primary goal last year was to revisit the reason schools exist: To provide a safe and creative environment where students learn and where they are our number one priority. A second goal, related to staff, was to thoroughly enjoy what we are doing and to know that we are making a positive difference in the lives of young people.

The District theme for the 2010/2011 school year is "**Fan the Flame**". As a district, we have successfully Rekindled The Spirit. We are now committed to keeping that fire alive and growing.

I am pleased to have the opportunity to share with you, in the short time available on Friday morning, some of the "facts" about Petersburg City School District and our educational program.

Accompanying this cover is a one-page district overview and some pertinent district "fast facts".

Robert Thomason

Dr. Robert Thomason
Superintendent
P.O. Box 289
Petersburg, AK 99833

Petersburg City Schools

Telephone: (907) 772-4271
Fax: (907) 772-4719
rthomason@psgsd.k12.ak.us
website: www.psgsd.k12.ak.us

January 28, 2011

Superintendent: Dr. Robert Thomason

Board Chair: Ms. Jean Ellis

Petersburg City School District is located on Mitkof Island, in the southeast panhandle of Alaska, approximately 700 miles north of Seattle. The community is largely of Norwegian decent and this is reflected in the foods, culture and building facades of the community. The Alaskan nickname for the community of Petersburg is "Little Norway". The school district serves approximately 466 (2011/2012 estimate) students in grades kindergarten through twelve. The district currently employs 46 licensed staff and 47 support staff.

The City of Petersburg has been recognized as one of the top ranking ports in the United States for quantity and value of fish landed. Commercial fishing is key to the economy of the area. In addition to the permanent 3,000 residents, the population increases by about 1,000 additional people who are employed by the canneries and custom packing services during peak fishing season. Tourism also plays an important economic role during the summer months.

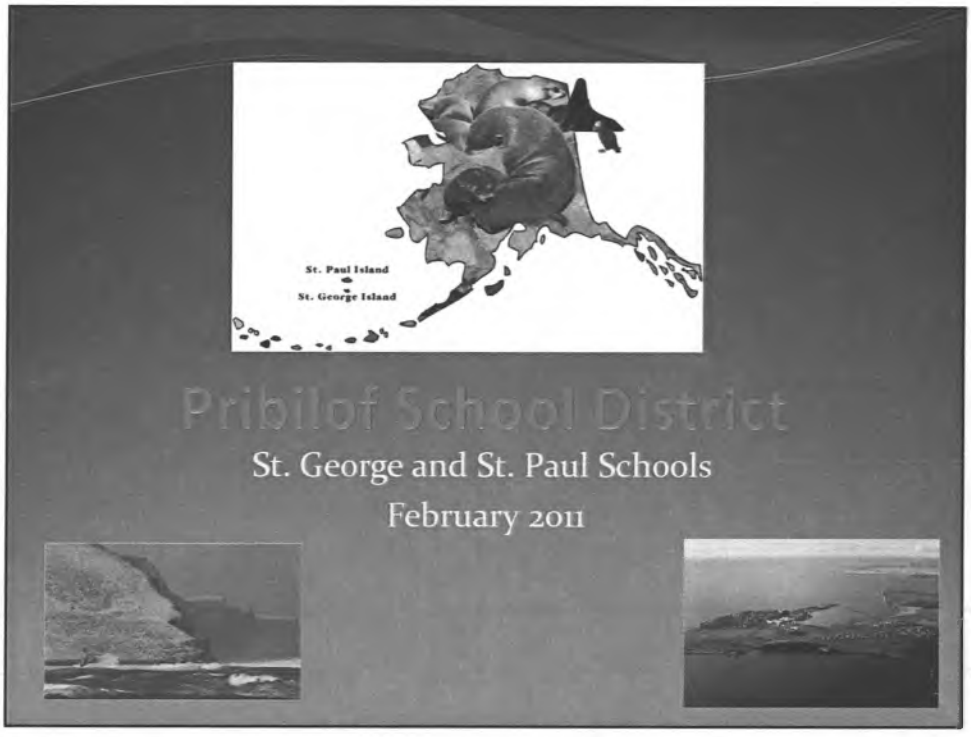
Mild winters, cool summers and year-round rainfall characterize Petersburg's climate. Annual precipitation averages 106.3 inches. Transportation to and from Petersburg is limited to air and water; there is no road access. Residents and visitors rely on the state ferry system, commercial flights and float planes.

Petersburg City School District enjoys very strong community support. This is demonstrated by community attendance at and participation in school events (sports, plays, music performances, conferences, special meetings), support and passage of two local bond issues in recent years, radio and newspaper coverage for student achievement and district activities, and consistently strong donations to school fund-raising.

Petersburg High School was recognized by US News and World Report as a Silver Medal School in 2010. The high school also recently received an exemplary program award from Apple computer. This award was given to only 40 schools in the nation this year. Petersburg High School is the only high school in Alaska to receive the award.

PETERSBURG CITY SCHOOL DISTRICT "FAST FACTS"

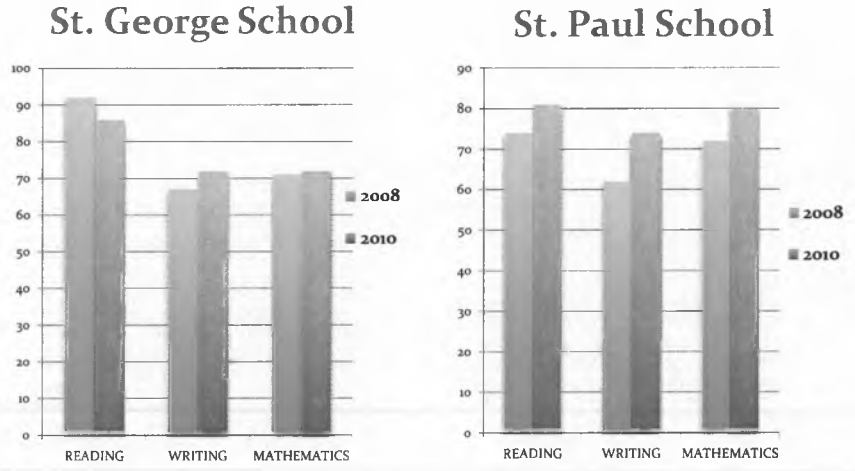
Number of students (2011/2012 projected)	466
District Area	46 sq. miles
Community Population	3000
Free/Reduced Lunch Rate	51.6%
2010 Graduation Rate	87.5
2010 Attendance Rate	93
2009/2010 District Met "AYP"?	Yes
2009/2010 All Schools Met "AYP"? (Adequate Yearly Progress)	Yes
Average Per Pupil Expenditure (2009/2010 Total Budget [***all*** Funds]/Total # Students)	$15,945
Average Teacher Salary (2010/2011)	$60,937
2010 Teacher Maximum Salary	$76,777
2010 Teacher Minimum Salary	$42,199



Many Positives

- **100% highly qualified staff**
- **97% Aleut student population**
- **Continued to meet AYP in 2009-2010**
- **Culturally responsive teaching**
- **Fiscally sound**
- **Overall great staff and families**
- **Supportive parents, community and school board**

2010 Academic Progress



Community Partnerships

- **Preschool Programs in both schools**
  - **St. Paul Montessori Preschool (2-5 yrs.) – funded by Central Bering Sea Fisherman's Association (CBSFA)**
  - **St. Paul HeadStart – Aleutian Pribilof Islands Association (APIA)**
  - **St. George Preschool – funded by St. George Traditional Council**
- **$120,000 raised for student activities in 2010**
- **St. Paul Tribal Government – building elder relationships with AASB grant**

State Grants and Programs

- Library Grants – St. Paul and St. George
- Artist in Schools Grant
- CDL Grant – computers for students and staff development
- UAA AEIN Partnership – staff development
- AASB staff & student training to promote social emotional learning.

- Carpentry Grant -- Denali Commission –
- UAF Future Educators Grant – UAF
- Housing Grant/Denali commission - $400,000 matching grant to renovate older teacher housing units
- E2T2 Grant—$92,000 for staff development and technology purchases

Federal Grants and Programs

- St. George roof repair – $2.4 m
- Education Law funds - $24,000
- E-Rate funds 90% of communication telephone, Internet & video
- Carl Perkins – funding for vocational programs
- Indian Education –Bilingual Program

Staff: Our Greatest Resource

- 40% of teachers with Master's
- Dedicated
- Enjoy working with kids
- Technologically savvy
- Involved with students activities
- Low staff/teacher turnover – many 10+ years in Pribilofs
- Clean, well maintained school buildings

Serious Concerns

- **Declining Student Enrollment**
  - FY09 enrollment – 110; FY10 – 98, an 11% decrease from FY09
  - FY11 projected enrollment – 86, a 12% decrease from FY10
  - Hold Harmless funding sustains budgets
  - St. George School has only 11 students currently enrolled
- **St. Paul School Building Concerns**

  Gymnasium must be remodeled because it is becoming a safety issue for students.

Effects of Declining Enrollment

- Relying on Hold Harmless funding from the state to maintain current budget
- Fewer opportunities for students

- Fewer staff members means everyone must wear more hats and accomplish more with less
- Possible future closure of St. George school

2010-2011 Focus Areas

- Work to meet the goals of the new Strategic Plan
- Continue to work to improve student achievement
- Continue to improve school climate
- Continue professional development in technology
- Continue data analysis for individualized instruction
- Continue to base instruction on state standards
- Improve parent and community involvement
- Continue to build strong community collaborations
- Teachers and district will work together to reach agreement on a new 3-year contract
- Remodel St. Paul Gymnasium

Volume 9 Issue 72
January & February 2011

St. Paul School Newsletter

Ukuda Wa!

Newsletter Staff:
Cara Lestenkof-Mandregan
Caitlin Bourdukofsky
Advisor:
Mr. Stacks

Happy Birthday!

Teacher Esther- 1/3
Janessa Bourdukofsky-1/16
Mr. Mac-1/19
Antonio Merculief-1/23
Rafael Mata Rukovishnikoff-1/24
Maria Mata Rukovishnikoff-2/5
Ms. Rodgers-2/7
Carley Bourdukofsky-2/7
Dallas Roberts-2/8
Christina Galanin-2/9
Kiana Melovidov-2/10
Derrick Baker-2/11
Dimitri Dino Zacharof Jr.-2/13
Naomi Edenshaw-2/21
Ms. Grego-2/22
Aiden Bristol-2/23
Mrs. Anna-2/25

Welcome New Student!

Platonida Hapoff

The final Parent Teacher Conferences of the 2010-2011 school year will be held on Saturday, February 26. Contact Mrs. Brenda with questions about schedules.

Happy Valentine's Day!

Valentine's Day was celebrated at St. Paul School on Friday, February 11, 2011. The High School Basketball Team sponsored the entire Carnival this year which included Fish and Roast Beef Pie sales in the kitchen. Parents, teachers and students worked the booths at the event, served food and sold tickets. The cake walk was a usual favorite, as was the bouncy house and basketball shoot. Ms. Rodgers offered a cake decorating class the night before the Carnival for those interested in baking cakes for the cake walk. Over $2500 was raised at the Carnival for the ball team! Thanks to everyone who supported the Sea Parrots by attending and spending money at the event. Enjoy the pictures below!

Plant Science Class Grows Veggies

Ms. Rodgers' Plant Science Class will soon have fresh vegetables! The 10th grade students in this class have been working on a small greenhouse project using hydrophonics and LED lighting. They are using the LED lighting because it has been found to use approximately 90% less energy. They will be conducting experiments with lighting and temperature to grow cucumbers, basil, lettuce, peppers and tomatoes. Ukuda Wa will have more updates on this project as it develops.

Marine Science Students to Showcase Learning in Seattle

The Pribilof Marine Science Camp students (St. Paul & St. George) have received an invitation to present at the International ESSAS Open Science Conference in Seattle, WA, May 22-26. In their presentation, they will share about their learning's over the past four years in Marine Science Camp. They will showcase their "place based" science curriculum, king crab research and more. Mrs. Stacks noted that, "This is a huge honor for our students to be presenting in an international venue."

Second Quarter Honors

Honor Roll

Fourth Grade
Sasha Isaac
Jeffery Kauffman
Kiana Melovidov
Rafael Mata Rukovishnikoff

Fifth Grade
Jaycee Bourdukofsky
Lydia Dirks
Stormy Stacks

Sixth Grade
Andronika Emanoff
Savannah Stacks
Teresa Baker

Seventh and Eighth Grade
Taylor Kauffman
Brandy Merculief
Dallas Roberts
Feofaneya Rukovishnikoff
James Simeonoff

High School
Anna Melovidov
Desta Baker
Cara Lestenkof-Mandregan
Dominic Murphy
Dimitri Dino Zacharof Jr.

Perfect Attendance

Second and Third Grade
Carley Bourdukofsky
Vladimir Bourdukofsky
Heather Kozloff

Fifth Grade
Lydia Dirks

Sixth Grade
Andronika Emanoff
Linnae Kozloff

Seventh and Eighth Grade
Naomi Edenshaw
Shawn Hanson
Kirk Lestenkof Mandregan
Dallas Roberts
Brandy Merculief
James Simeonoff

High School
Dominic Murphy
Shawn Owens
Caitlin Bourdukofsky

Citizenship

Miles Bourdukofsky
Ezra Melovidov
Jeffery Kauffman
Teresa Baker

5 Ways To Be Happier In The New Year

1. Look forward, not backward. If you've had a setback or hit an unexpected bump in the road, stay positive and ask yourself what you can do to move ahead. Optimism will also rub off on your family, friends and colleagues.

2. Set realistic goals. Acknowledge that you are better at some things than others and focus on your strengths. When you've completed an important project give yourself credit and enjoy the satisfaction of crossing it off your list.

3. Seek help when you need it. Balancing a career or school with taking care of chores, children or parents is too much responsibility for just one person.

4. Find practical ways to simplify your life. Buy clothes that don't need to be ironed or dry-cleaned. Do all your errands and shopping in one day. Instead of trying to remember everything, write things down. Keep a single calendar for work and personal commitments.

5. Start a new project, take up a new hobby, or give yourself permission to do something you've always wanted to try.

Source: NEA Alaska Health Letter

Sea Parrot Basketball 2011

The High School Basketball team has played 3 games so far this season against a team made up of staff members and local players. The games took place on January 21, 28 and February 4. The Sea Parrots won the first two games handily, and fell short in the third game after a fierce battle in overtime. Each night, the staff helped to organize and sell hot dogs, nachos, spaghetti and desserts to help the team raise enough money to travel to the Regional Tournament.

Although they may be small in numbers (they only have 6 players on the team), they make up for it in hard work and talent. This year's team includes: Cara Lestenkof-Mandregan, Senior (captain), Jonathan Merculieff, Sophomore (co-captain), Dimitri Dino Zacharof Jr., Sophomore (co-captain), and Shawn Hanson, Feofaneya Rukovishnikoff and Taylor Kauffman all in the 8th grade. Since the team only has six players, Coach Baldwin asked some 6th and 7th grade students, Dallas Roberts, Ermogen Merculief, James Simeonoff, and Andronika Emanoff to practice with the team. The team will be playing games every Friday night until the end of the season. They will travel to New Stuyahok, Alaska to compete in the Regional Tournament on February 25. Stats from the three home games played to date are shown here:

January 21 game:
Shawn Hanson—33 points
Dino Zacharof—14 points
Jonathan Merculieff—6 points
Cara Mandregan—4 points
Dallas Roberts—5 points

January 28 game:
Dallas Roberts—25 points
Dino Zacharof—19 points
Shawn Hanson—15 points
Jonathan Merculieff—15 points
Ermogen Merculief—4 points

February 4 game:
Dino Zacharof—29 points
Shawn Hanson—15 points
Jonathan Merculieff—12 points
Cara Mandregan—4 points
Dallas Roberts—3 points
Faneya Rukovishnikoff—2 points
Taylor Kauffman—2 points

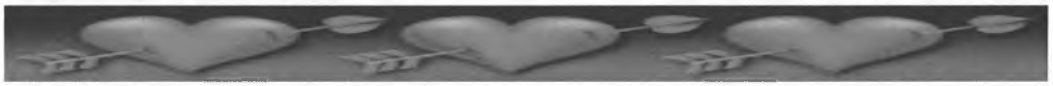
Student Council Sponsors Family Fun Night

Family Fun Night was held on Friday, February 4, after the high school basketball game in the gym. It was also sponsored by the High School Basketball Team, and the Student Council. Members of this year's Student Council, advised by Mrs. Ferrari, sold goodies and beverages in the lobby, while games and dances were played in the gym. Timothy Melovidov and Grace Rukovishnikoff operated the sound system and Taylor Kauffman was master of ceremonies. Taylor did an excellent job leading the games and dance activities, and everyone had a great time! The money raised from the event was all donated to the basketball team. A few pictures of the many parents and students at the event are shown below:

Spelling Bee & Community Meeting

The February School Family Community Partnership Meeting was held Tuesday, February 8, 2011 @ 6:30 p.m. in the library. The meeting began with the Spelling Bee participants competing for the 2011 St. Paul School Spelling Bee Championship. Eight students competed in the event: Naomi Edenshaw, Savannah Stacks, Teresa Baker, Andronika Emanoff, Kiana Melovidov, Sasha Isaac Courtney Lestenkof, and Clara Chapman. In the end, Naomi and Savannah were left standing and eventually Naomi was crowned the winner!

Those who stayed after the Bee for the Partnership Meeting discussed several topics. 1) The Artist in Residence will be at St. Paul School late February through early March. He is a professional book maker and will be working with students to design and illustrate books. 2) David Merculieff gave a condensed KUHB report. He is one of the seventh grade students who is working at the radio station each day during school. He and his classmates are recording the Postcard and other announcements daily, and they will soon be interviewing teachers and other community members. Mrs. Stacks reminded the students who were present, that KUHB continues to encourage students to work at the station in the evenings. Students can earn$10 per hour for up to ten hours per week. 3) The Summer Science Camp will be offered again this year during the month of August on St. Paul. St. George students will also attend. It will be held in conjunction with the 100 Year Celebration of the Fur Seal Treaty. Aquilina's planning the summer camp activities and it will once again be funded by APICDA and CBSFA. Mrs. Stacks informed the group that summer camp participants have been invited to present at the PICES International Science Conference in Seattle during May. This is a huge honor that will require a great deal of planning and commitment on behalf of the students. More information will be made available soon about this opportunity. 4)Terra Nova Testing is taking place this week and will continue through Friday for students in grades 1, 2, 5 & 7. 5) Aquilina is actively planning Bering Sea Days that will take place April. 6) Taughney Rukovishnikoff is currently working on a summer food service program through Americorp. She explained how this process will work, and it will likely take place this summer. She also discussed her hopes for starting a Girl Scouts group and plans for other youth activities. 7) Ms. Rodgers presented the district Technology Plan and those attending were given an opportunity to suggest changes/modifications. 8) Mrs. Stacks informed everyone that the district has offered a job to John Holcomb for the 2011-2012 school year. Mr. Holcomb will be SPED director, teach high school science and will eventually replace Mrs. Stacks as K-12 Principal. Nine adults and 3 students stayed for the meeting.



Kayumixtakuchan (Young Warriors)

Cara Lestenkof-Mandregan, Dallas Roberts, and Selena Rukovishnikoff traveled to Anchorage the week of February 8 for the Alaska Tobacco Advocacy Initiative Conference. The conferences began on Friday, and ended Saturday evening. The purpose of this trip was to get together with other groups, across Alaska, that are involved in the initiative, and to share what types of things they've been doing in their community to prevent tobacco use. Also at the conferences, the students discussed different ways to approach people about tobacco, such as Guerilla Marketing. The objective of Guerrilla Marketing is to create a unique, engaging, and thought-provoking concept to generate 'buzz', and consequently turn viral. Cara said, "I had tons of fun, it was a great opportunity to meet other people who have the same opinions and goals as myself. I learned a lot about other communities and their issues with tobacco; for example, last week, in New Stuyahok, Alaska, they caught a child in kindergarten chewing snuff, that's really bad. Hopefully we can use what we learned out there, in our community." The students plan to share the techniques and information they learned with their peers.

Exciting Activities In Elementary

The elementary classes have had several engaging activities going on this semester in addition to their normal classroom academics. Mr. Baldwin's kindergarten and first grade class recently put on their chef's hats and whipped up a Shape Salad. The students looked for triangles, circles, cylinders, etc. as they sliced the many fruits and one vegetable (celery). They also explored how the salad fixings could be cut in halves or quarters. After enjoying their salads, the students wrote a paragraph about the experience. This was a fun and tasty math/writing activity. Thanks to Debbie Barner for bringing in the fruits and vegetables and helping with the activity.

Mrs. Kauffman's class is enjoying a Flat Stanley exchange with students from Heights Elementary School in Sharon, Massachusetts. The second grade students in Sharon, a suburb of Boston, will soon be receiving the Flat Stanleys made by Mrs. Kauffman's 2nd & 3rd grade students. The Flat Stanleys from Massachusetts have already arrived here and the students have taken them for a tour of some of their favorite places on the island. Both classes will post pictures and write about their experiences. The students will also be able to ask each other questions on the shared Wiki for this activity. You can watch the progress by checking flatstanleyexchange2.wikispaces.com.

Deb Vanasse, an author of books for children, teens, and adults, has visited with our K-8 students via video conference. These students have read many of her books and have had the opportunity to learn more about the author, where she gets her ideas, and her writing process. Deb has enriched the reading experience for our students, and there will be more opportunities to interact with her. On February 18, Deb will meet online with students in grades 7-12 who have just finished her book, A Distant Enemy. Also. a date is being set for a SKYPE visit with the students on St. George. After many online visits, Deb plans to travel to St. Paul Island for a teacher Inservice in April and students will have an opportunity to meet her during her brief visit.

Author speaks about her book.

Casper and Maxim with Flat Stanley.

Jaycee with her clay boat like the one in the book.

Miron enjoys the delicious "Shape Salad" created by his class.

Students Learn From Visiting Superior Court Judge

The Honorable Beverly Cutler volunteered her time at St. Paul School in January. Judge Cutler was presiding over a case on St. Paul and graciously agreed to work with students in the school when she was not in court. She visited several of the classrooms and met with students to discuss the in's and out's of a courtroom. Students were divided into defense and prosecution teams and "argued" cases that were based upon actual past court cases in Alaska.

Judge Cutler explained many of the rules and terms that are often used in a courtroom and took questions from the audience. She encouraged interested students to apply for the ***Color of Justice*** program that will take place in Anchorage during June 22-24.

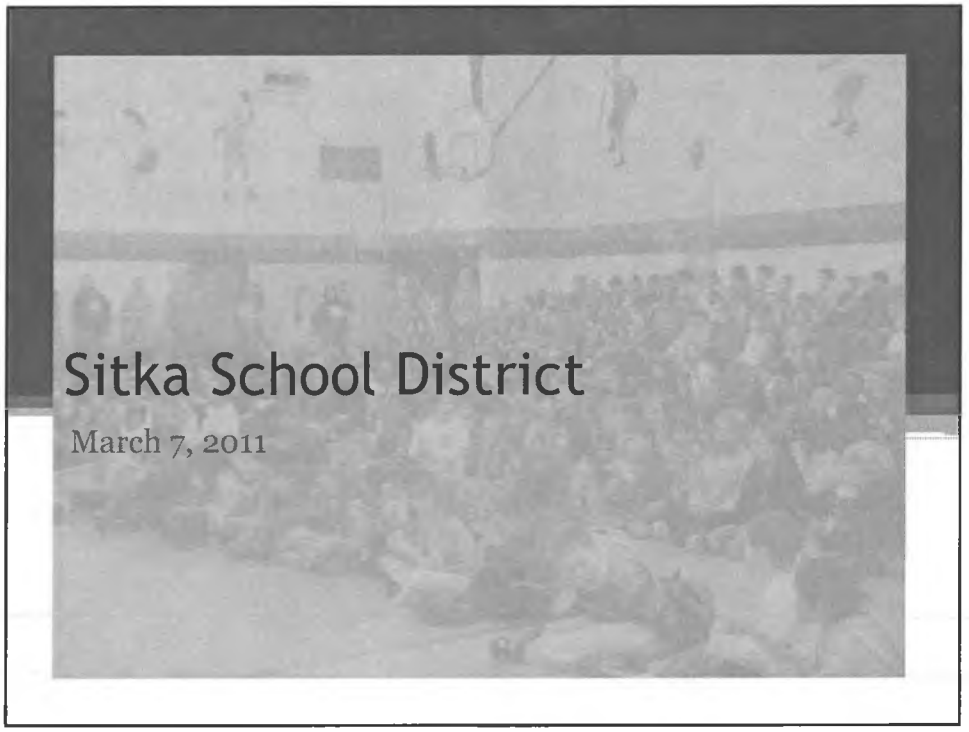
The ***Color of Justice*** program brings diverse high school and college students from across the state together for exciting workshops and activities designed to encourage them to consider legal and judicial careers.

Interested students are encouraged to visit www.courts.alaska.gov or see Mrs. Kushin for more information. St. Paul students and staff would like to thank Judge Cutler for taking the time to visit our school.

Students Continue Work In SEL

The week of January 17, Anne Caulfield, a counselor with the Association of Alaska School Boards (AASB), visited St. Paul School. Anne worked the entire week with students in grades 6-12 on team building and social and emotional learning (SEL). Anne is a life-long educator and is tremendously gifted when it comes to relating to students. She spent many hours talking to students about their personal and academic concerns and questions. Everyone shared stories and participated in activities that encouraged tolerance, acceptance and respect.

The Pribilof School District has been a partner with AASB for many years. The focus over the past few years has been around social and emotional learning and culturally responsive teaching. Anne will continue to work with students and staff in these areas, and plans are being made for a culminating activity to take place during Pribilof Days in May. Thank you, Anne! Photos of the time spent with Anne are shown here:



Sitka School District Enrollment

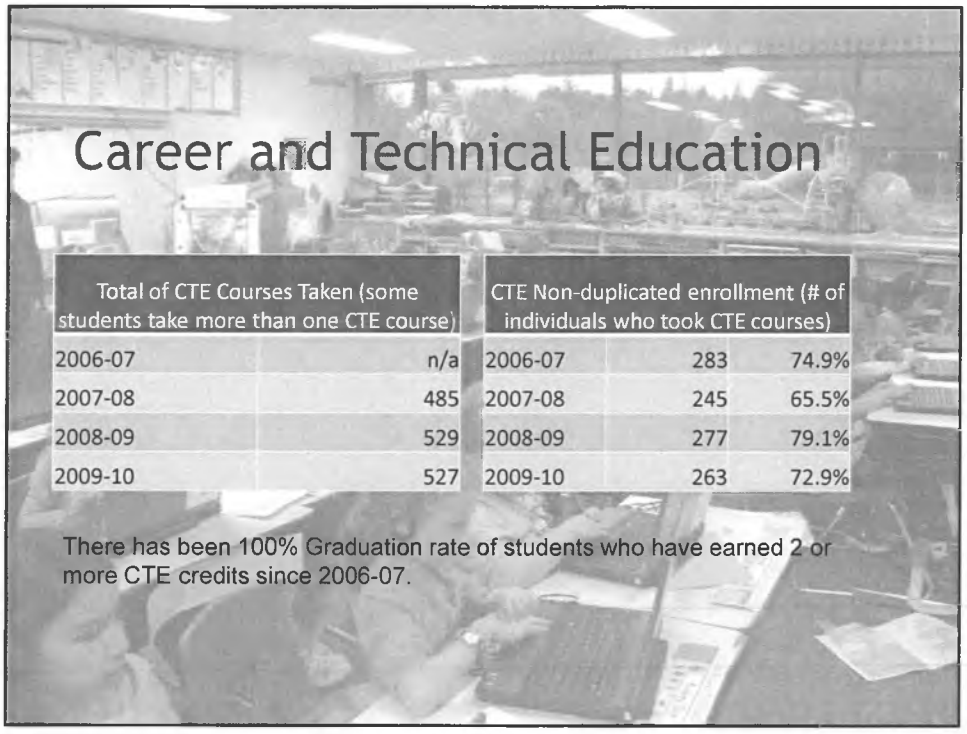
- 1306 students enrolled including Home School
  - 52.2 % White
  - 21.1% Alaska Native
  - 9.1% Asian
  - 8.2% American Indian
  - 4.2% Hispanic
  - 4.0% 2 or More races
  - 1.1% Black
  - 0.2% Pacific Islander

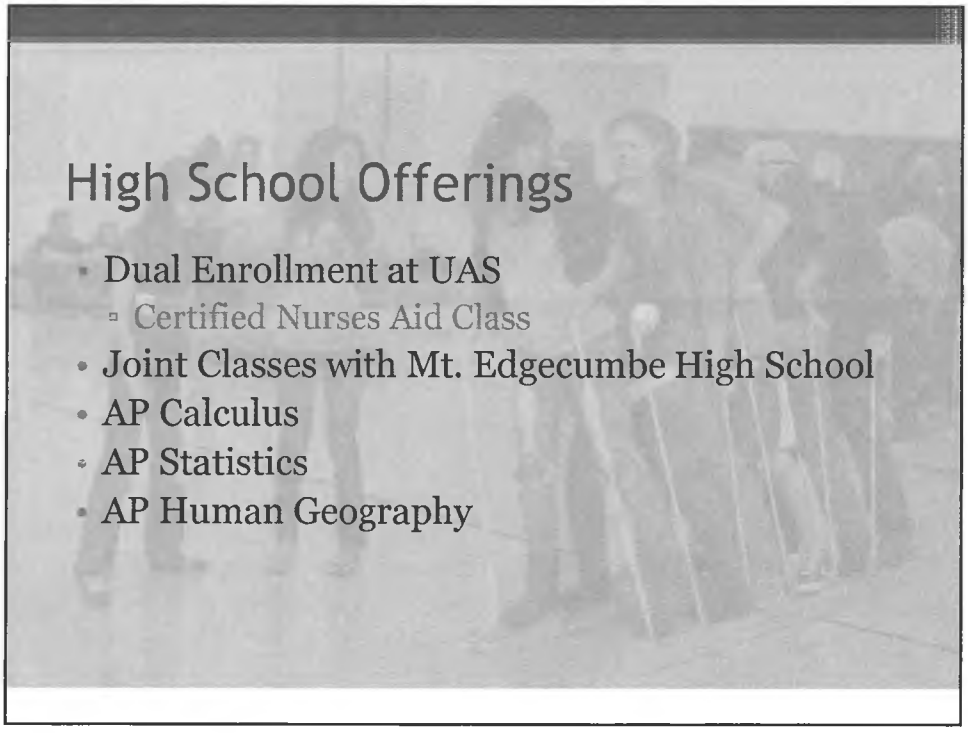
Sitka School District Information

- Baranof Elementary – Preschool-1st grade
  - Developmental Preschool
  - REACH Home School Office
- Keet Gooshi Heen Elementary – 2nd – 5th grade
- Blatchley Middle School – 6th – 8th grade
- Sitka High School – 9th – 12th grade
- Pacific High School – 9th -12th grade
- SEACC Regional Training Center
- Community Schools/After Schools Program

Vocational Classes

Basic Computer Application	Advance Computer Application
Web Design	Digital Photography
Digital Video	Visual Studio
Personal Finance	Food and Nutrition
Basic Car Care	Small Engines
Diesels	Engine Overhaul
Advance System Technology	Metals I and II
Construction	Beginning Woods
Advance Woods	Industry and Careers
Computer Aided Drafting	Outboard Motor Repair–NEW next year


Career and Technical Education
Total of CTE Courses Taken (some students take more than one CTE course)
2006-07 n/a
2007-08 485
2008-09 529
2009-10 527
CTE Non-duplicated enrollment (# of individuals who took CTE courses)
2006-07 283 74.9%
2007-08 245 65.5%
2008-09 277 79.1%
2009-10 263 72.9%
There has been 100% Graduation rate of students who have earned 2 or more CTE credits since 2006-07.


High School Offerings
Dual Enrollment at UAS
Certified Nurses Aid Class
Joint Classes with Mt. Edgecumbe High School
AP Calculus
AP Statistics
AP Human Geography

Post Graduation Intentions

Graduating Year	Class Size	4-Year	4 year %	2-Year	2 year %	Vocational	Voc %	Military	Mil %
2010	71	37	52%	14	20%	7	10%	2	3%
2009	73	46	63%	12	16%	4	5%	2	3%
2008	96	49	51%	12	13%	9	9%	1	1%
2007	85	47	55%	17	20%	8	9%	4	5%
2006	65	44	68%	7	11%	5	8%	3	5%

Different Professions and Colleges

- 14 students have graduated with engineering degrees over the past 8 years.
- Students have attended schools all over the United States, some include:
  - Yale, Stanford, Berkley, Berklee College of Music, Swarthmore, University of Alaska- Fairbanks, Juneau, Anchorage, and Sitka, Western Washington University, Seattle University, Lewis and Clark, Univ. of Washington, Montana State, Gonzaga, Oregon State, Univ. of Idaho, Univ. of Montana and many more.

Special Education

Special Education Numbers

	Special Education Student Numbers	Special Education Teacher Numbers
10/01/05	267	23
10/01/06	264	22.5
10/01/07	215	22.5
10/01/08	195	19
10/01/09	178	19
10/01/10	179	19

Enrollment Intensive

	Student Enrollment	Intensive	Intensive %
Oct-05	1478	39	2.6%
Oct-06	1463	36	2.5%
Oct-07	1376	35	2.5%
Oct-08	1311	34	2.6%
Oct-09	1339	35	2.6%
Oct-10	1299	34	2.6%

Pupil Teacher Ratio's

	BES	KGH	BMS	PHS	CORR	SHS	District
2005-06	12.4	12.9	14.4	5.5	0	16.4	13.9
2006-07	10.5	13.9	14.5	8.1	0	14.9	13.7
2007-08	9.1	13	13.3	16.5	0	14.5	13
2008-09	10.1	13.9	11.1	13.8	0	13.5	12.8
2009-10	9	13.1	12.6	9.1	28	15.2	12.4

This includes all specialist: Counselors, Librarians, Music teachers, PE teachers, Special Education teachers, Speech Therapists, Occupational Therapist

English Language Learner (ELL)

Districts continue to have a significant increase in our ELL populations.

2006-07 – 63 students
2007-08 – 64 students
2008-09 – 67 students
2009-10 – 73 students

Graduation Rate/Dropout Rate

Graduation Rate

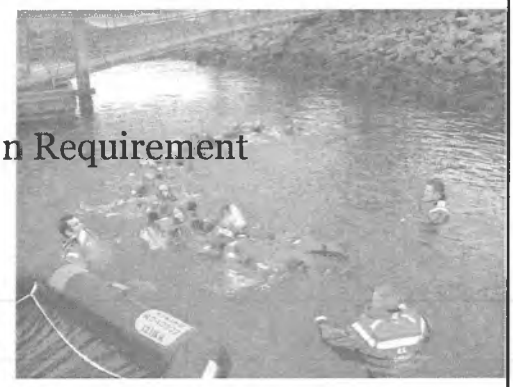
2005-06	75.2%
2006-07	81.8%
2007-08	79.6%
2008-09	78.4%
2009-10	70.8%

Dropout Rate

2005-06	2.60%
2006-07	3%
2007-08	3.50%
2008-09	3.40%
2009-10	4.60%

Misc. Information

- Average 30%-40% Free and Reduce Lunches
- Hanson House
  - Foster group home
- Raven's Way
- Swimming Graduation Requirement
- Keet Kids (KGH)
- Packs (BMS)
- Crew (PHS)
- Home Room (SHS)



2009-2010 Adequate Yearly Progress

Does Not Meet AYP

AYP Level 1 (Meets Grade Span: 6-8, 9-12)

School District Sitka School District

Language Arts AMO: 77.18%

Mathematics AMO: 86.09%

"District as a Whole" and Safe Harbor Thresholds: Attendance Rate 85%, Graduation Rate 55.58%

Group	Participation Rate			"Full Academic Year"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Mathematics Score			Other Indicator
If a subgroup (not "the Whole District") has 20 or fewer students enrolled (A), then fill in "NA" for the row, 25 or fewer in (D) then fill in "N/A" for cells D-J	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (grades 3-10) (with one or more valid scores in R, W, or M)	(C) Participation Rate (95% if # enrolled is > 40 or all but 2 if # enrolled is 40 or fewer)	(D) Number Tested (B) enrolled for "Full Academic Year" (FAY) (Gr. 3-10)	(E) Number of FAY Students Proficient on Language Arts Composite Score (R+W=LA)	(F) Percent Proficient in Language Arts (E / D) X 100 = F	(G) Meet AMO for Language Arts Comp. Score? (+ 99% Conf. int.) (Yes/No)	(H) Number of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math (H / D) X 100 = I	(J) Meet AMO for Maths Comp. Score? (+ 99% Conf. int.) (Yes/No)	(K) Meet the Required % for Other Indicator (Yes/No)
District as a Whole	799	796	Yes	795	660	83%	Yes	588	74%	Yes	Yes
African American	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native and American Indian	252	251	Yes	251	184	73%	Yes	160	64%	Yes	
Asian	76	76	Yes	76	59	78%	Yes	55	72%	Yes	
Caucasian	415	413	Yes	412	370	90%	Yes	334	81%	Yes	
Hispanic	26	26	Yes	26	19	73%	Yes	19	73%	Yes	
Two or More Races	23	23	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	249	247	Yes	246	179	73%	Yes	160	65%	Yes	
Students with Disabilities*	136	136	Yes	136	64	47%	No	58	43%	No	
LEP Students*	37	37	Yes	36	20	56%	Yes - SH	19	53%	Yes	

OTHER INDICATOR STATUS

Other Indicator - Graduation Rate: 76.80%

Other Indicator - Attendance Rate: N/A

TITLE I STATUS

☑ Title 1 District

Confidence Interval Formula: $AMO - 2.33 \times \sqrt{\frac{pq}{N}}$

Printed 08/27/10

^Results cannot be published without releasing personally identifiable information.

* LEP and Students with Disabilities Subgroups include former LEP and former SWD students that are being monitored for up to two years.

** District is considered to have missed for consecutive years only when missing overall AND in all three grade spans for one or more of: participation; language arts; mathematics; other indicator.

Voluntary Testing WorkKeys Results 2010

	Paper/Pencil	On-Line	Total
No Credential	13	7	20
Bronze	4	2	6
Silver	24	18	42
Gold	6	16	22
Platinum	0	1	1

No Credential – either did not complete all 3 exams or earned a score of >3 on one or more exam.

ACT - College Readiness Test

Grad Year	English		Math		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2006	22.2	20.0	22.7	21.2	23.4	21.7	23.7	20.8	23.1	21.1
2007	25.3	20.1	23.8	21.3	26.3	21.8	22.8	21.0	24.8	21.2
2008	21.4	20.3	22.0	21.2	22.6	21.8	21.3	20.8	21.9	21.2
2009	20.5	20.1	19.5	21.1	21.4	21.7	21.3	20.7	20.9	21.0
2010	22.3	20.3	22.5	21.2	22.5	21.7	21.8	20.9	22.4	21.1

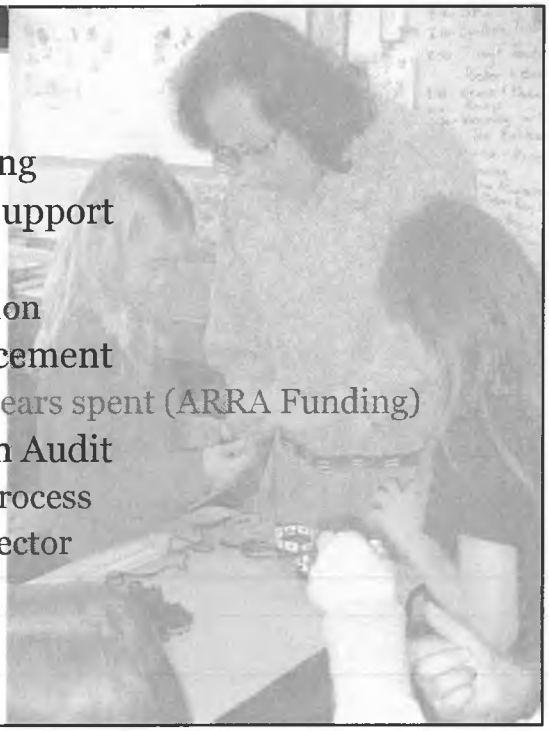
2011 Graduate Information

- 93 students in the 2011 graduating class
- 38 students qualify for the AK Performance Scholarship
  - Large percentage of our seniors have not yet taken the ACT or SAT

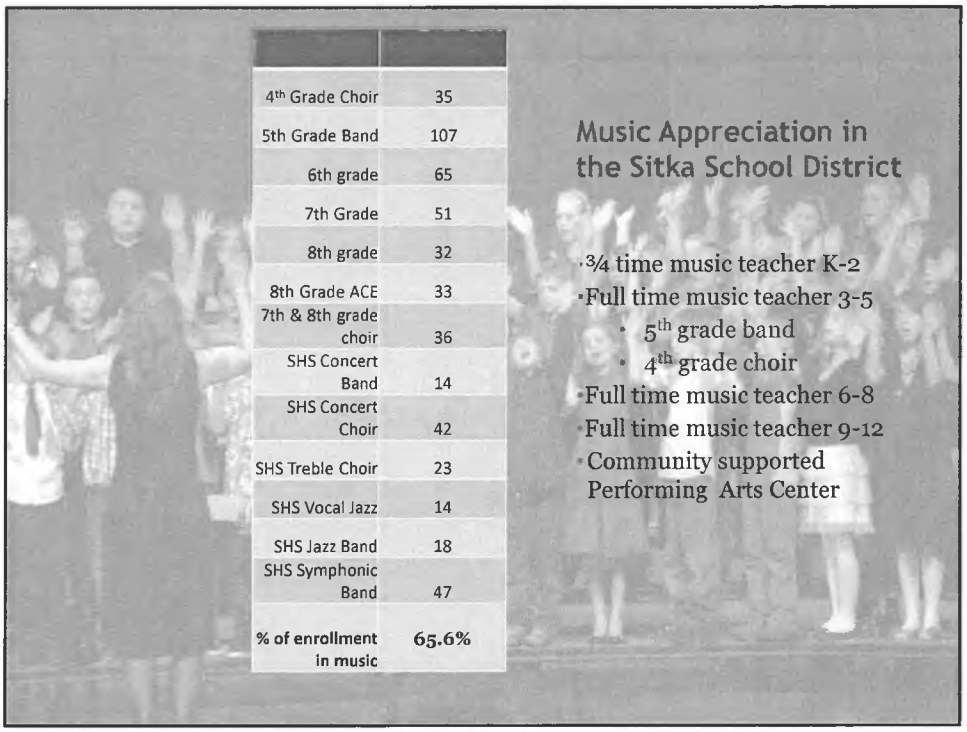
High School Activities

	# of participants
Baseball	20
Boys Basketball	29
X-Country Running (co-ed)	21
Football	23
Girls Basketball	20
Soccer (co-ed)	28
Softball	25
Swimming (co-ed)	15
Track & Field (co-ed)	39
Volleyball	33
Wrestling (co-ed)	21
Student Government	33
Cheerleading	10
DDF	25
Nat'l Honor Society	30
Pep Band	40
TOTAL Participants	412

Progress



- Olweus Anti-Bullying
- Positive Behavior Support
- RTI
  - Reading Intervention
- Technology Enhancement
  - $800,000 over 2 years spent (ARRA Funding)
- Dropout Prevention Audit
  - List of transition process
  - Hired Cultural Director



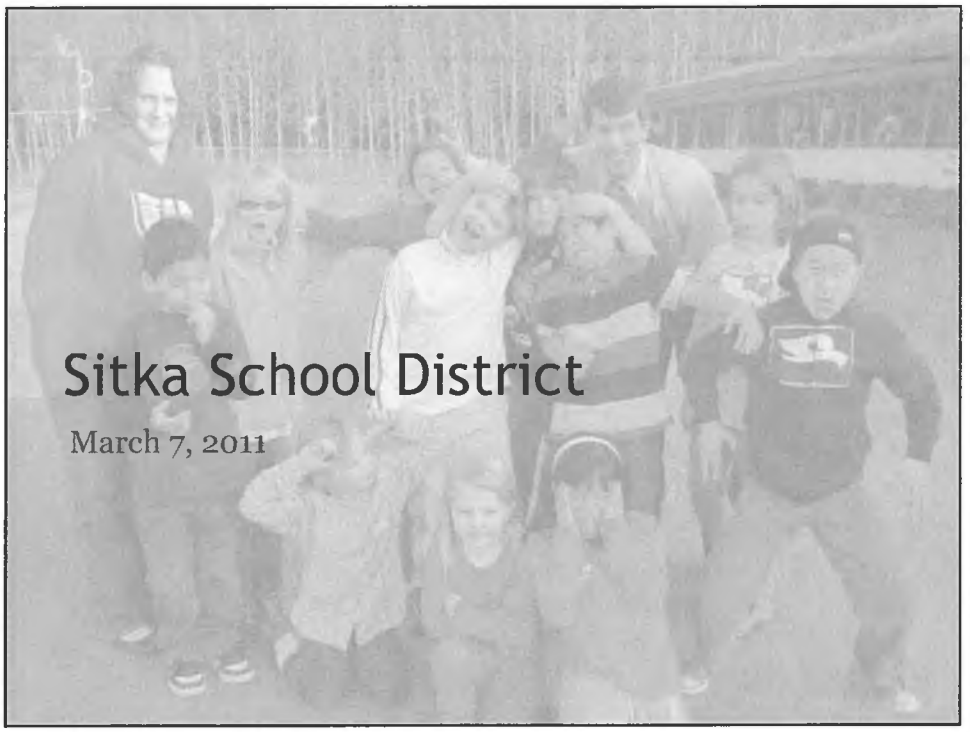
4th Grade Choir	35
5th Grade Band	107
6th grade	65
7th Grade	51
8th grade	32
8th Grade ACE	33
7th & 8th grade choir	36
SHS Concert Band	14
SHS Concert Choir	42
SHS Treble Choir	23
SHS Vocal Jazz	14
SHS Jazz Band	18
SHS Symphonic Band	47
% of enrollment in music	**65.6%**

Music Appreciation in the Sitka School District

- ¾ time music teacher K-2
- Full time music teacher 3-5
  - 5th grade band
  - 4th grade choir
- Full time music teacher 6-8
- Full time music teacher 9-12
- Community supported Performing Arts Center

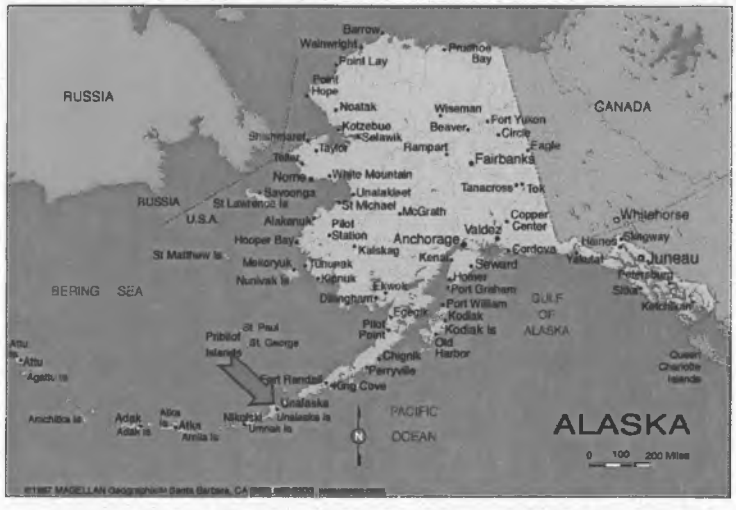
"Educating Today's Children to Become Tomorrow's Leaders"

- Lon Garrison, President
- Cass Pook, Vice-President
- Tim Fulton, Clerk
- Mollie Kabler
- Tom Conley
- Maggie Garrison, Student Rep.



Mission: The Unalaska City School District, a unique, multi-cultural learning environment in the dynamic fishing and transportation hub of the Aleutian Islands, provides an exemplary education foundation preparing students to enter the world of opportunities, inspiring them to challenge themselves as problem solvers, life-long learners, and contributors to an ever-changing global society by providing superior staff, programs and facilities in a caring, nurturing, safe environment in partnership with parents and community.

City of Unalaska: Pop. 4,376



UCSD K-12 Enrollment: 407

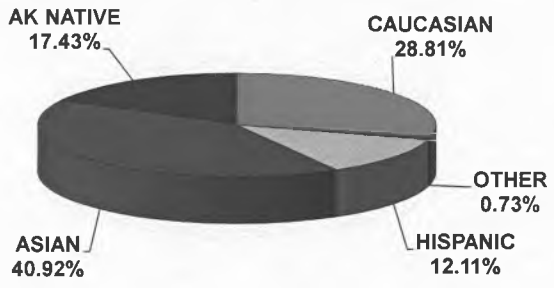
- Eagle's View Elementary
  - 265 students grades PK - 6
  - 15 teachers; 7 instructional aides; 1 principal
- Unalaska City School
  - 200 students grades 7-12
  - 18 teachers; 5 instructional aides; 1 principal

Diversity

Languages Represented

Aleut
Filipino (Tagalog; Visaya; Ilocano)
Japanese
Korean
Russian
Samoan
Spanish
Vietnamese
Thai
Ukrainian
Romanian

UCSD FY 11 Ethnicity



Early Childhood Program

UCSD Preschool

- Created in 1983 as a non-profit; District operated since 1989
- Serves 54, 3 & 4 year olds; 3 year olds attend 2 half-days/week, 4 year olds attend 3 half-days/week
- Certified early childhood teacher and full-time paraeducator
- Funded through City appropriation and tuition $90/month for 3 y.o.; $115/month for 4 y.o.
- Scholarships available for low-income families

Local Educational Resources

Fisheries Science/Hatchery Class taking late-autumn Coho breeding pairs.

Carpentry class meeting with Senior Citizens to discuss plans for building a greenhouse.

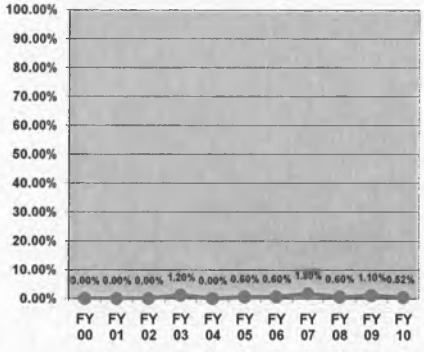
Partnerships

Students touring the CGC MORGENTHAU at the Port of Dutch Harbor

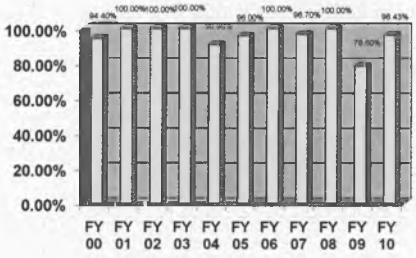
U of A Marine Advisory Program agent, Reid Brewer, judging a Science Fair entry.

District Data

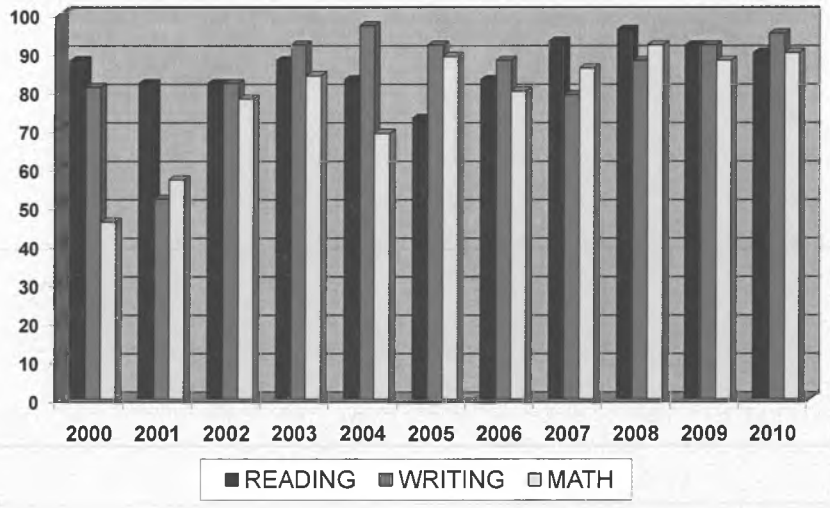
Drop Out Rate



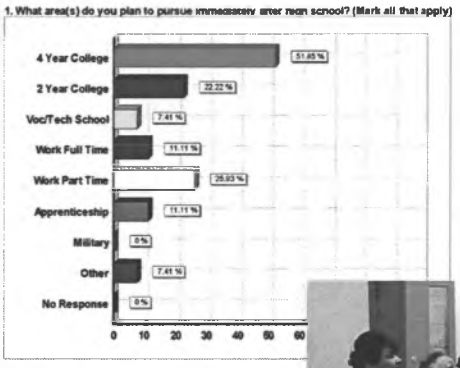
Graduation Rate

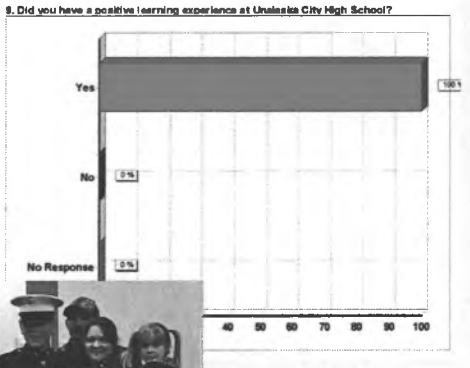


10th Grade Students Passing the HSGQE on First Attempt



Class of 2010 – Survey (27 graduates)





Rigorous, Relevant, and Rewarding

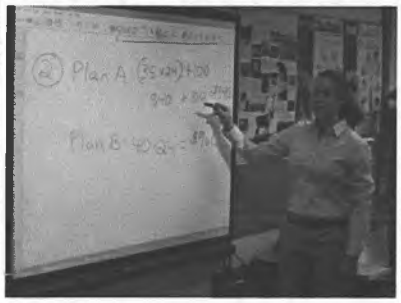
1st Place - 2011 Science Fair

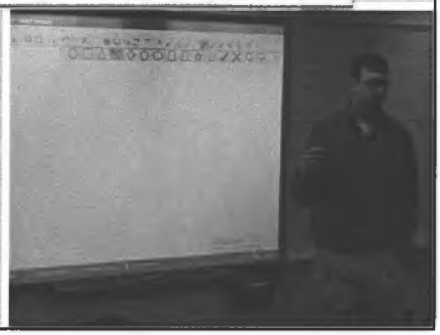
Kindergarten Reading

Kinder Music Class

Spelling Bee Champion

Highly Qualified & Effective Teachers





Fantastic Students

UNALASKA
City School District

Vision: *"To Provide an Exemplary Education"*

UCSD Board of Education

Tammy Fowler Pound, President
Tonya Miller, Clerk/Treasurer
Sonia Handforth-Kome, Member
Melanie Magnusen, Member
Dan Masoni, Member
Eric Do, Student Representative

For more information:
Visit our website at www.ucsd.net .
Email or call:
John Conwell, Superintendent
jconwell@ucsd.net (907) 581-3151

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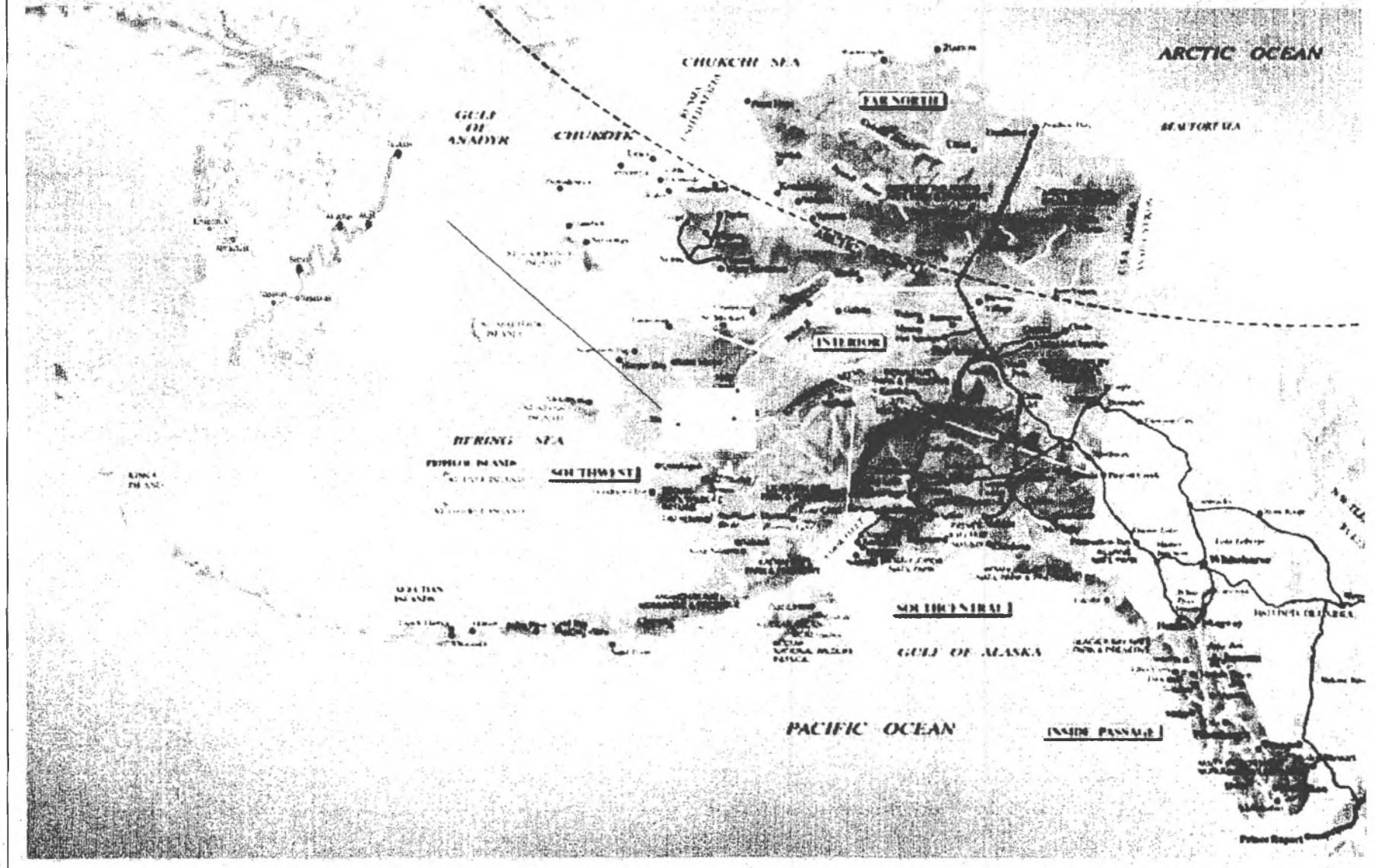
YUPIIT SCHOOL DISTRICT PRESENTATION

Every Student - Every Classroom - Every Day

02/28/2011 08:18 FAX 8253655 KKIDOFAX 002/018

Where are we



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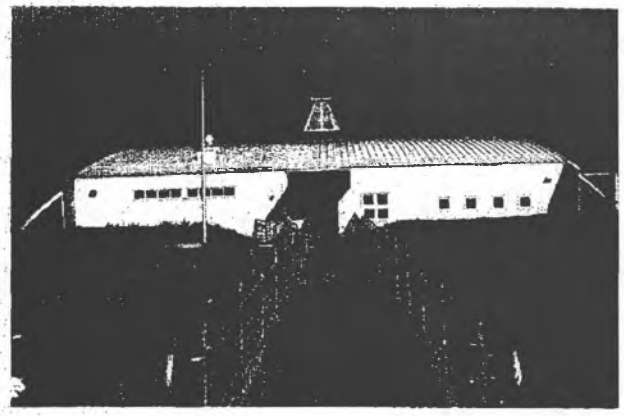
Schools

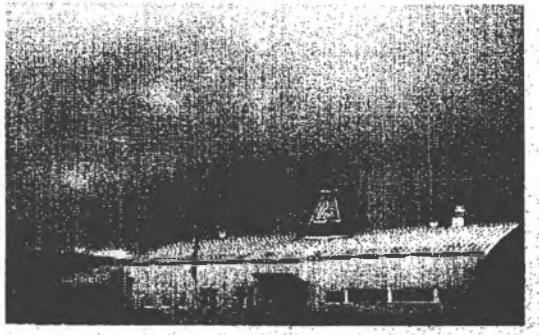
98% Alaska Native



Tuluksak K-12
145 students

Akiak K-12
112 students

Akiachak K-12
197 students



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Community School Partnership

Yup'ik Dance Class

Yup'ik cooking

Welding Class

School Lunch

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Intervention Plus

State Department Support
DEED

Content Support Specialist (CSS)

- Highly qualified
- Competent educators
- Average 1-2 days each site (monthly)

Trustee

- Retired Superintendent
- competent educator
- Up to 10 days monthly between 3 sites and district office

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Challenges

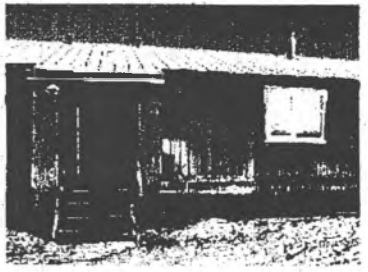
Housing

Teacher Retention

Graduation Rate

AYP status

Drop out rate



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District Initiatives

Our Future Leaders (OFL) home based preschool program for children ages 0-3 (focus on early literacy)

Adoption of research-based reading program for grades K-6

Summer orientation program for new teachers

School Improvement Grant

ExCELL project (Expediating Comprehension for English Language Learners)

High quality professional development for all staff

Partner with AKPIRC (Alaska Parent Information Resource Center)

Pilot STEPP (Step Towards Educational Progress and Partnership)

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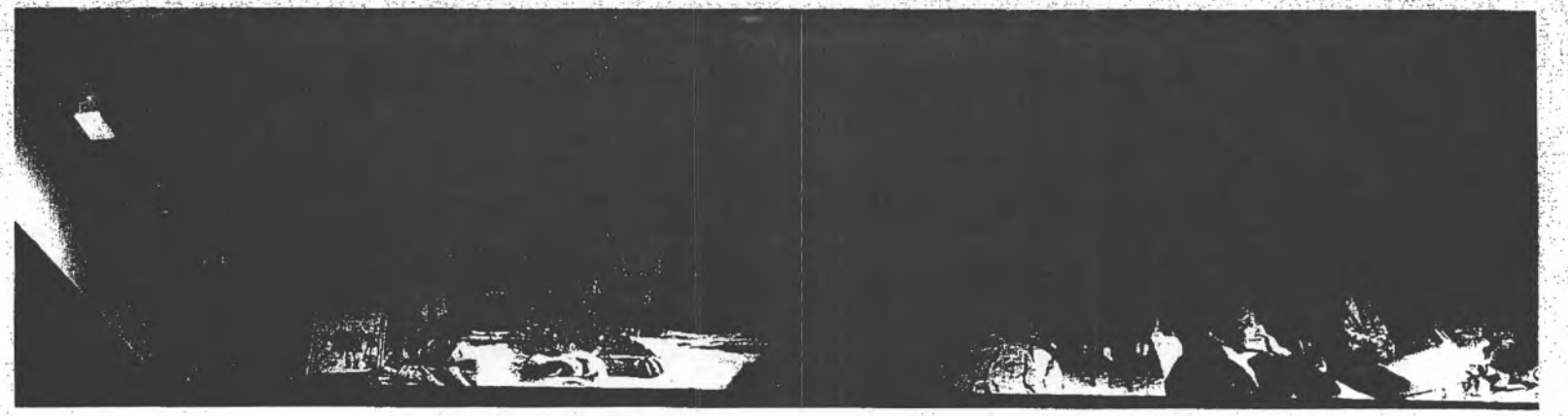

School Improvement Grant

Extended Day: Academic subjects with Yup'ik Culture as the context

Chugach School District's Voyage to Excellence (*program partnership)*
connecting today's curriculum to tomorrow's dreams

Professional Development providing skills that will assist teachers
in the diverse student learning styles of the Yup'ik culture

Retreats where collbortative relationships are modeled for a
foundation for district and site professional learning communities

New Teacher Orientation summer intensive
cultural immersion program to prepare teachers for
the upcoming school year

Tuition Reimbursement to build local staff capacity

Staff Retention/Recruitment Video to help us hire the RIGHT people

Math in a Cultural Context training--a program created for Yup'ik children

Change

Agent for

Meaningful,

Sustainable

Reform

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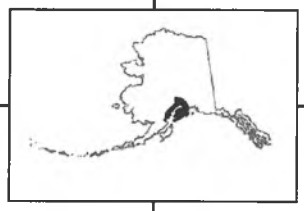
Mission Statement

The Mission of the Yupiit School District, working with Yuuyaraq as a foundation, is to ensure all children are successful and able to learn and succeed in any environment.

Howard Diamond
Superintendent
907-825-3601

Kim Langton
Assistant Superintendent
907-825-3602

Diane George
Assistant Superintendent
907-825-3604



KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Office of Superintendent
Dr. Steve Atwater, Superintendent of Schools
148 North Binkley Street Soldotna, Alaska 99669-7553
Phone (907) 714-8888 Fax (907) 262-9132

August 23, 2011

RECEIVED
AUG 38 2011

Representative Alan Dick
Alaska State Legislature
State Capitol Room 104
Juneau, Alaska 99801

Dear Representative Dick:

Enclosed is the 2010-2011 Superintendent's Annual Report to the Board of Education and the Kenai Peninsula community. The report outlines some of last year's achievements made by our staff, district, and students. We continue to be proud of our accomplishments and positive direction of the District. As always, please feel free to contact me with questions.

Sincerely,

Steve Atwater, Ph.D.
Superintendent of Schools

Inside

Superintendent's welcome ..... Page 2
School Board ..... Page 3
High Achievement of Students ..... Page 4
Meeting Student Needs ..... Page 6
Staff profiles ..... Page 8
Grad profiles ..... Page 9
Community collaborations ..... Page 10
Finance ..... Page 11
District statistics ... Page 12

Welcome to the Kenai Peninsula Borough School District

Message from the Superintendent

We are pleased to present KPBSD's 2010-11 Annual Report. This publication is our opportunity to step back and review last year's accomplishments and highlights, celebrate our areas of excellence including students, staff and graduates, and share what we are planning for our new school year.

Our challenge to meet the learning needs of all our students is at the heart of what we do. Each school day more than 1,200 dedicated employees work hard to meet this challenge. Although you will see that we are making good progress and that most of our students are doing well, we recognize that more work needs to be done to help every student have success at school. We must do all that we can to ensure that a student's ethnicity, disability, language proficiency or economic status does not predict his or her academic performance. As a way to do this, we are more critical of our instruction, driven by our need to prepare our students for the world of tomorrow.

As we strive to expand our culture of continuous improvement, we work to sustain our effective partnerships that include strong family and community involvement. Together we can help our students take another step toward graduation.

I am honored to serve as KPBSD's superintendent and look forward to working with you in the coming year to do all that we can to make our students' experience at school as successful as it can be.

— **Dr. Steve Atwater, Superintendent**

Strategic Goals Update

Last year, the District focused improvement efforts on two goals: increase student achievement though collaboration and increase student engagement through effective instructional practices. I am pleased to report that we made progress toward meeting each of these.

Our staff now devotes more time to sharing and analyzing their teaching strategies and, in turn, making improvements to better meet the learning needs of our students. We are also doing more to integrate technology into instruction and are more critically determining when a student is proficient in mastering the taught concept.

When you look at the country's highest performing school districts, you find that they avoid the temptation to endlessly chase the latest education discovery or newest program and instead, relentlessly pursue just a few improvement targets. This year, we will follow this approach by again focusing on collaboration and effective instruction.

We are convinced that by building our internal capacity we will be able to help our students move up the learning continuum. We took this year's first step of improvement in June when teams of principals and teachers met to analyze last year's assessment results.

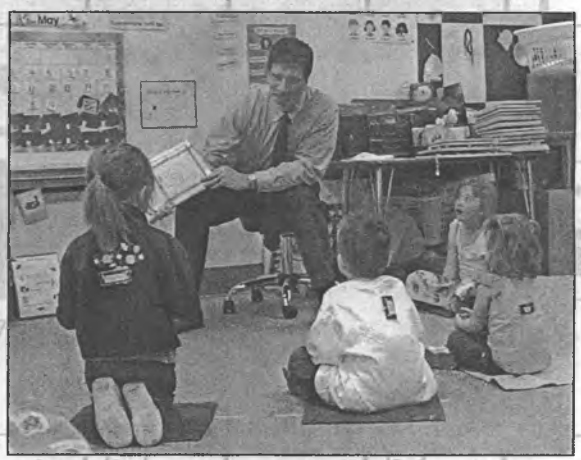
The teams identified areas of weakness and began planning how to address these deficits. A comprehensive report of our assessment results will be released to the School Board in September as part of the annual Assessment Report.

2010-2011 District Goals

Kenai Peninsula Borough School District

❑ **KPBSD will...** increase student achievement by being responsive to individual student needs through structured collaborative practices districtwide with our richly diverse communities.

❑ **KPBSD will...** increase student engagement by implementing quality instructional practices with embedded, 21st-century skills districtwide.



Sen. Lisa Murkowski meets with the Kenai Peninsula Borough School District Board of Education.

Board President Message

As we move into the new school year, it is important, of course, to look back on where we have been. However, this year it is the intention of the board to look forward to where we would like to be. We are always mindful of the enormous responsibility placed upon us every time a family sends their child to our neighborhood schools. We must also be willing to identify and adapt to the changes that are occurring all around us on a daily basis. During the course of this new year the School Board and the District will be attempting to define and redefine what we consider to be the essence of a successful student — and, by extension, a successful district. We look forward to this very focused effort as well as to another successful year in KPBSD schools.

— Mr. Joe Arness, president
KPBSD Board of Education

Joe Arness

Marty Anderson

Sammy Crawford

Liz Downing

Julie Rang, student rep.

Suni Hilts

Lynn Hohl

Bill Holt

Board meeting schedule

2011-2012

July 11, 2011	7 p.m.	Soldotna
August 8, 2011	7 p.m.	Soldotna
August 17, 2011	*(Board planning session)*	
September 12, 2011	7 p.m.	Homer
October 17, 2011	7 p.m.	Soldotna
November 7, 2011	7 p.m.	Soldotna
December 5, 2011	7 p.m.	Soldotna
January 9, 2012	7 p.m.	Soldotna
February 6, 2012	7 p.m.	Soldotna
March 5, 2012	7 p.m.	Soldotna
April 2, 2012	7 p.m.	Soldotna
May 7, 2012	7 p.m.	Seward
June 4, 2012	7 p.m.	Soldotna
June 5, 2012	*(Board planning session)*	

Tim Navarre

Penny Vadla

Kenai Peninsula Borough School District Board of Education Goals 2011-12

The Board will...

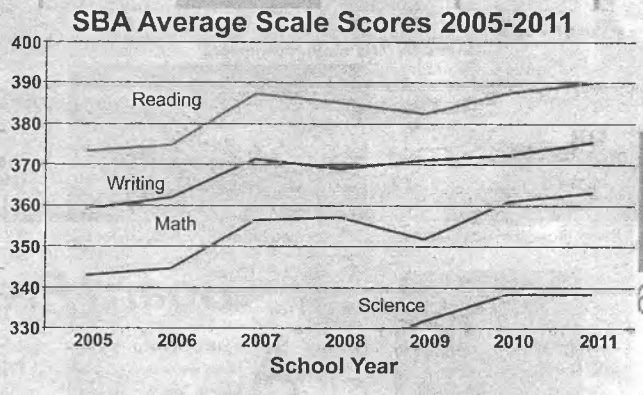
- ❑ ... support the 2011-12 District Goals.
- ❑ ... review and revise Board Policy 0210, Goals for Student Learning, by December 2011.
- ❑ ... work with the district administration to implement recommendations of the curriculum management audit.
- ❑ ... continue to work with the Kenai Peninsula Borough Assembly to develop a long-term funding process to guide the local contribution to the school district.
- ❑ ... support and participate in the District Communication Strategic Plan.

High achievement of students

Quest programs

The KPBSD philosophy supports a gifted program that provides alternatives for students dependent on their grade level, academic achievement, potential and social/emotional needs. The focus of all services is to help students grow and fulfill their potential with the goal of finding ways to support and advance a student's learning by providing appropriate daily challenges and experiences.

❑ **Mind-A-Mazes 2010** was held at Soldotna Middle School on Oct. 9. Sponsored by the KPBSD Quest Program and coordinated by Gail Moore, this problem-solving competition was attended by more than 200 students and coaches from schools all over KPBSD. Student teams demonstrated their solutions to two problems. Students designed and constructed a device using simple machines to meet the challenge posed in the Long-Term Problem. The Spontaneous Problem required on-the-spot planning and teamwork to design and build the tallest structure, using playing cards and paperclips that would support the greatest number of coins.

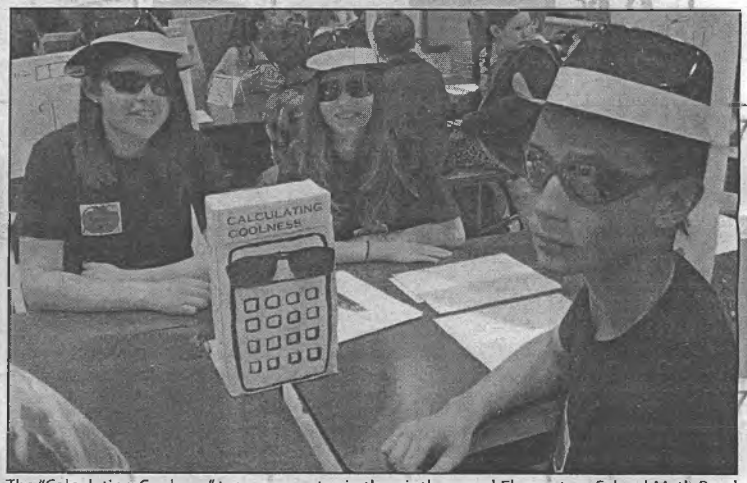


❑ **The 2010/2011 Future Problem Solving competition** included challenges of scenario writing, community problem solving, individual problem solving and team problem solving. The Future Problem Solving program is coordinated by Sara Hepner, the program regional director and a retired KPBSD Quest teacher. The State Bowl took place in Soldotna and included 10 teams from KPBSD, as well as many out-of-district teams. KPBSD Junior and Intermediate teams that won first place are going with their parents or coach to compete in the International FPS Conference in La Crosse, Wisc.

Adding up to fun

❑ **The sixth annual KPBSD Middle School Math Meet** offered a challenging math experience to 84 students from 10 District schools April 1 at Homer Middle. The math meet, based on the national Math Counts competition format, was coordinated by Sara Reinert, math professor at Kenai Peninsula College's Kachemak Bay campus, and Suzanne Haines of Homer Middle School.

❑ **The ninth annual Elementary School Math Bowl,** coordinated by Agusta Lind, took place May 5 at Seward Elementary School. Thirty-three teams of four to five students each, in grades three to six, tested their skills. The math bowl consists of three components: Math skills — problems that require a strong knowledge of basic math; team problems — multi-step word problems; and a lightning round. An honorary adult team, the Golden Numbers, consisting of Superintendent Dr. Steve Atwater and School Board members Bill Holt and Lynn Hohl also competed.



The "Calculating Coolness" team competes in the ninth annual Elementary School Math Bowl on May 5 at Seward Elementary School.

Kenai Peninsula Native Youth Leaders

Sixteen 10th- and 11th-grade students from across KPBSD were selected to begin the development of the Kenai Peninsula Native Youth Leaders (KPNYL) program during the 2010-11 school year. The focus of the council is developing leadership skills, providing for community service and establishing contacts with other youth across the state.

The group was tasked with the development of their vision statement, bylaws, constitution and goals, as well as election of leadership. They gathered four times during the school year and were involved in a number of leadership activities. By attending Close-Up in Juneau, they had the opportunity to meet with leaders of the Kenai Peninsula Borough, as well as members of the Alaska Legislature, Gov. Sean Parnell and the leadership of the Alaska Federation of Natives.

KPBSD Native Youth Leaders students meet with Speaker of the House Mike Chenault, R-Nikiski, during a Close-Up trip to Juneau

KPNYL members presented to the Title VII Parent Advisory Group, the KPBSD Board of Education and created a recruiting presentation that will be used at the beginning of the 2011-12 school year to encourage more KPBSD Native youth to join the council.

Five members will be involved in leadership opportunities during the summer, including a leadership institute at the University of Alaska Fairbanks and Close-Up in Washington, D.C.

In 2011-12 KPNYL plans to kick off the year with a membership drive. Council members will visit KPBSD schools to meet with students interested in becoming a part of this leadership group.

Schools score points in state sports

Baseball

State Championships

Soldotna High — tied for seventh place

Basketball

Class 4A girls state tournament

Soldotna High — tied for seventh, Academic Award (3.74 GPA)

Class 3A girls state tournament

Seward — fifth place, Academic Award (3.79 GPA)

Class 3A boys state tournament

Seward — fourth place

Class 2A girls state tournament

Seldovia — sixth place

Cross-Country Running

1-2-3A state girls championship

Seward High — second place

1-2-3A state boys championship

Seward High — second place

Miles Knotek, Seward, fourth place

Brett Chase, Seward, sixth place

Football

Small-schools championship

Soldotna High — champion, Academic Award (2.91 GPA)

Kenai Central High — runner-up

Homer High — tied for third, Sportsmanship Award

Nordic Skiing

State skiing

Bree Mucha, Soldotna, 10th-place, 7.5-kilometer classic

Brett Chase, Seward, second Class 2-3A skiers

MacKenzie Barnwell, Seward, second, Class 2-3A classic skiers; third, Class 2-3A freestyle skiers

Soccer

Girls state championships

Soldotna High — tied for seventh

Softball

Small-school state championship

Homer High — runner-up, Academic Award (3.46 GPA)

Soldotna High — fourth place

Swimming

State swimming and diving championships

Kenai Central High women — Academic Award (3.91)

Ryan O'Leary, Seward, men's outstanding swimmer; first place 50-yard freestyle; and first place 100-yard freestyle

Winter Heaven, Kenai, first place 200-yard freestyle; and first place 100-yard butterfly

Track and Field

Class 4A girls state championships

Kenai Central High — Academic Award (3.89 GPA)

Class 4A Boys State Championships

Tyler Spalding, Kenai, high jump champion, triple jump champion, discus champion

Class 1-2-3A Boys State Championships

Seward High — first place

Seward High — 1,600 relay and 3,200 relay champion

Austin Gillespie, Seward, 400-meter dash champion

Andrew Buchanan, Seward, 300-meter hurdles

Class 1-2-3A Girls State Championships

Tessa Adelmann, Seward, shot put champion

Volleyball

3A championships

Seward High School — fifth place, Academic Award (3.63)

Wrestling

Class 1-2-3A state tournament

Nikiski — second place

Voznesenka — Sportsmanship Award

Joe Martishev, Voznesenka, 140-pound champion

Kaden Spurgeon, Nikiski, 145-pound champion

Class 4A state tournament

Hope Steffensen, Kenai, 103-pound champion

Auston Tennis, Soldotna, 145-pound champion

Mitch Wyatt, Homer, 171-pound champion

KPBSD students shine

Hannah Watkins

❑ **Hannah Watkins,** a 2007 Kenai Central High School graduate, has been selected as a 2011-12 Fulbright Scholar providing the opportunity to study, teach and conduct research abroad. She is one of only 35 scholars selected from a national pool of 700 applicants.

Hannah attends the University of Rochester, majoring in biomedical engineering with minors in biology and chemical engineering. She will study at the Institute of Biomedical Engineering at Imperial College in London, and will continue her research focus on delivery methods of chemotherapy.

❑ **National Merit Semifinalists*** — KPBSD had three students qualify as semifinalists in the 56th annual National Merit Scholarship Program for 2011: Alder Fletcher, senior at Homer High School; Ari Bennett, senior at Nikiski High School; and Angela Ramponi, senior at Soldotna High School.

❑ **AP Scholar Awards*** — Ten KPBSD students earned 2010 AP Scholar Awards, from the College Board's Advanced Placement program. About 18 percent of the 1.8 million students worldwide who took AP Exams performed at a sufficiently high level to also earn an AP Scholar Award.

❑ **AP Scholar with Distinction Award*** (scored at least 3.5 on a five-point scale on all AP exams): William McDermid, Soldotna High; and Jason Baird, Homer High.

**(Names reported from 2010-11 school year)*

❑ **AP Scholar with Honor Award** (scored at least 3.25 on all AP exams) — Alexander Kauffman, Soldotna High; Mark Walsworth, Homer High; and Tyler Wentz, Homer High.

❑ **AP Scholar Award** (scored at least 3 on all AP exams): Jenna Jensen, Soldotna High; Angela Ramponi, SoHi; Jasmine Woodland, So Hi; Benjamin Blue, Homer High; and Corinne Ogle, Homer High.

Meeting student needs

Curriculum Management Plan

KPBSD has begun work on a comprehensive Curriculum Management Plan that provides the structure to ensure quality control of the curriculum and instructional process. The plan will help KPBSD obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning, which is complex and multi-year in its dimensions, and to employ economies of scale where applicable. It will also provide a strong directional focus for instruction to facilitate the design, delivery and assessment of the curriculum.

We have policies in place that guide development, selection and adoption of major instructional materials. Future policies will provide guidelines for implementing, evaluating and revising the District's written curriculum for all content areas of instruction. Our work will also create the expectation and the context for well-articulated curriculum documents that contain aligned assessments to provide equity of instruction across the District.

The Curriculum Management Plan conveys the intent of the School Board and District leadership that guides the development, scope, alignment and evaluation of the written curriculum in all subject areas. The plan will link the budgeting process and outlines cyclical curriculum examination to assure students matriculate through the educational system prepared, upon graduation, to meet varied life roles.

Response to Intervention

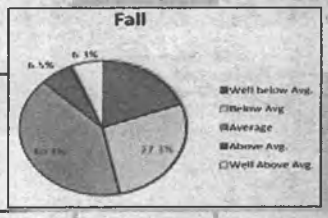
KPBSD uses the Response to Intervention (RTI) model to identify students of greatest need in specific academic areas. RTI is the practice of team review of student achievement data to identify needs for researched-based interventions that are implemented during the school day. This provides additional time and specific support for students to catch up academically in the identified area of need.

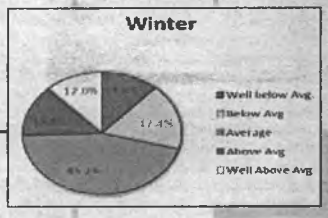
Frequent progress monitoring allows the team to reevaluate data and make decisions about focused changes to the supports provided, and to monitor success. The time and support needed for each student is adjusted based on student progress and targeted to meet the academic deficit. Maximum learning occurs when student deficits are specifically addressed. Many of our schools employ an interventionist who facilitates academic interventions and progress monitoring. Results show students are catching up.

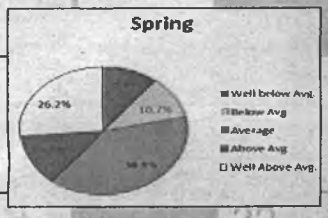
Catching problems and addressing them early helps advance student success.

2010/2011 math computation data from Aimsweb

Note: The target changes each period. Students must make annual growth plus catch-up growth for sections to change.







Technology impact

With KPBSD's recent efforts to provide additional technology equipment to all schools also comes an increased emphasis on active student learning. Within the past two years, KPBSD has placed 374 SMART Boards and added 617 new computers in classrooms, bringing the total computers in the District to about 6,800.

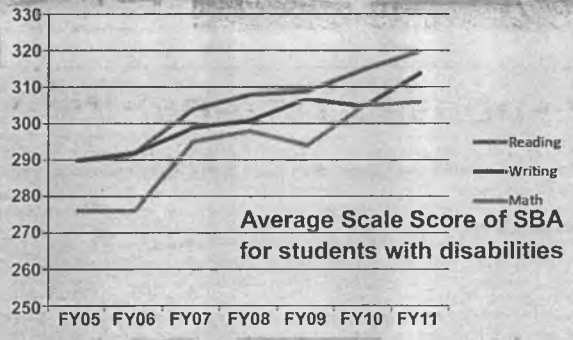
The additional technology has resulted in teachers having the ability to prepare lessons based on real-time current facts, resources and news, as well as tools to integrate resources, such as visual media, into daily learning experiences. These tools also support student interaction and control over their own learning as they team with their teachers in exploring supplemental resources that are available to support the District-approved textbooks and materials.

Professional development is an integral component of implementing any new technology. KPBSD strives to ensure that teachers understand the scope of the technological tools and the importance of establishing time to explore learning with their students, rather than using that valuable time to plan teacher-driven lessons.

Special Education

The KPBSD Pupil Services Department believes that all students will reach their individual potential to be productive, life-long learners, who possess strong social skills and are healthy members of our community. KPBSD Pupil Services provides a solid educational experience to all pre-kindergarten through 12th-grade students needing specialized services in our 44 schools. We are committed to using evidence-based instructional practices and programs for all students in need of academic intervention.

Yearly, students with disabilities in KPBSD continue to make strong gains on the state standard-based assessments and rank at or near the top among all school districts in Alaska. We believe in developing strong partnerships with our families and community organizations in order to achieve positive student outcomes.



Portraits of our personnel

MaryLynn Barnwell, fifth grade, Seward El

As MaryLynn Barnwell knows, the standards of good teaching can be applied anywhere — in Seward, Bristol Bay, Venezuela or the Caribbean. Yet for Barnwell, one of those standards is all about the specific location you're teaching in.

Barnwell is integrating the iTREC! (Iditarod Trail in Every Classroom) place-based service-learning program into her fifth-grade classroom at Seward Elementary.

"The important part is taking what's in your local environment and using it as a basis of instruction for your students and taking it a step farther, utilizing all your community partners and giving back to them in some real, meaningful way," Barnwell said. "And I totally believe in that. Kids can relate to their environment because they live there, and then you take it to being productive in the community, so that's really powerful."

Two years ago Barnwell's class toured around Seward, studying the environment to choose an area they could help enhance and protect. They chose Scheffler Creek, a salmon stream running from Mt. Marathon Bowl toward the boat harbor and along the original Iditarod Trail. Except the stream didn't have many salmon in, so the class set about learning why.

"Once a month we walk over and collect water-quality samples. We also do observations and pictures and pick up garbage and keep it clean," Barnwell said. "They really, really like being outside. They really like being involved and taken seriously. I think any one of my students could tell you what good water quality is and what's supposed to be in a salmon stream and what shouldn't be. The most powerful point is they're learning how to contribute to society. They're really being part of a bigger thing that they feel very strongly about."

Barnwell certainly knows about bigger pictures in education. She's done adult nutritional education while working with social services in the Aleutian and Pribilof islands; she and her husband, Robert, taught for four years in Venezuela; followed by a year of home schooling their three daughters while traveling the Caribbean on a sailboat. In 2005 they moved back to Alaska for jobs at Seward Elementary, with Barnwell teaching fifth grade and her husband teaching sixth.

She especially likes teaching kids to learn about their local community and environment. With iTREC!, there's no end to that lesson.

"I've got that project mapped out for the next 10 years," Barnwell said.

Wally Hufford, speech pathologist, Nikiski North Star El.

Reading, writing, math, science — those are all important platforms of education from which students launch into learning. But with students facing hurdles in communication, it can be a stumbling block keeping them from reaching the levels of achievement they otherwise could.

That's where Wally Hufford comes in. As a speech pathologist, Hufford helps students address challenges with communication early on, so they can set off on a lifelong trajectory of success.

"I just love it when kids get the sound they've been working on for months. It all of a sudden comes to them, they can tell they're doing it correctly now and you can tell they feel so great about it," Hufford said. "That's something a student will take with them for the rest of their life, and it's something I helped them with, so I like that."

Hufford just finished his 25th year as a speech language pathologist for KPBSD, having worked at Tyonek, Nikiski Elementary, North Star Elementary, Nikiski Middle-High School and Kenai Middle schools. Currently he's at Nikiski North Star Elementary. He grew up in Wyoming and Montana and got a master's degree in speech pathology.

"I kind of knew right at that time that this was for me. I thought that it was a good way to help people live better lives, which is important to me," Hufford said. "Communication is vital to our happiness as human beings. The better we are at it, the happier we are, I think."

Hufford came to work for KPBSD after graduate school and got hooked on Alaska. He met his wife, Elizabeth, who retired from teaching two years ago. They have two daughters, Laura, who is entering ninth grade at Nikiski Middle-High School, and Emily, who is entering third grade at Nikiski North Star.

Hufford said it's his goal to do more than just his job, and he finds many ways to contribute to the culture of his schools, like leading various clubs, such as fly-tying, snowshoeing and bird watching. At Nikiski North Star he helped implement the Character Counts program.

"You become a real part of the building and community where you work and live and what not. To that end I've tried to do a lot of different things over the years in addition to my regular job," he said.

Debbie Tressler, head secretary, K-Beach El

Debbie Tressler's position as head secretary at Kalifornsky Beach Elementary School may not change from year to year, but her job is never the same.

"The most rewarding thing — and I know it's cliché — is the kids, because your job is never boring. Everybody has things about their job that are so mundane, that you do over and over, but with kids they always change, and you're always learning. The kids are always showing you something you didn't know," she said.

The tradition of "Friday hugs" has become a special high point in her week, where Bill Vedders brings his third-grade class to the office to visit.

"That is really cool. One little girl this year told me, 'You're like everybody's mom.' You can't replace that kind of stuff. And that was just this year. I have 19 years of this. I can't imagine not working around children," she said.

Each year holds new lessons. One she learned long ago is to never pigeonhole kids, because they have endless capacity for growth and surprises.

"When you watch a kid come into kindergarten and just cannot behave. Then you see him in fifth grade and he has become this intelligent, well-behaved, fun, maybe a little eccentric kind of kid, and you like to see him every day. To see them grow, that's pretty good stuff," she said.

Seeing the future unfold and adapting to it is one of the interesting challenges of the job, but Tressler aims to preserve a perspective on the past, as well. Tressler grew up in the Kasilof area and graduated from Kenai Central High School, moving to the central Kenai Peninsula here when she was 9. She moved back after a few years of college with her husband, and was drawn to work in the school District, since her mother had worked there for years before.

She got certified as a substitute secretary in the early 1980s. Her first several years with KPBSD involved being a substitute secretary at KCHS, in central office and at the warehouse. In 1992 she hired on as a part-time secretary at K-Beach and moved up to the head secretary position in the mid-1990s.

"I just think that a lot of us get focused on the negative sometime, because there's so much negative out there, but I want people to know good things are happening. We have great kids. There are really neat kids in school, and they're going to be neat adults. Positive things are going to happen in the world. If we could all focus on that a little, I think we'll all feel a little better," she said.

Matt Walton, English, SoHi

The day Matt Walton stops learning is the day he'll stop teaching. After 16 years teaching English at Soldotna High School, it's clear that retirement will get him before a lack of learning ever does.

"I always find myself learning new things, and my greatest instructors have been my students," he said.

Though his first year teaching, in Phoenix, Ariz., in some respects was his most memorable, his time in Soldotna has been his most enriching. After college in New Mexico and a year teaching in Arizona, he and his wife, Patricia, knew they wanted to get back to Alaska — Walton grew up in Anchorage — to raise their son, Ryan, now a commissioned lieutenant in the Air Force, and daughter, Sarah, a student currently on the dean's list at Kenai Peninsula College. He got a job at Soldotna High School in 1995.

Walton likes a challenge, both to himself and his students. None of his freshmen or sophomores can pass the first semester of his class without first earning a 90 percent on a specific grammar test.

"I've never had a student not pass — eventually. They might say a D is passing. Not in my book. You set that bar high and they'll achieve to that bar. If you set it low, they'll aim for low and they'll settle for low. So raise the bar and they'll get there," Walton said.

His particular forte is teaching students with disabilities or who have struggled in academics for one reason or another.

"As a teacher, you learn there's nothing you can't teach, and there are no students who can't be taught. You just have to find a way that works for them. In turn, though, I have to admit that these amazing kids have taught me even more: perseverance, courage, and creativity in both teaching and learning," Walton said.

He's created extensive web pages and online tutorials that students, parents and other teachers can access anytime they need extra help or a new way to look at information. Technology makes that type of replication possible — it literally puts both teaching and learning at everyone's fingertips.

"You're building something and adding to it and revising it and you're constantly asking yourself, 'How can I make this better?' I think the day I quit asking myself that question is the day I say, 'I'm done,'" Walton said.

Anisia White, bilingual tutor, Voznesenka School

Anisia White, a bilingual tutor at Voznesenka School, knows what it's like to have to relearn your native language while learning a new one.

Coming from an Old Believer family, her first language was Russian. But as part of the exodus of Old Believers from Russia seeking a new home, she was born in China, had moved to Australia when she was 1 year old, to New Zealand by age 4 and to Brazil when she was 12.

"We, the kids, barely spoke Russian by then, even though our parents tried really hard to teach us our native language at home," White said.

She was 18 when her family moved to Oregon. When she was 21, in 1979, she got a job at a kindergarten home school, which provided an opportunity to get her GED. She's been working in schools ever since, though it was part time while her five kids were in school. She's been at Voznesenka School since just after it opened, having moved with her family to the Old Believer village on the southern Kenai Peninsula 20 years ago. Her husband, Stan White, retired from teaching at Voznesenka School, and one of their sons, Essaia, is moving into his dads' teaching position.

"I like working with the kids, and I see the need for it," she said. "It's changing now. In the past, at home they mostly spoke Russian and they'd come to school and they'd be confused learning English. But now they come from homes where they speak more English, but the thing is they're picking up the English language kind of from siblings, from watching TV or radio, and when they're speaking it they don't learn it the way they should. When they're talking in the schools sometimes it seems like they've understood everything, but when you really start talking to them in their own language, you realize how much they have actually missed."

White is a proponent of culturally diverse students having a solid start in Russian — or whatever their native language — as well as learning English in school.

"I find that when the kids are stronger in their native language, when they start to learn the second language, that comes to them much easier," she said. "They build a foundation on something solid. Everything on top is easier."

Graduating to new horizons

Coty Beck

Football took Coty Beck away from Seward; family brought him home, and now he's considering where in Alaska he'll touch down next.

Born in Minnesota, Beck grew up in Seward, graduating from Seward High in 2006 after being active in basketball, wrestling, soccer and football. He wanted to play college ball and attended Valley City State University in North Dakota, bouncing around a bit before he settled into a major.

"Initially I actually went into fisheries and wildlife. I took the first class and all they talked about was ducks and geese and I got kind of bored. I was more into the fisheries part," Beck said.

Next he tried business classes.

"Punching numbers wasn't my best thing, I didn't find it too interesting," he said.

Then he tried education — his mother, Angela Hammer, has been a teacher for more than 20 years. He graduated in 2010 with a degree in elementary education and a minor in physical education. Then it was home to Seward, where he hoped to find a job, but knew he'd find his family and the landscape he loved.

"I missed Alaska. Out in North Dakota I saw flat mland," he said.

In Seward, Beck and his girlfriend, Jean Garcia, ve plenty of family to help raise their new baby, nden Beck. Most of her aunts, uncles and cousins e in the area, as do Beck's mom, Angela Hammer, stepfather, John Grimes, and Beck's brother, Dylan ck (Seward class of 2009), who is completing a inary arts degree from AVTEC. Beck and Garcia ew each other from elementary school. She moved, they reconnected when she came back to Seward summer after she graduated high school in 2006.

Beck was hoping for a teaching position in KPBSD, but hasn't yet landed one.

Coty Beck, Jean Garcia and Landen Beck.

"I applied to most of positions here on the peninsula, but my first year right out of college, it's tough. There were 89 applicants for the position in Seward. That gives you a little bit of a picture of how hard it is," he said.

Beck recently landed a job as the recreation coordinator for the Mountain Haven senior citizens center. It's a good opportunity to use his skills and he's looking forward to the job, he said. Garcia will graduate college in December with a teaching degree. In the future the two hope to find positions as a teaching couple. Beck would like to end up working with primary grades.

"I like to see the progress that they make. You see someone who's at a certain level and you bring them up to where they should be at, and even beyond that. I think, with the younger kids, you can see the progression even more," he said.

Whitney Schollenberg

Whitney Schollenberg's life since graduating from Nanilchik School in 2003 is inextricably intertwined with an array of friends and family, which is fitting, considering how important personal ties are in her life.

"I am definitely a small-town girl. We call Anchorage a big city. Growing up in a small town, having the community feel and really having your family here, not everybody has that, with grandparents, aunts, uncles, cousins and everybody here. We had the opportunity here to do a lot of things that not many families get to do. We basically spend half our lives on the beach (her dad is a fisherman). That's something you don't get everywhere."

Schollenberg, daughter of Dan and Jamie Leman and sister of Tasha Boin (Nanilchik Class of 2000) and Krista Leman (Nanilchik Class of 2007), was a prominent basketball player at Nanilchik School, and went on to play for the Seawolves at University of Alaska Anchorage.

She transferred to Eastern Oregon University with her boyfriend since high school, and now husband, Jason Schollenberg (Nanilchik Class of 2004). A big draw was continuing her Nanilchik basketball roots, playing with her cousin Amanda Matson (Nanilchik Class of 2004).

An injury her senior year kept her off the court, but she was involved in sports in other ways. Since college she's been an assistant high school basketball coach, played city league basketball and softball and hopes to coach again.

"Sports have always been a big part of my life. It there's one thing that's going to be part of my life forever, it's sports in some way shape or form. And family," she said.

All three graduated from EOU in 2008, with Schollenberg obtaining a bachelor's degree in media arts with a minor in business. T

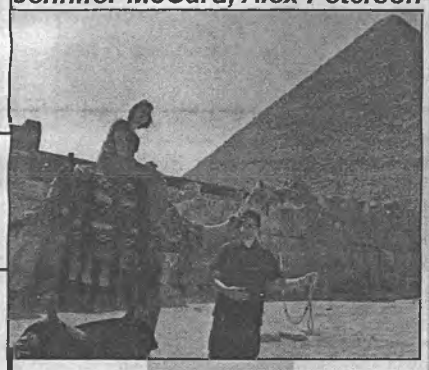
he Schollenbergs moved to Anchorage, where Jason is a surveyor with Edge, and Whitney works for the CIRI Foundation as a program assistant, helping students navigate the scholarship process. She can certainly relate.

"It's all about the work you put into it. Going to college doesn't just plop into somebody's lap. If you want to go to college or vocational school, there're resources out there to help you. If you want to go, you need to go do it, make it happen," she said.

The Schollenbergs would like to move back to Nanilchik to be closer to family one day, especially when they have their own additions to the clan.

"I really think that you need to make the most of where you are because sometimes, being from a small town, it has its perks and it has its downfalls. You need to decide which way you're going to go with it. You need to make the most of it," she said.

Jennifer McCard, Alex Peterson



Attending the University of Southern California in Los Angeles was a significant culture shock for Alex Peterson and Jennifer McCard, having grown up in Soldotna. After that, the jump to life abroad for this married couple was not such an intimidating leap.

Peterson graduated from Soldotna High School in 2003, and McCard in 2001, and both attended USC. Peterson graduated in 2005 with a degree in international relations and a minor in business, and McCard in 2006 with a degree in environmental studies and a minor in international relations. The couple returned to Soldotna, finding positions mirroring their interests. Peterson worked in the information technology department at KPBSD, and McCard was a watershed scientist for the Kenai Watershed Forum.

Although people from Outside may consider Alaska an exotic locale, these two wanted to put their international studies to use somewhere new to them. Peterson accepted a position with the U.S. Foreign Service in Kigali, Rwanda. He is an information management specialist for the U.S. State Department inside the U.S. Embassy in Rwanda, where he supports classified and unclassified communications, including radio, phone, mail and computers. By working at a small post, Peterson has been able to participate in projects to promote U.S. exports to Rwanda and serve as the resident telecommunications policy officer.

McCard is the deputy operating officer at Manna Energy Limited, an international business that develops sustainable technologies to improve environmental and public health conditions for impoverished communities around the world. She works mostly from home, managing day-to-day operations of the company's Rwanda office, including financial matters, liaising with U.S.-based management and public relations. She said she enjoys working on projects like utilizing solar energy to purify drinking water and designing efficient cook stoves because it allows her to mitigate the impacts of climate change while simultaneously improving the quality of life for Rwandans.

They have been in Rwanda for about two years and the experience has not failed to expand their horizons.

"Our house is on a typical African dirt road featuring a steep driveway that's luckily ice free year-round. Rwanda has nearly perfect weather all year," McCard said.

In October, the couple will transfer to Brasilia, Brazil.

"This career path fits us well because of our love to travel," McCard said. "We both had teachers during our KPBSD academic studies that encouraged us to push our boundaries and follow our passions."

Katie Bauer

Out of everything Katie Bauer learned in high school — a science and math background, and emergency medical technician experience, for example — she gained a work ethic that is even more applicable.

Bauer graduated from Homer Flex School in 2007. She brought a self-directed work ethic to her secondary schooling developed from being home schooled for most of her education, by her parents Adam and PJ Bauer, of Homer. She attempted Homer High School and realized it wasn't a good fit for her, and gravitated to the most personalized opportunities of the standards-based Flex program.

"I think Flex is a great school. If you are the kind of person who knows you want to go to college, Flex will definitely help you achieve that," Bauer said.

Graduating at the top of her class, she qualified for the University of Alaska Scholars program and used it to further her training in the health care field.

Photo courtesy of McKibben Jackinsky, Homer News

"I became a volunteer EMT in Homer when I was 17. It was a way of volunteering in the community," she said.

She split her schooling between Kenai Peninsula College Kachemak Bay Campus and the University of Alaska Fairbanks, and graduated as valedictorian of KBC in 2011 with an associate of arts degree and an associate of applied science degree in paramedicine.

In checking out advanced-track nursing programs across the country, where she can take her clinical hours from her paramedic degree and apply it to a nursing degree, Florida had immediate appeal.

She plans to spend the next two years obtaining a bachelor's degree in nursing while her husband, Daniel Turner, who graduated from Homer High School and from the University of Alaska with an associate of applied science degree in municipal fire control, works as a firefighter. Long-term, Bauer would like to become a neonatal intensive care nurse and expects that she and her husband will end up back in Alaska.

For now, though, she's excited to getting the most out of their time in Florida. "I'm looking forward to living next to Walt Disney World," she said.

Central to the Community

Partners in growth

The primary purpose of school buildings in the Kenai Peninsula Borough School District is to facilitate the education of the youth of the peninsula, but that is far from the only purpose they serve.

The buildings have a much broader life, enhancing the quality of life and functionality of the communities in which they are located. Through partnerships with governments, nonprofit organizations, churches, businesses, public safety agencies and other entities, school facilities are utilized for gatherings, recreational activities, community education, trainings and workshops, arts and cultural events, and even as Red Cross-designated shelters in case of emergencies.

Especially in smaller towns, schools can be among the most centralized, heavily used buildings in a community. Often they are the only facilities large enough to accommodate communitywide events and gatherings — such as festivals, concerts, meetings or even funerals. Schools also can be the only facilities outfitted with specialized equipment or technology — like swimming pools, theaters, computer labs and basketball courts. As such, community members, even without any kids in their lives, still feel a sense of connection and ownership in their local schools.

Rugby is one of many activities offered by Soldotna Community Schools at Soldotna Middle School.

Community Schools

Soldotna Community Schools and Homer Community Recreation are thriving education and activity programs that offer much-needed enrichment and learning opportunities. The Soldotna program is over 30 years old and holds 60 to 70 classes each winter and spring session in arts and crafts, sports, conditioning and other physical activities, technology, fishing, cooking and about anything else community members would want to learn or teach.

It's run through the city of Soldotna, but simply would not exist as extensively as it does without the use of KPBSD facilities, said Carmen Triana, program director.

"Without the schools, it would definitely mean the program wouldn't look at all like this," she said.

Most programs are held at Soldotna Middle School, with others at Skyview and Soldotna high schools.

"We use everything, from the gym to the home economics room, the computer lab, the library. One of the coolest things about using a school is you've got these great buildings that have these really specialized rooms. To be able to open a building like that up to the community is huge. You can have a community computer class and actually have a computer for each student to use," Triana said. "The partnership makes it possible for us to develop a lot higher quality of a program with a lot lower funds necessary. What I'm really passionate about is about how cool it is that we can use a building like that and have the whole community benefit."

In Homer, the community recreation program offers over 120 programs a year, with over 3,000 participants and over 80 volunteers putting in over 2,300 hours of volunteer service. Most programs are recreational, held at Homer High or Homer Middle Schools. Of the 3,038 participants in 2010, 1,292 were youth, said Mike Illg, program coordinator.

"In Homer, we don't have a teen center. We don't have a recreation center. There's a history of the high school as a community center where so many things are happening, which is why we have a lot of support and a lot of participation," Illg said.

"Not every single School District student participates in school activities or sports or teams, so we offer casual recreation opportunities. And we all know the benefits of why we need to keep our youth active and healthy and busy, so we have been filling a need for over 35 years that this program has been around."

Ninilchik Pool

In the central Kenai Peninsula, a portion of Ninilchik School unites all ages of the surrounding area.

"If the pool weren't open there would be an outcry," said Ginny Johnson, pool manager. "We're just open for anybody who wants to come in. In the winter it's boring around here so, we have lots swimmers coming in."

Her regulars are "the mafia," as they call themselves — a group of senior citizen ladies who come in for regular exercise sessions, with water aerobics taught by a 92-year-old instructor.

"She tells me, 'That's the only thing that keeps me alive.' I have to get to work and keep the pool open — Maxine will die," Johnson joked.

The Ninilchik Traditional Council sponsors a preschool swim program and free, after-school swim once a week that is always packed. It's used by Alaska State Troopers for water-rescue trainings and by SCUBA divers working on their licenses. Babies are baptized in the pool, home-school students use it for physical education, and all Ninilchik School students are well-versed in swimming skills and water safety, including kayaking and canoeing classes, and a junior high marine tech class where students practice wearing survival suits and practicing what to do if they're on a sinking boat.

"A lot of kids and adults around here fish in the summer," Johnson said. "The pool is the hub of our community."

Kasilof Public Library

Residents of Kasilof, Clam Gulch, Ninilchik and points south looking for a good book to take home or the newest issue of a magazine to flip through may take it for granted that they'll have to drive to Kenai or Soldotna to find a library to suit their needs.

They'd do well to check that assumption, and check out the Kasilof Public Library.

"Some people don't know we're here, but we're trying to change that," said librarian Katja Wolfe.

Located inside Tustumena Elementary School, the Kasilof Public Library boasts a collection of books, magazines, graphic novels and audio books in a variety of genres.

With the exception of a few campgrounds in summer, the Kasilof Public Library is also the local area's only source of public wireless Internet access.

"We're getting more and more people coming in just to use the Internet, either our Wi-Fi, or one of the three public computers. We're also hoping to have a few more computers for people to use," she said.

The library hosts monthly classes, events and community meetings. It also participates in the inter-library loan program, so even if it doesn't have a title, Wolfe can get it upon request for free. Though serving the educational needs of the school is the first priority, keeping up with the community is a close second. Dozens of new titles are added monthly.

"Some are purchased by request. I purchase some that are on various best-seller lists, and I read several reviews. I have a pretty good idea of what people here like," she said.

KPBSD makes good sense

Economic impact

A new study assessing the economic significance of the Kenai Peninsula Borough School District on the Kenai Peninsula Borough has found that KPBSD adds up to a sizable effect on the borough economy. Findings indicate that for each School District job, 0.43 jobs are created in the borough through indirect and induced economic activity. The study also determined that for every dollar of School District payroll, 30 cents of additional payroll is created in the borough.

The Institute of Social and Economic Research (ISER) of the University of Alaska Anchorage (UAA) conducted the study, based on an Alaska-specific input/output model created by Dr. Scott Goldsmith of ISER and using data from the fiscal year 2010 budget. Kim Pitney, of the Office of Undergraduate Research and Scholarship at UAA, created a poster of the findings, which is available through KPBSD for anyone interested in more information.

Programmatic Staffing

Programmatic Staffing was implemented starting in fiscal year 2009, after the Alaska Legislature enacted changes to the funding formula to better support education and help address funding inequities affecting KPBSD and other school districts. Rather than adjust only the pupil/teacher ratio, KPBSD created targeted programs that were implemented with the expectation they would be evaluated and adjusted depending on effectiveness.

A student takes aim in Sterling's archery class.

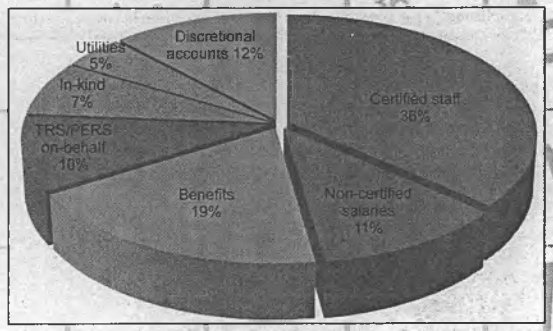
Changes included an increase in staffing at middle and high schools for electives, such as vocational education, creative/practical arts, foreign languages and credit recovery; reduction in the high school counselor/pupil ratio; addition of intervention staff districtwide for kindergarten through eighth grade; and implementation of the Read 180 program at all middle schools.

Revenues, expenditures

More than three quarters, 76 percent, of the General Fund budget is spent on salaries and benefits. About 10 percent of that is a payment made by the state of Alaska on behalf of the District to pay down part of the unfunded liability in the Teachers Retirement System (TRS) and Public Employees Retirement System (PERS) retirement accounts. To comply with accounting requirements, this payment is reflected on School District financial statements both as revenue and expenditure. TRS and PERS on-behalf payments are made by the state for all participants in the programs and are scheduled to continue for 20 years.

In-kind expenditures by the Kenai Peninsula Borough are also reported as revenues and as corresponding expenditures on the School District financial statements, as required by accounting rules. The in-kind payments comprise 10 percent of the Expenditure budget and are devoted to property, liability and workers compensation insurance payments, maintenance on school buildings and audit services, as well as custodial services and utilities at District Office.

Of the remaining 17 percent, 5 percent is dedicated to utility payments for schools and departments, including electricity, water and sewer, fuel for heating and natural/bottled gas. That leaves 12 percent for supplies, software, contract services, phone, postage, travel and other discretional accounts.



The state of Alaska requires that 70 percent of funding for education be spent on instructional functions. When the fiscal year 2011 budget is sorted by function, it shows that KPBSD exceeds that requirement, as 72.9 percent of the budget is dedicated to instruction.

For every operating dollar spent in the general fund in 2010-11:

$0.66 was spent on salaries and benefits

$0.12 was spent on all other discretional accounts

$0.10 was spent on TRS/PERS on-behalf

$0.05 was spent on utilities

$0.07 was spent on in-kind services

Snapshot of kpbsd

where kids come first

Mission:

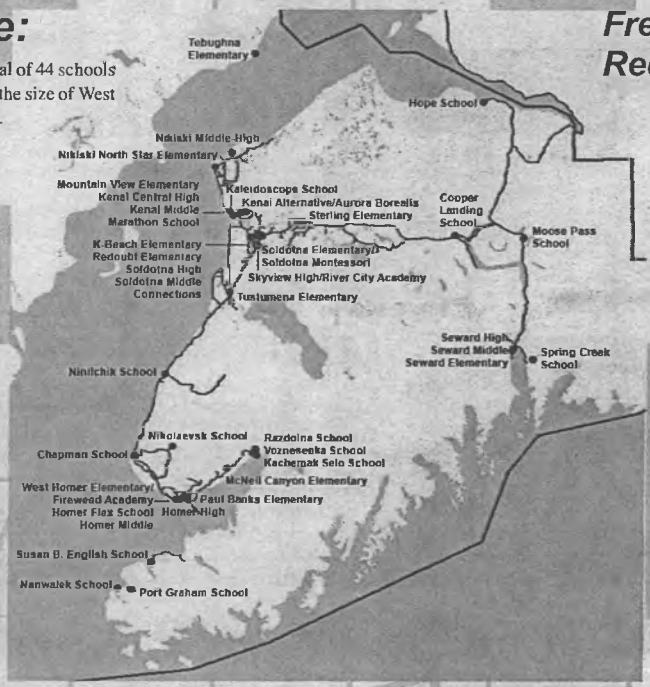
The mission of the Kenai Peninsula Borough School District, in partnership with its richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment.

District size:

The School District has a total of 44 schools and covers a land area roughly the size of West Virginia (25,600 square miles).

Student transportation statistics:

Each school day, 2,679 students are transported a total of 7,507 miles on school buses throughout the District.



Free and Reduced Lunch:

A total of 3,346 KPBSD students, or 44% of the student body enrollment, qualified for free or reduced-price meals during the 2010-11 school year. Across the state roughly 40% of students enrolled in Alaska schools that sponsor school meal programs qualify for free or reduced-price meals.

Homeless:

As of May 10, 2011, 300 students were identified as homeless in the District. This number reflected a 7% increase from May 2010.

Enrollment, fiscal year 2011:

Preschool	195
Kindergarten-6th grades	4,649
7th-8th grades	1,400
9th-12th grades	2,884
Total projected enrollment for 2011-12 school year	9,148

Teaching Excellence:

56.43% of KPBSD teachers have an advanced degree. 83.80% of KPBSD teachers are Highly Qualified in the subject in which they teach.

Student Statistics *(ethnicity and race)*:

White	78.5%
Black or African American	0.6%
Hispanic or Latino	3.0%
Asian	1.4%
American Indian	1.2%
Alaska Native	10.9%
Native Hawaiian or Pacific Islander	0.5%
Two or more races	3.9%

Average Years Experience with KPBSD:

Teachers	10 years
Support staff	8 years

Staffing Ratios:

Type of School	Pupil/Teacher Ratio
Elementary schools with more than 200 enrolled students: Kindergarten	1:20
Elementary schools with more than 200 enrolled students: Grades 1-3	1:22
Elementary schools with more than 200 enrolled students: Grades 4-6	1:24
Middle and high schools	1:24
Small schools with less than 200 enrolled students: Grades K-6	1:17

SUPERIN-TENDENT PRESENTA-TIONS 2012

<TARGET><BILL></BILL><SUBJECT>SUPERINTENDENT PRESENTATIONS 2012</SUBJECT><COMM>HEDC27</COMM></TARGET>

Growing Our Own:
A Systemic Framework for Education and Workforce Development in Alaska

House Education Committee

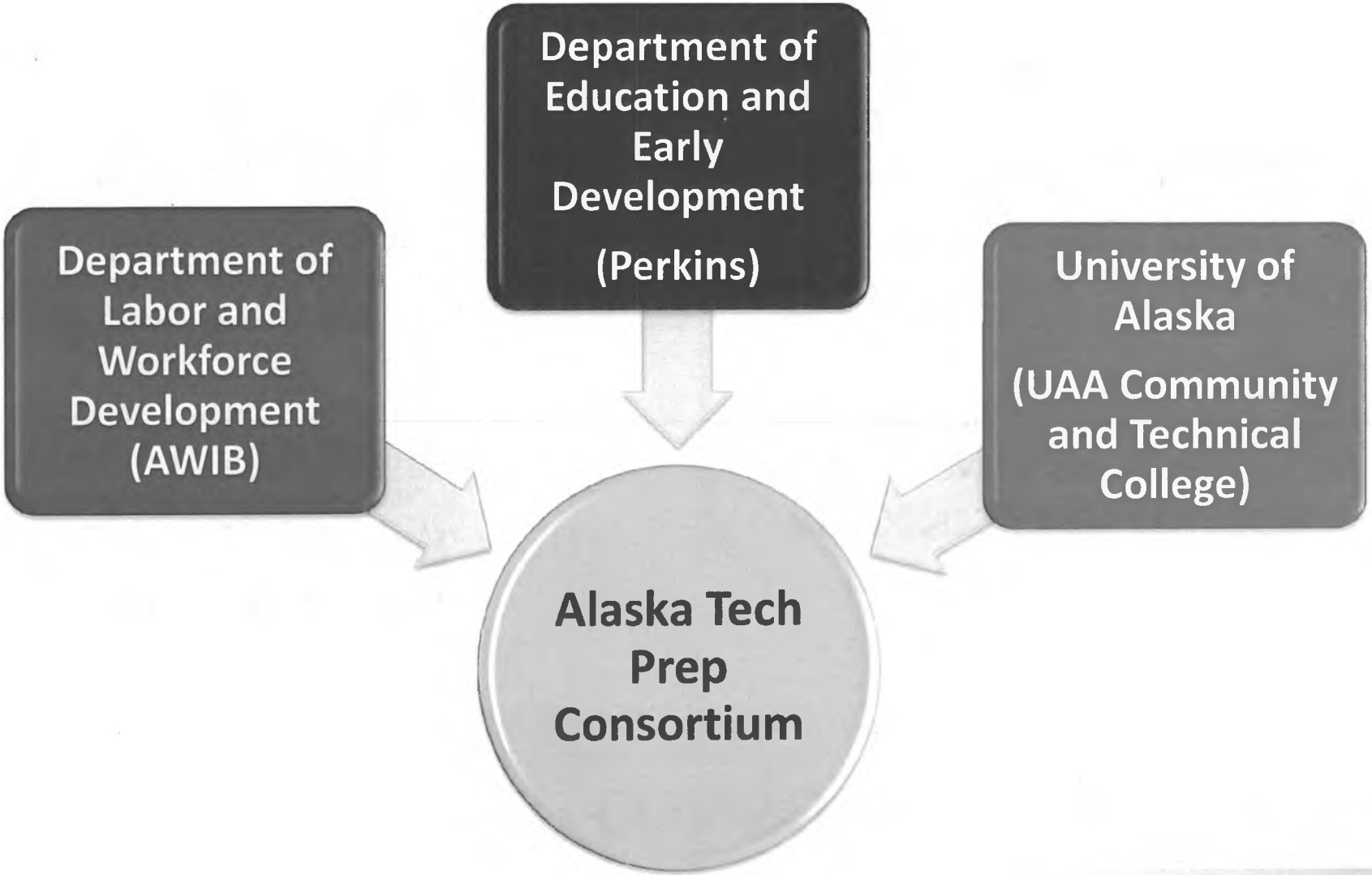
Cathy LeCompte & Diane Maples
Alaska Tech Prep Consortium

March 30, 2012

CTE Learning that works for Alaska

Collaborative Action within Network to **Align, Link and Leverage Individual Efforts**

HISTORY OF TECH PREP IN ALASKA



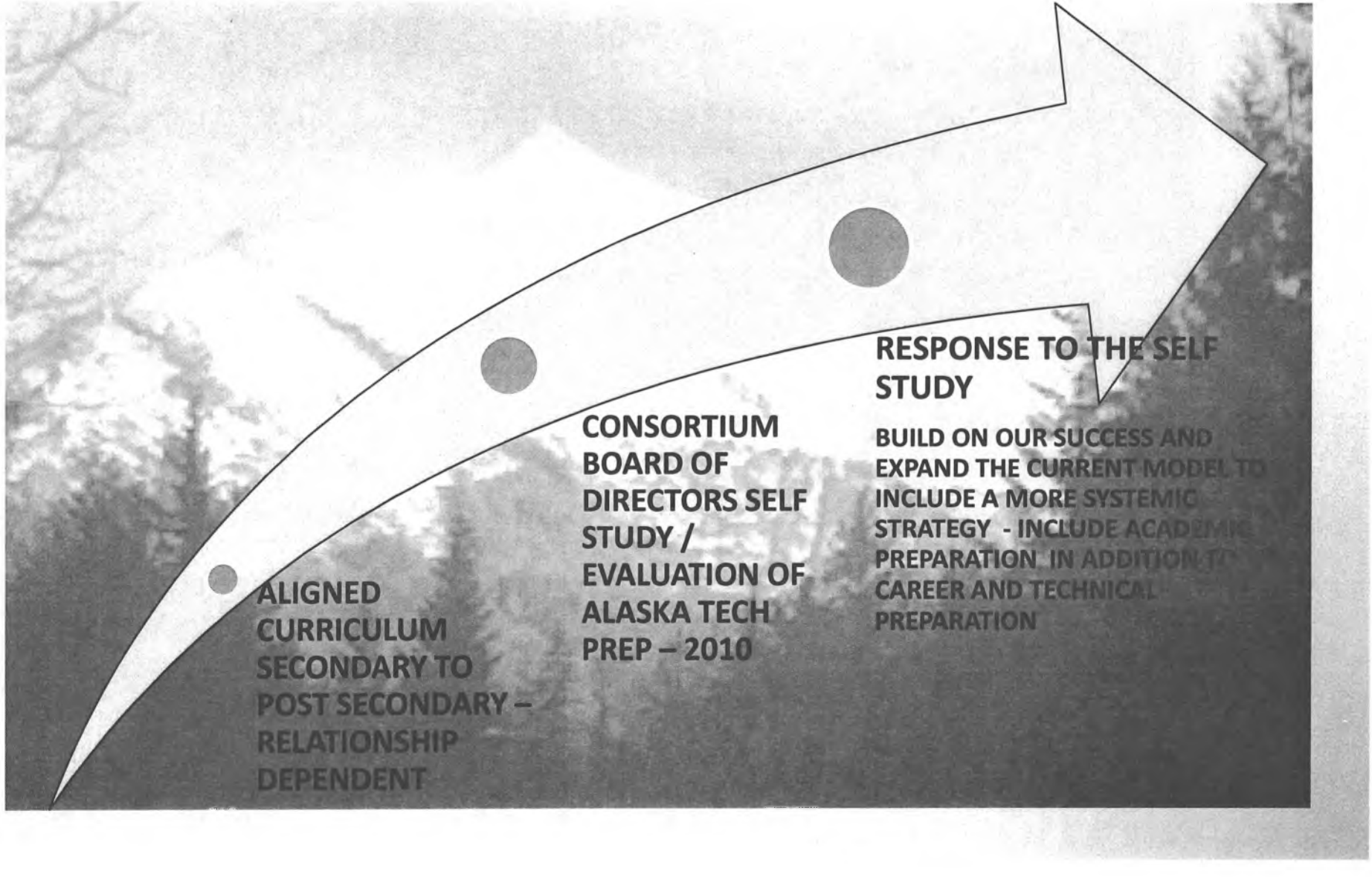
ALASKA TECH PREP CONSORTIUM RESULTS

Alaska Tech Prep Consortium Membership

School districts, university, regional training centers, business, agency participants

- **STUDENTS EARN COLLEGE CREDIT IN HIGH SCHOOL** – over 35,000 college credits STATEWIDE
- **STUDENTS PAY $25 PER CREDIT TO EARN COLLEGE CREDIT IN HIGH SCHOOL** - since 2007, STUDENTS AND PARENTS saved over $3.5 million

EVOLUTION OF TECH PREP



WHAT ABOUT THE STUDENT EXPERIENCE?

Education to Workforce Development

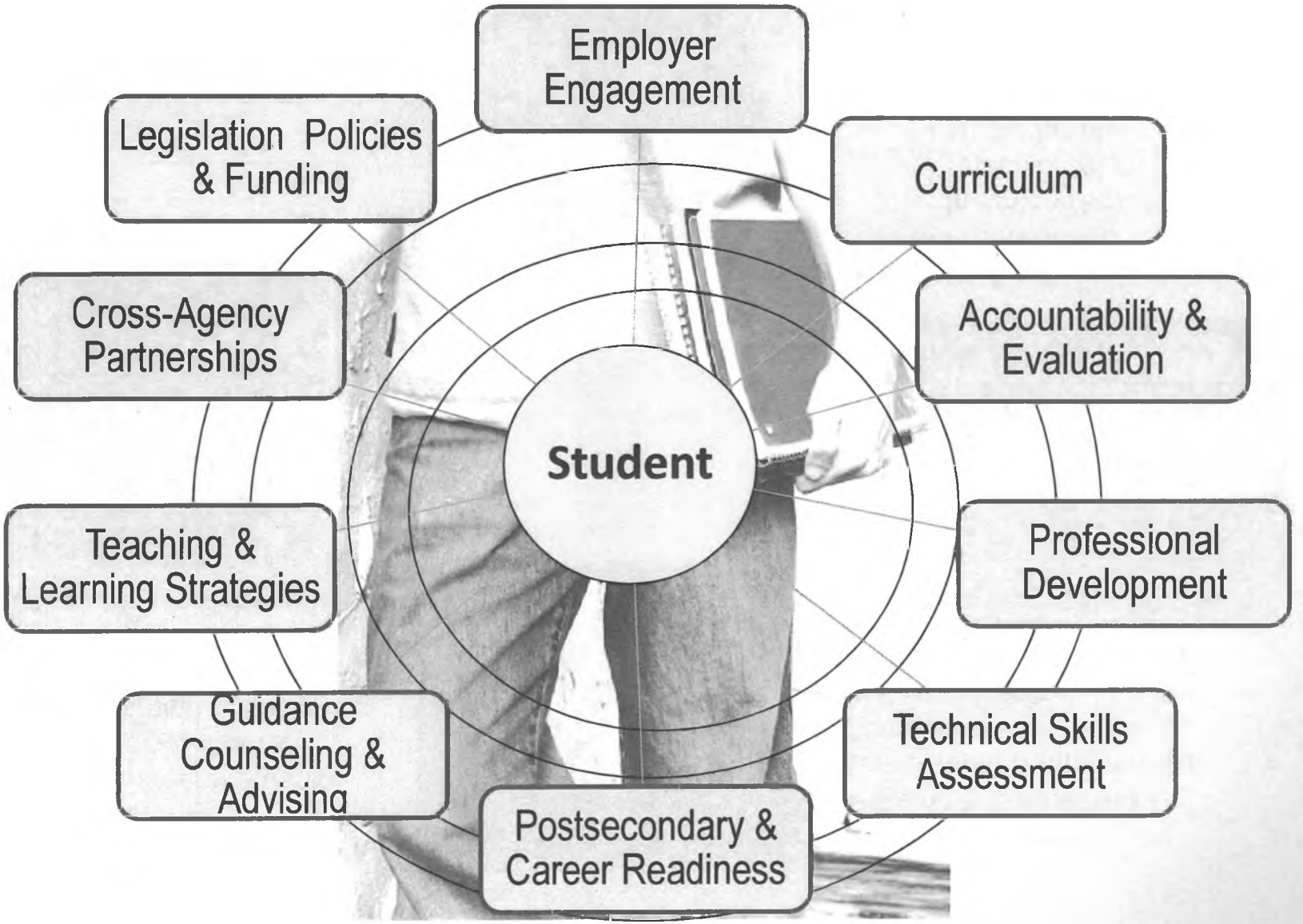
Career Clusters/Program of Study Systems Building Initiative

Students in **Grades K-5**	Students in **Grades 6-8**	Students in **Grades 9-12**	Students in **13- 16 or Entering into Workforce**
Career Awareness & Exploration	Career Exploration & Preparation	Career Preparation & Development	• College • Regional Training • Apprenticeships

Core Academics, CTE , Electives

Engage Business , Industry & Employers

PROGRAM OF STUDY IN ALASKA



MANY CONVERSATIONS

CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

1.0 TRANSITIONS

2.0 CURRICULUM

3.0 DELIVERY MODELS

4.0 PROFESSIONAL DEVELOPMENT

5.0 FACILITIES

6.0 FUNDING

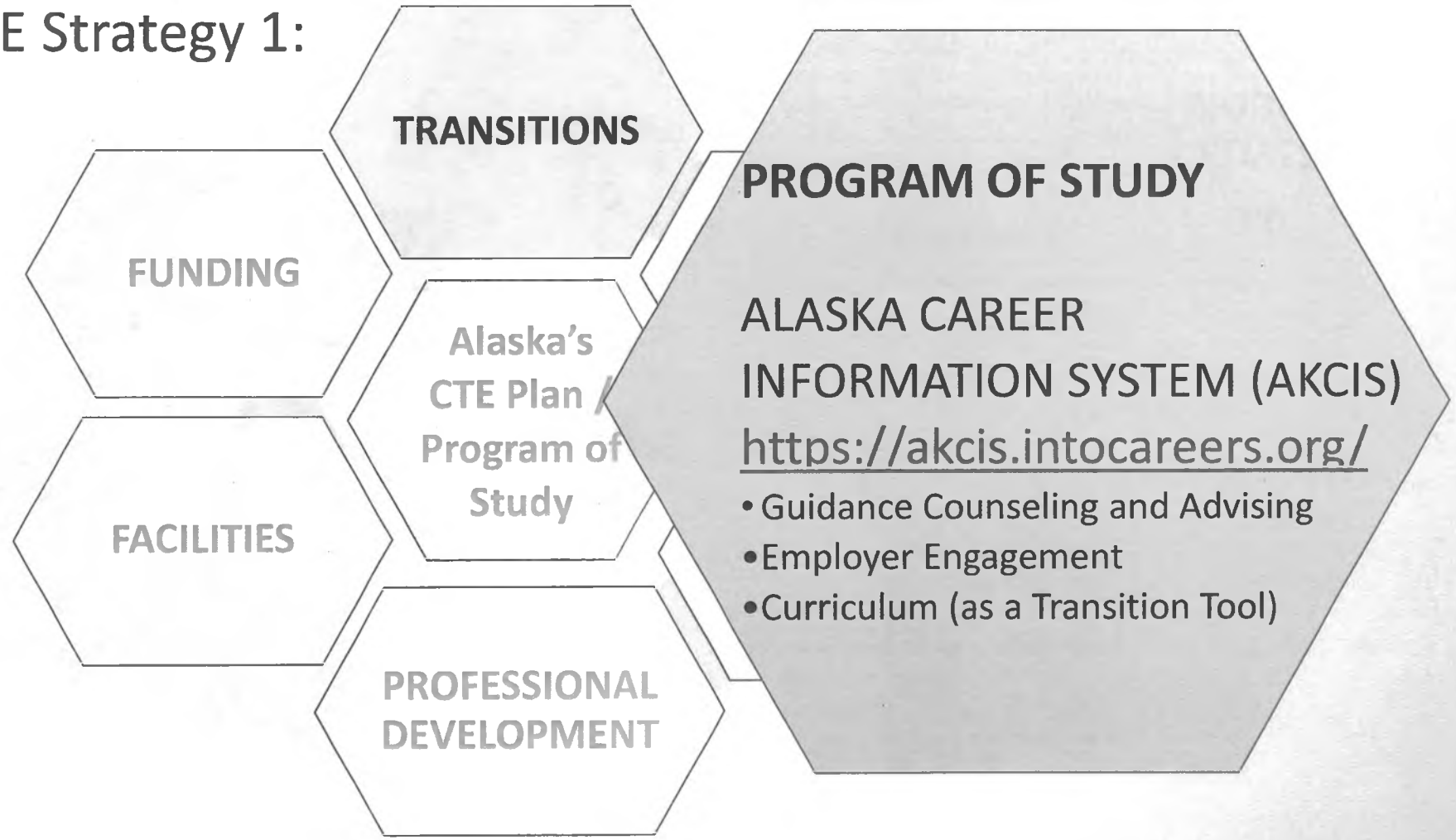
Alaska's CTE Plan / Program of Study

Students at the Center

CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

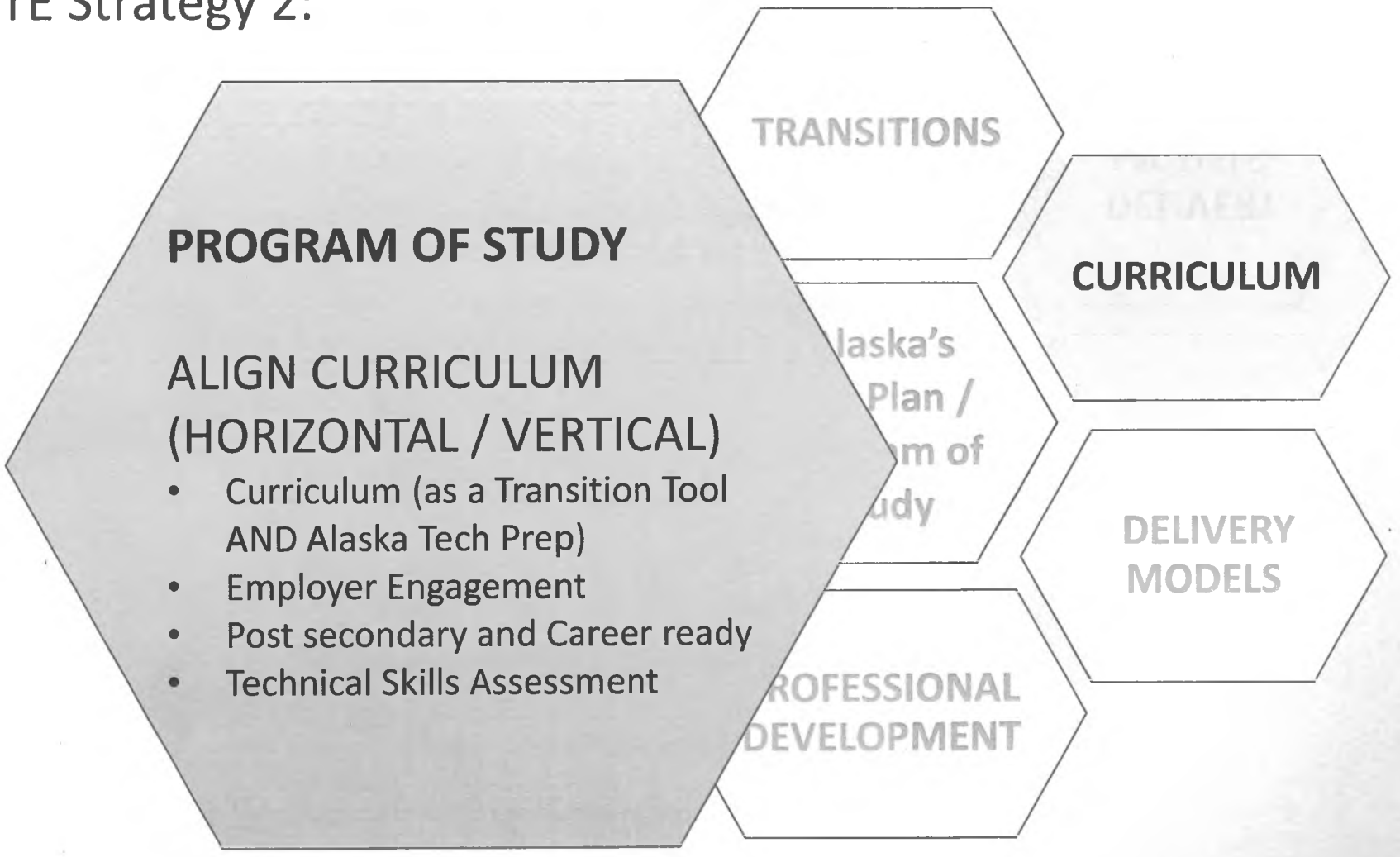
CTE Strategy 1:



CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

CTE Strategy 2:



CTE ALASKA STYLE

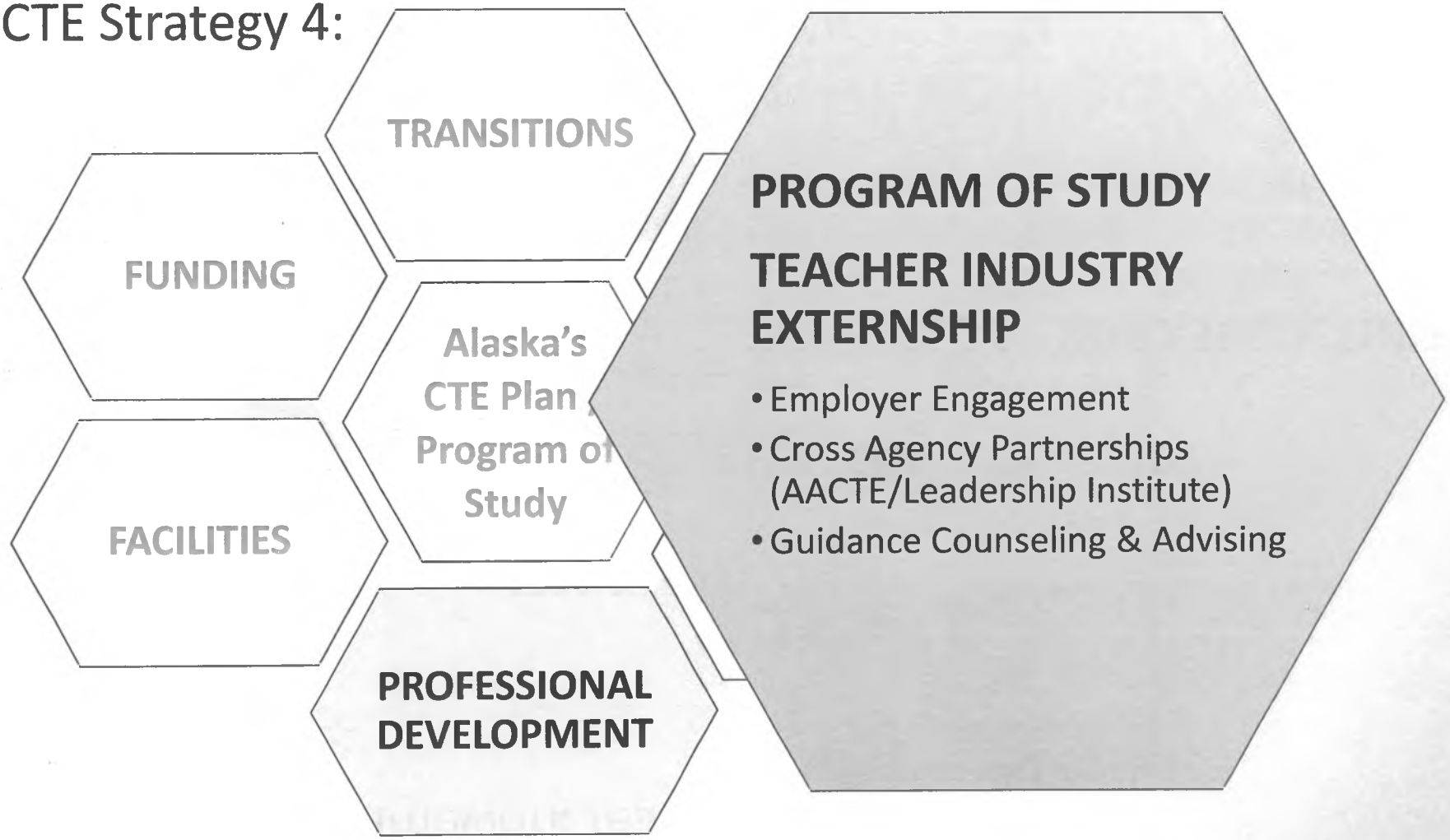
How the POS framework realizes the CTE Plan

CTE Strategy 3:

CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

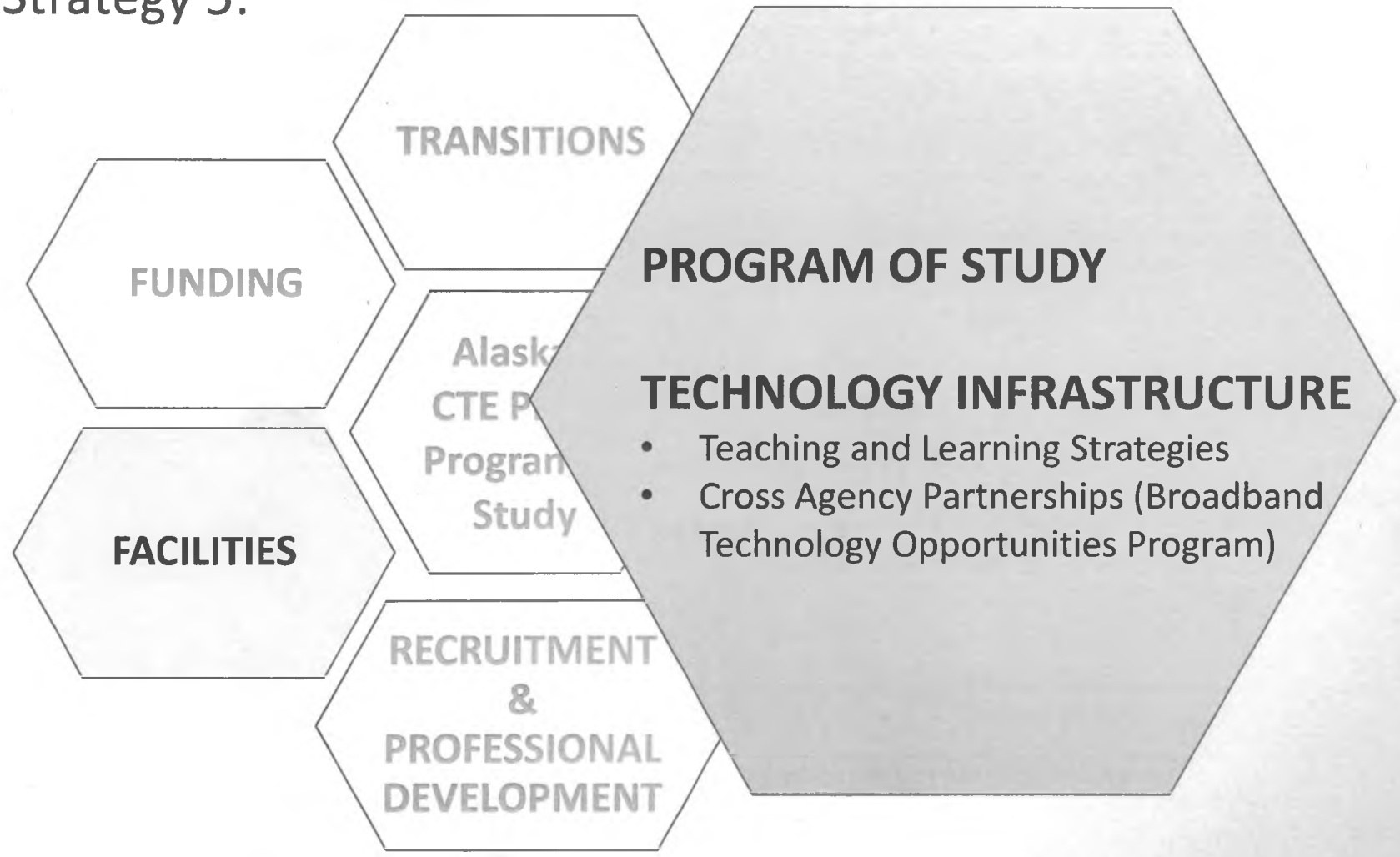
CTE Strategy 4:



CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

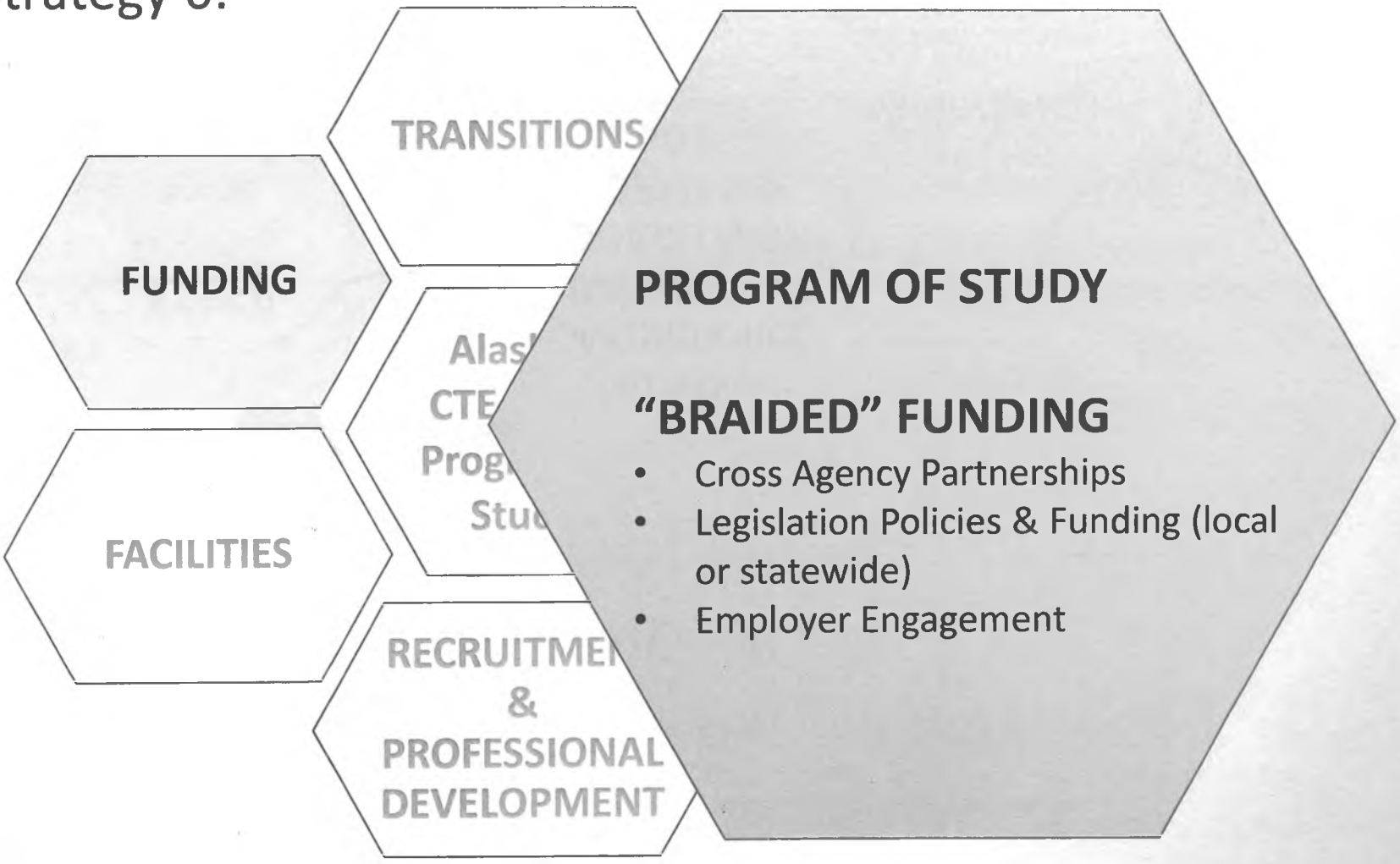
CTE Strategy 5:



CTE ALASKA STYLE

How the POS framework realizes the CTE Plan

CTE Strategy 6:



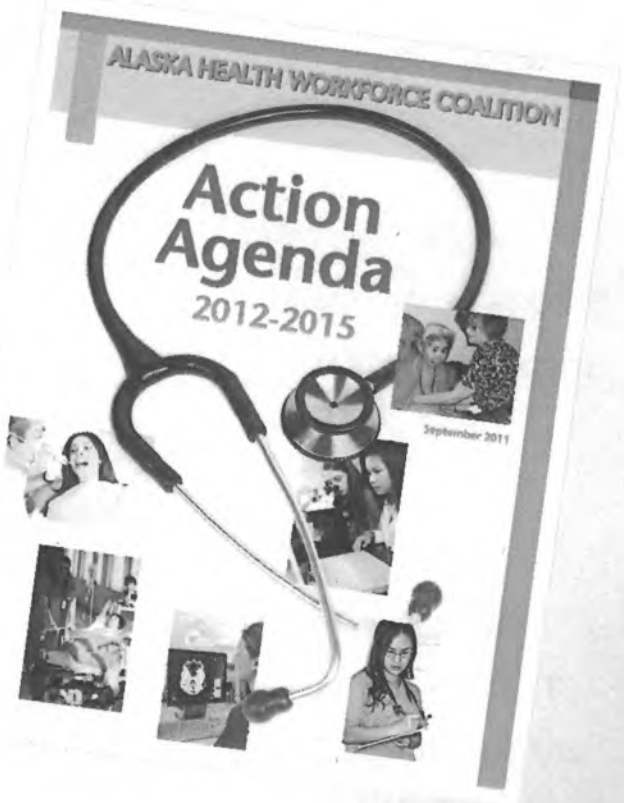
IMPLEMENTING THE MODEL

ALASKA HEALTH WORKFORCE COALITION
ACTION PLAN OBJECTIVES

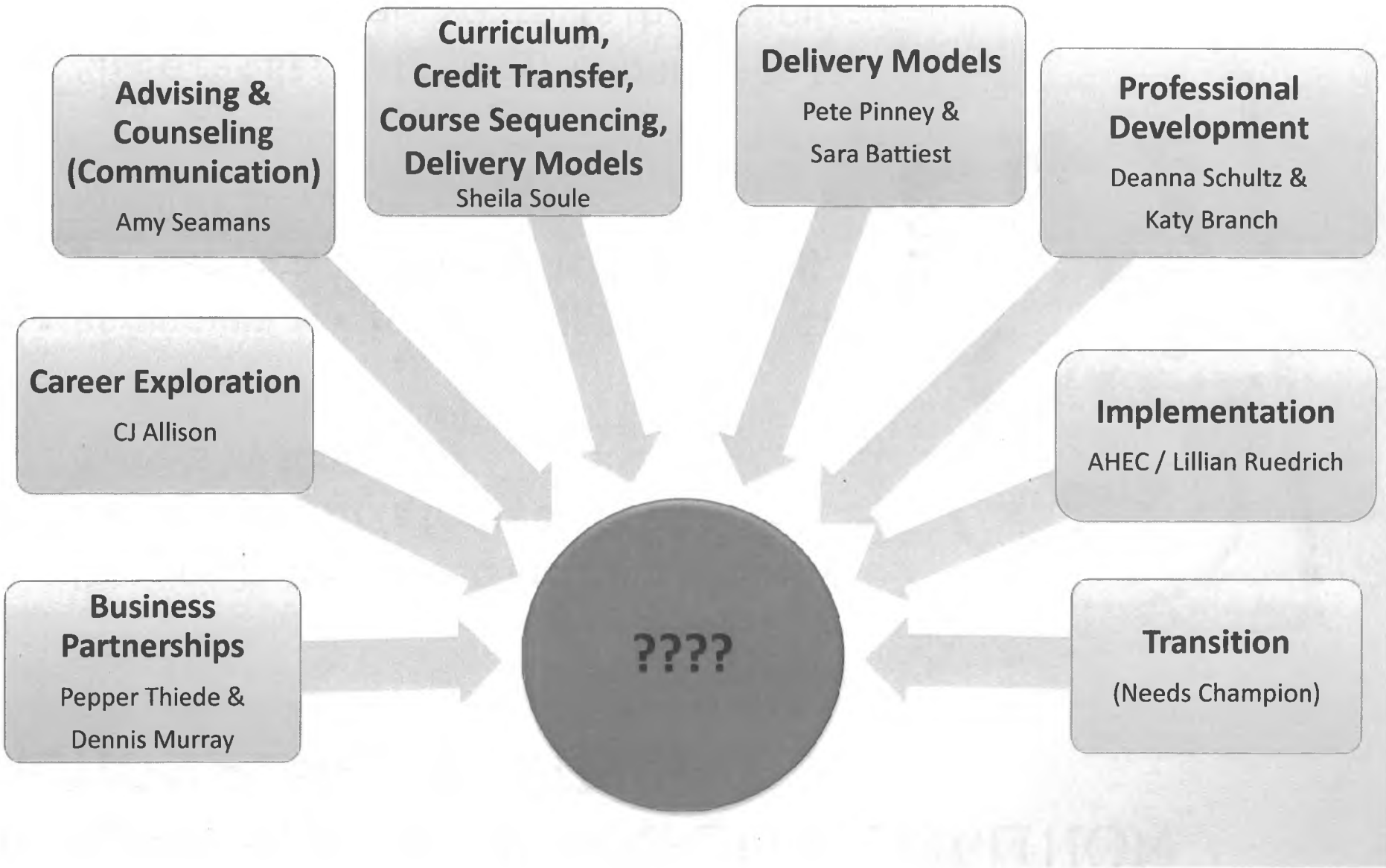
- Develop an integrated Program of Study framework with a focus on Health careers by June 2012.

- Implement the Health Program of Study in three local school districts beginning in fall 2012.

- Share results and extend opportunity to additional schools / districts throughout Alaska with emphasis on rural schools.



AHWC PROGRAM OF STUDY TASK FORCE



WHAT WILL IT TAKE TO SUCCEED?

CTE™ Learning that works for Alaska

Questions?

Cathy LeCompte
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Diane Maples
dsmaples@uaa.alaska.edu

Building a Systemic Framework for Education and Workforce Development in Alaska

Alaska Tech Prep Consortium

- Forty four school districts
- Twelve university campuses & Regional Training Centers
- Business/industry
- DOLWD, AKDEED

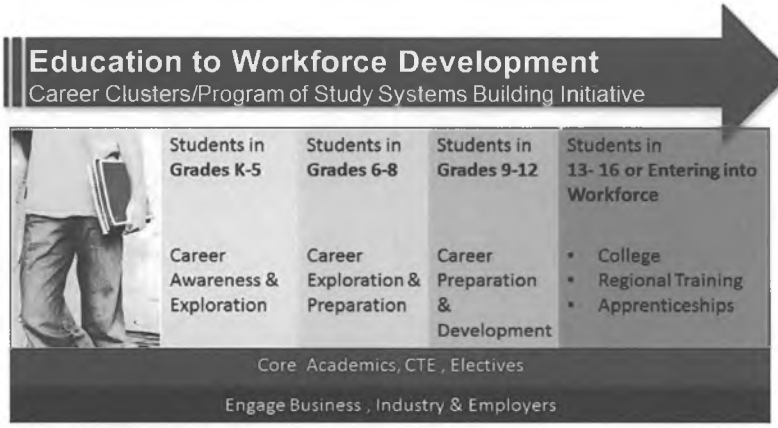
Alaska Tech Prep Consortium since 2004 has been providing the opportunity for high school students to:

- **Earn college credit while they are still in high school** – over 35,000 college credits earned by students in high school since 2007 – through aligned curriculum.
- **Save money on college tuition** – over $3.5 million in tuition savings since 2007 - with reduced tuition for college courses taught in the high school.
- **Reduce their need for remediation** and be better prepared for college and careers through rigorous course content.
- **Save time to completion** of a certificate, degree or industry credential with up to six college credits earned on their college transcript when they graduate high school.

What are we proposing?

A Systemic Framework

Alaska Tech Prep Consortium envisions a systemic change that will impact all students in Alaska through the implementation of the Career Pathways process and Program of Study framework.



Career Pathways/Program of Study is a nationally recognized and researched process that continues students the opportunity to earn college credit in high school, save time and money and reduce their need for remediation **PLUS** engage business, industry and employers in meaningful conversation and education to workforce development.

Implementation

June 2012

The creation and implementation of the **Health Career Pathway** in direct response to the **Alaska Health Workforce Coalition (AHWC) Action Plan** focus on Systems Change and Capacity Building priority "Engage and prepare Alaskan youth for health careers". The Career Pathway program specifically addresses the following objectives:

- Develop an integrated **Program of Study framework** with a focus on healthcare careers by June 2012.
- Implement the Health Program of Study in three local school districts beginning in fall 2012.

Already in a collaborative relationship, the Alaska Tech Prep Consortium and the AHWC will align secondary and post-secondary institution offerings closely with industry coalition member **skill** requirements. The program design leverages AHWC and Alaska Tech Prep to link education with local employer needs for a skilled workforce.

Return on Investment

Benefits to State & Students

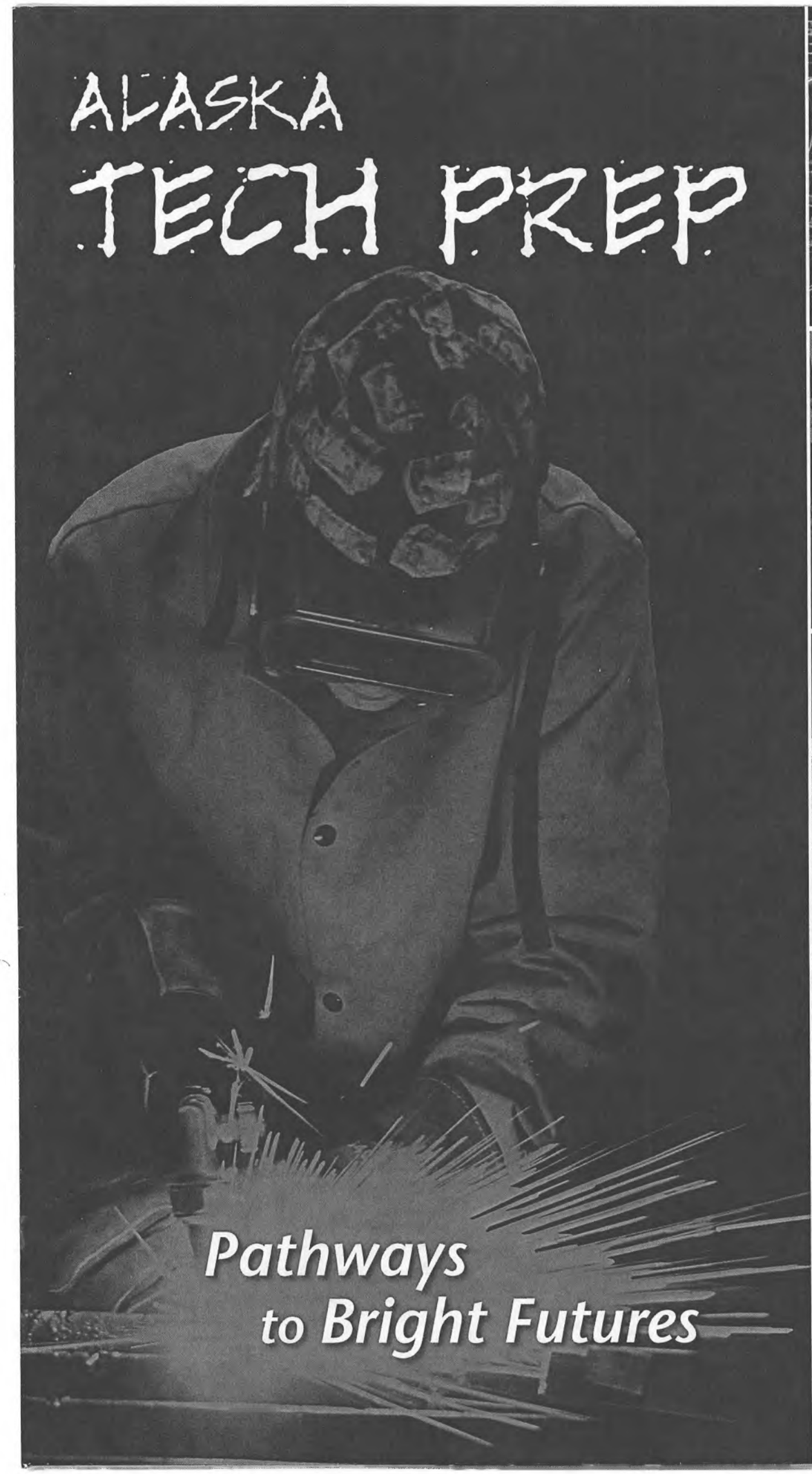
STATE OF ALASKA

- Saves the state $$$
- Links and leverages school resources, courses, teachers ; connects efforts
- Provides a systemic gap analysis for funding decisions
- Faster time completion to work
- Education is bridged to workforce
- Addresses State CTE plan objectives

STUDENTS

- Reduced mediation
- Early engagement in a career pathway
- Early attainment of credentials
- Faster time completion; non-duplication of courses
- Increased access to courses/credentials
- Early advising & intervention

ALASKA TECH PREP



Pathways to Bright Futures

See your counselor to set up your personalized portfolio at AKCIS!

_____'s Personal Learning and Career Plan

Choose a Career Cluster. For help go to http://www.careertech.org/resources/clusters/interest-survey.html or http://www.akcis.intocareers.org/ to take an interest survey.

- ☐ Agr, Food & Natural Resources
- ☐ Arch & Construction
- ☐ Arts, A/V Technology & Comm
- ☐ Business Mgmt. & Admin
- ☐ Education & Training
- ☐ Government & Public Admin
- ☐ Health Sciences
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections & Security
- ☐ Manufacturing
- ☐ Science, Tech, Engineering & Math
- ☐ Transportation, Distribution & Logistics

ALASKA STATE GRADUATION REQUIREMENTS
(minimum)

DIRECTIONS: Check off the boxes as you complete your high school personal learning career plan.

- ☐☐☐☐ 4 credits in English OR Language Arts
- ☐☐☐ 3 credits in Social Science (1/2 credit in AK History)
- ☐☐ 2 credits in Math
- ☐☐ 2 credits in Science
- ☐ 1 credit in Health OR Physical Education OR Health/Physical Education combination
- ☐☐☐ 9 Elective Credits; *includes Alaska Performance Scholarship (APS) and Career and Technical Education (CTE) courses*

Alaska Performance Scholarship (APS) Additional Requirements 2011-2012

2 credits in Math

2 credits in Science

1 credit in Social Sciences OR World Language OR Fine Arts OR Cultural Heritage

(Note: you may qualify for APS levels 2 & 3 only with one less credit in math or science)

OR

1 credit in Math

1 credit in Science

1 credit in Social Science

2 credits in the same World Language

(Note: you may qualify for APS levels 2 & 3 only with one less credit of a world language)

For additional requirements go to: **APS.alaska.gov**

See your high school counselor or handbook for your district's additional requirements.

9th Grade		10th Grade	
SBA: ☐ R ☐ W ☐ M		SBA: ☐ R ☐ W ☐ M ☐ S HSGQE: ☐ R ☐ W ☐ M	
Semester 1	Semester 2	Semester 1	Semester 2

Work-Based Learning Opportunities		Awards and Certificates		
☐ Apprenticeship	☐ Cooperative Education			
☐ Service Learning	☐ Paid/Unpaid Internship			
☐ Job Shadowing	☐ School-Based Enterprise			
Student Organizations		**Activities**		

PLAN AND ORGANIZE YOUR CHECKLIST FOR AFTER HIGH SCHOOL:

- ☐ Keep your grade reports; know your GPA
- ☐ Track community service or volunteer work
- ☐ Include your best high school work
- ☐ Print out your Tech Prep college transcripts
- ☐ Gather info from colleges and other training programs
- ☐ Figure out school and housing costs
- ☐ Meet with an advisor; take placement tests (Accuplacer, SAT and/or ACT)
- ☐ Apply for college or other training
- ☐ Apply for financial aid at: www.fafsa.ed.gov
- ☐ Register for classes and attend orientation

List career options based on your interests, abilities and/or skills. Helpful resources can be found at: http://www.akcis.intocareers.org/ or https://alexsys.labor.state.ak.us/.

11th Grade		12th Grade		Postsecondary Year 1		Postsecondary Year 2	
WorkKeys: ☐ R ☐ LI ☐ M Accuplacer: ☐							
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2

Accuplacer, Compass, WorkKeys, ACT and/or SAT

2 -Year Program	Registered Apprenticeships	4 - Year Program	Certifications	Licenses, OJT Training
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

The **Personal Learning and Career Plan** (PLCP) is a process that allows students to develop and map out a list of the academic courses and experiences they need to complete to achieve their career goals, and a place to store a record of the courses, experiences and highlights of what they have already completed, so they can show what they have accomplished to others.

Career Clusters are groupings of occupations/career specialties in a specific field that require a set of common knowledge and interconnected skills. There are 16 career clusters recognized nationally. In Alaska, the University of Alaska Statewide has identified 14 career clusters. For more information go to: http://careerclusters.org/ or http://www.alaska.edu/research/wp/career-clusters/.

Career Pathways include a more narrow range of occupations in a career cluster tl use common skills and knowledge. Each career cluster contains 2 to 9 career pathwa For example, the Health Sciences career cluster contains Therapeutic Services, Diagnos Services, Support Services, Biotechnology Research and Development, and Health Informat career pathways.

A **Program of Study** (PoS) identifies the sequence of instruction, courses and activities tl is possible for students to complete beginning in high school and continuing past high sch graduation that provides the academic and skill competencies and credentials to qua for employment in a student's chosen career pathway. This sequence leads to an indus credential, certificate, degree, including advanced placement in a registered apprenticesh

Based on a program of study, **Alaska Tech Prep** helps to connect high school and colle programs and workforce training in a career field so students won't have to duplicate th studies/training later on. Students get an early start in a degree/training program, earni high school and college credit simultaneously while still in high school. The end resul an industry certification, endorsement or associate degree in a career field or a feder recognized apprenticeship, quicker and at a lesser cost.

School to Registered Apprenticeship provides a high school student who wants go directly into a career without closing the door on their education the opportunity advanced placement in apprenticeship. For more information go to: http://earnandlearn org/.

Choose a Career Cluster. For help go to http://www.careertech.org/resources/clusters/interest-survey.html or http://www.akcis.intocareers.org/ to take an interest survey.

- ☐ Agr, Food & Natural Resources
- ☐ Arch & Construction
- ☐ Arts, A/V Technology & Comm
- ☐ Business Mgmt. & Admin
- ☐ Education & Training
- ☐ Government & Public Admin
- ☐ Health Sciences
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections & Security
- ☐ Manufacturing
- ☐ Science, Tech, Engineering & Math
- ☐ Transportation, Distribution & Logistics

List career options based on your interests, abilities and/or skills. Helpful resources can be found at: http://www.akcis.intocareers.org/ or https://alexsys.labor.state.ak.us/.

6th Grade		7th Grade		8th Grade	
SBA: ☐ R ☐ W ☐ M		SBA: ☐ R ☐ W ☐ M TNOVA: ☐ R ☐ W ☐ M		SBA: ☐ R ☐ W ☐ M ☐ S	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2

MIDDLE SCHOOL CAREER AWARENESS AND EXPLORATION PROGRAM

6th Grade	7th Grade	8th Grade
☐ AKCIS Jr. Portfolio ☐ Key Train/Career Ready 101 Lessons/Portfolio ☐ Other Career Exploration Activities. List below:	☐ AKCIS Jr. Portfolio ☐ Career Clusters Interest Inventory ☐ Key Train/Career Ready 101 Lessons/Portfolio ☐ Other Career Exploration Activities. List below:	☐ AKCIS Jr. Portfolio + HS Course Planner ☐ Career Clusters Interest Inventory ☐ Key Train/Career Ready 101 Lessons/Portfolio ☐ Other Career Exploration Activities. List below:

Organizations and Activities
(Student Government, Music, Athletics, Drama, etc.)

Awards and Certificates

www.alaska.edu/techprep

Diane Maples
Statewide Tech Prep Coordinator
907.786.4903

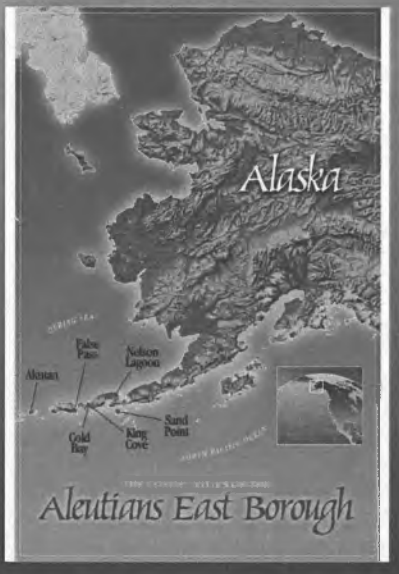
Front cover design inspired by First Place Winner Patricia Manning and Second Place Winner Lynette Thompson.

This publication was developed with the assistance of Federal Carl D. Perkins Career & Technical Education Act of 2006 funds. These contents do not necessarily represent the policy of Alaska Department of Education and Early Development, nor endorsement by the Federal Government.

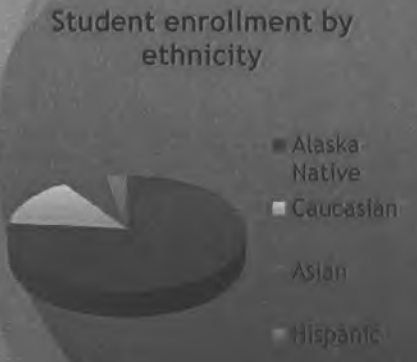
Aleutians East Borough School District
Dr. Phil Knight, Superintendent

Geography

- 6 Communities
  - Sand Point, King Cove, Nelson Lagoon, False Pass, Cold Bay, Akutan
- 2,547 miles of scenic coastline
- 15,000 square miles
- Accessible by air and summer AKMHS ferry
- Moderate temperatures & extreme wind



Demographics



- 227 total enrollment
- K-6 Enrollment = 136
- 7-12 Enrollment = 91
- 3 Schools under 10 Students
- 4 schools projected to be under 10 students for 2012-2013

Meeting AYP

100% graduation rate 2010-2011 school year

5 of 6 schools made AYP in 2010-2011 school year

District Goals

Increase student achievement & retention

Focus on career and technical education

Support and pursue grant opportunities in collaboration with other entities

Actively increase parent involvement in all aspects of student education

Innovative Use Of Technology

Distance learning courses delivered daily via VTC

Courses offered include: AP English, Algebra, Bush Physics, Nautical Science, AKLN content

VTC used for board meetings, inservices, academic/athletic competitions, CILC virtual field trips

Promethean Interactive Whiteboards

1:1 Laptop deployment secondary students

1:1 iPad deployment K-6

Green Energy

Skiff Building

Hatchery

Emergency Trauma Technician

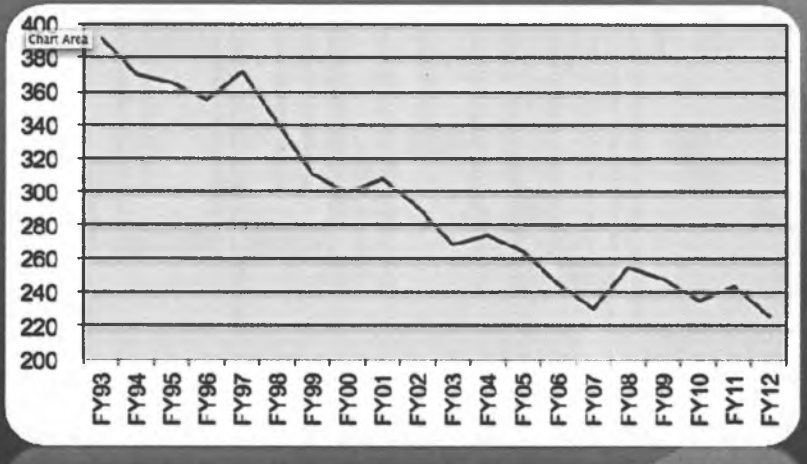
ETT
TRAUMA
EMERGENCY
TRAINING
EMERGENCY
MEDICAL
SERVICES
ALASKA

EASTERN ALEUTIAN TRIBES
Incorporated 1991
Working Together to Promote Healthy Communities

Activities

- Cross Country
- Wrestling
- Volleyball
- Basketball
- NYO
- Student Council
- Band
- Drama

Student Enrollment



Challenges

Declining Enrollment - 4 schools projected under 10 students 2012-2013

Meeting highly qualified requirements for educators in small sites

No Counselor or Curriculum Director

High Utility, Travel, and Shipping Costs

Questions

Aleutians East

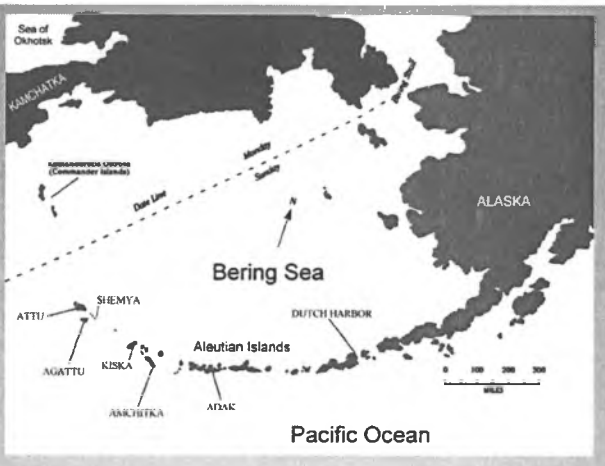
Aleutian Region School District

Serving two hemispheres: geographically, culturally and intellectually

Who We Are

Aleutian Region School District – REAA #8 - was created by the Alaska Legislature (after dissolution of the State Operated Schools (SOS) system) to serve the unincorporated areas of the Aleutian Islands.

Currently, ARSD serves communities west of Dutch Harbor/ Unalaska



Serving an area from 166°44" West to 173°11" East Longitude

Aleutian Region serves the western Aleutian Islands from its eastern border with the Aleutians East Borough (approximately 166.44 West Longitude) to its western boundary with the Russian Far East (approximately 173.11 East Longitude at Attu Island).

This makes Aleutian Region School District both the farthest west and farthest east school district in the United States.

Where We Are Located

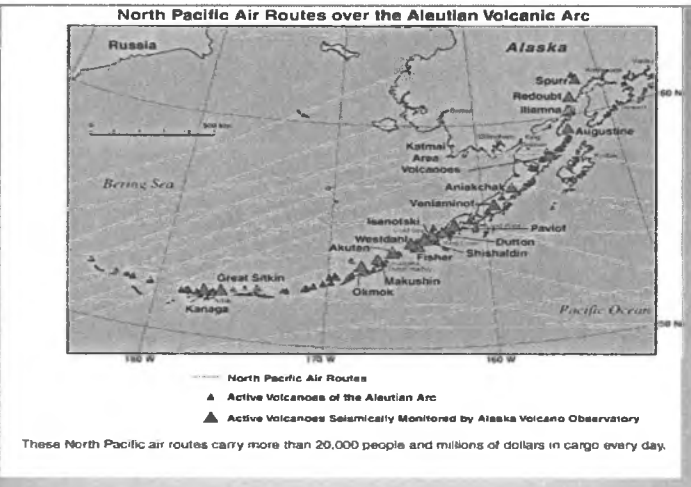
Currently, there are only two communities west of Unalaska/ Dutch Harbor with schools; these are Yakov Netsvetov School on Atka Island and Adak School on Adak Island.

- Adak airport serves as a crucial alternate airfield for trans-Pacific flights coming to/from Anchorage and flights transiting over the North Pole from Europe to the Far East.

Nikolski School was closed in 2010 after failing to attain the minimum enrollment (10) to count as a funding community for two consecutive years.

- **Nikolski is a community with a documented history of 8,000+ years**, maybe the oldest continually settled community in the US.
- Currently, the school is under a long term loan to the local IRA council with plans to use it as a clinic, post office and community store.
- The school site continues to serve as a critical link for both tele-communications and FAA navigational equipment.

Who We Serve



Air Routes - Anchorage, Seattle and Europe – to/from the Far East

How We Are Doing

- For over a decade, the District has conducted an on-going professional development program, focused upon aligning its curriculum and instructional delivery systems with State and National standards.
- To date, all curriculum areas have been aligned (and some re-aligned) using a rubric-based assessment system.
- To date, all graduates have passed all three sections of the High School Graduation Qualifying Exam.
- Test results show that ARSD students perform at or above anticipated levels on standardized achievement tests when aptitude is compared with performance.
- Truancy is not and issue in Aleutian Region, and students can best be described as actively engaged and self-motivated learners.

Challenges

- The Aleutian region, as well almost every community down the Alaska Peninsula, has experienced a significant decline in school enrollment which mirrors declines in community populations.
- The quality of telecommunications services (quality and affordable broadband internet) has actually deteriorated since the loss of StarBand (DISH Internet) service in 2009. This regularly makes broadband instructional delivery difficult and often times impossible.
- The District continues to search for high quality supplemental courses to extend educational opportunities that can be delivered on-site.
- Training and retaining teachers who have the requisite skills and knowledge to deliver multi-age and grade services for students and who have the personal qualities to live in such a remote location remains a major effort, concern and expense outlay.

Wrap Up

- Aleutian Region students are well-served by the curriculum and instructional program delivered at its sites. Likewise, the communities are well served by the school and it is encouraging to see graduates return to assume leadership positions.
- The District has an on-going program to review, re-align and otherwise improve its curriculum and instructional delivery systems.
- A strength of the District is its ability to make quick, systemic changes in response to new circumstances. However, care must be taken to maintain a narrow focus in what it chooses to do. This means attention to the quality of rather than the number of programs offered. This is exemplified by a new K-12 science curriculum now being implemented.
- Both Atka and Adak may have turned an economic corner, looking to a brighter future; ***APICDA's*** investment in **Atka** quadruples the size of the fish plant. Another $10m expansion was recently announced. The fish plant at **Adak** has been re-opened under ***Icicle Seafoods***. Hopefully, these will translate into community growth.
- Both Atka and Adak are - by far - net contributors to the Alaska economy and providers of high quality seafood to the world market. This contributes to Aleutian Region students being globally aware and actively engaged learners.

Presented by
Superintendent Jim Thomas
April 9, 2012

STUDENT PROFILE

- **K-12 – 316 STUDENTS**
- **CRAIG H.S. GRADUATION RATE – 100%**
- **DROPOUT RATE – 0**
- **HIGH PERCENTAGE OF STUDENT INVOLVEMENT IN EXTRA-CURRICULAR ACTIVITIES**

POSITIVE DEVELOPMENTS

- CONSTRUCTING NEW PRINCE OF WALES' VOC/TEC CENTER
- PARTNERSHIP WITH ALL 4 POW SCHOOL DISTRICTS
- CENTER WILL PROVIDE CTE TRAINING FOR BOTH YOUTH AND ADULTS
- CURRENTLY IN THE DESIGN STAGE
- GREAT COMMUNITY SUPPORT

ENERGY COST REDUCTION

- EFFECTIVE WOOD HEAT BOILER SYSTEM PARTNERSHIP WITH LOCAL TIMBER INDUSTRY
- HEATING SAVINGS OF OVER $20,000 IN 2011
- HEATS CITY POOL & ELEMENTARY & MIDDLE SCHOOLS
- PLUMBED FOR CRAIG TRIBAL OFFICE

CHALLENGES:

- MAINTAINING STAFFING LEVELS IN CURRENT ECONOMIC CLIMATE
- ENSURING LONG-TERM SUSTAINABILITY OF THE NEW POW CTE FACILITY
- LONG TERM EFFECT OF FEDERAL SECURE RURAL SCHOOL FUNDING (TIMBER RECEIPTS) LOSS
- INCREASED COSTS FOR HEALTH INSURANCE, TRANSPORTATION HEATING, SUPPLIES, FOOD, ETC.

CHALLENGES:

- PREVENTIVE MAINTENANCE
  - ROOFS
  - GYM FLOOR
  - HANDICAP ACCESS

- PACE CORRESPONDENCE – 329 students
- PACE CORRESPONDENCE
  - GRADUATION RATE
  - HOME SCHOOL/PRIVATE SCHOOL

Delta/Greely School District

House Education
Committee Presentation
February 20, 2012

Duncan R. Ware
Superintendent

Board of Education

Tana Wood, President

Eileen Herman, Vice-President

Flower Cole, Secretary

Rich Mauer, Clerk

Rebecca Wilburn

Dana Mock

Jeffrey Lipscomb

Nicholas DeBilzan, Student Representative

LTC Terry Clark, Military Representative

Delta/Greely's Schools

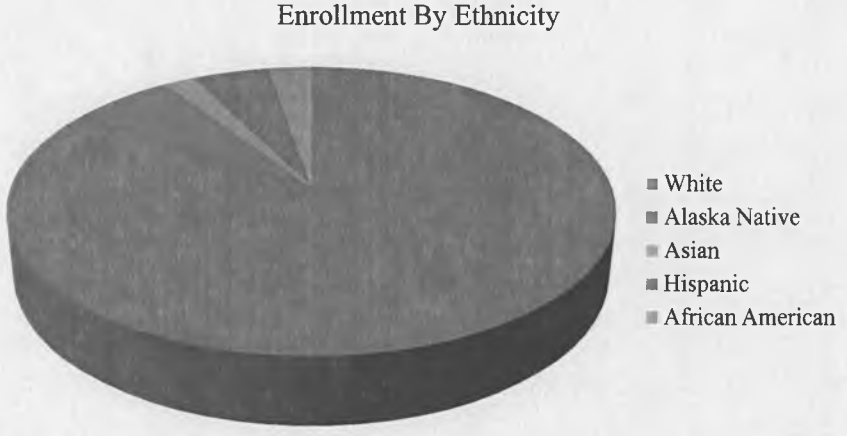
Delta Elementary School	PK-3
Ft. Greely School	4-8
Delta High School	9-12
New Horizons Alternative H.S.	9-12
Delta Homeschool	K-12
Delta Cyber School	K-12
Gerstle River School	K-6

Delta/Greely School District Demographics

FY 12

- PK-12 Total Enrollment 919
  - PK 16
  - 1-3 248
  - 4-8 301
  - 9-12 190
  - Homeschool 65
  - Delta Cyber School 59
  - New Horizons Alternative H.S. 18
  - Gerstle River K-8 22

Delta/Greely's Students



Early Learning

- Pre-K Program
  - For special needs students
  - Utilization of Typical Peers
- All Day Kindergarten
- Focus on Early Literacy Skills

Instructional Supports

- *M*easuring *A*cademic *P*rogress (MAP) Testing
  - Conducted 3 times a year
  - Analyzed to affect instruction in real time
- IPass
  - Math intervention
  - Identifies Skills Needing Developed
  - Works Methodically Through Skills
- Year Long –Writing Process Focus
  - Six Traits Writing
  - Cross-curricular Writing
- Curriculum Mapping
- Title I Remedial Reading and Writing

Special Areas of Instruction

- Welding
- Construction Trades
- Culinary Arts
- Forensic Science
- Auto – CAD
- Automotive
- Art
- Music/Theater
- Robotics
- Bush Physics
- Radio
- Accounting

Student Activities
Delta/Greely School District

- Unicycle Program
- Athletics
- Music/Theater
- Rocketry Program
- Elementary Basketball
- Battle of the Books

- Math Counts
- Cross X-Country Ski Club
- KDHS 95.5 FM
- Academic Decathlon
- Close Up
- BPA
- Poetry Out Loud

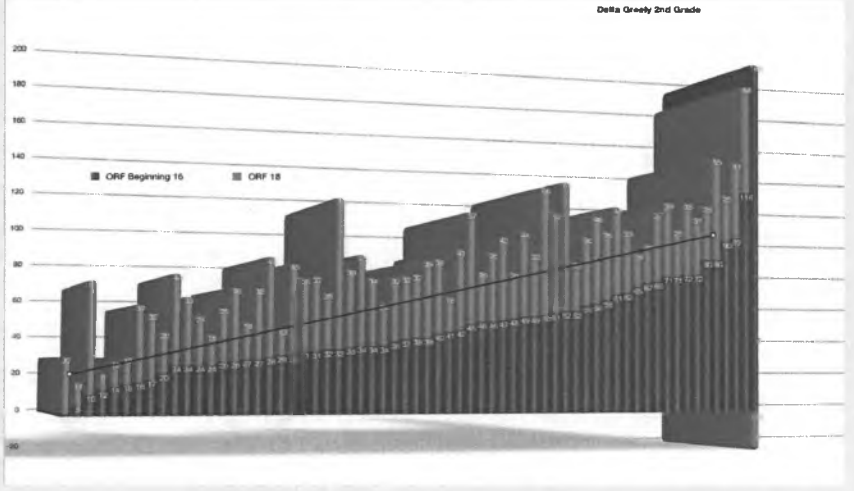
Community Connections

- Partners for Progress Delta
  - University of Alaska – Fairbanks
  - Community and Technical College
  - Alaska Works
  - Alaska Department of Labor
- Ft. Greely
  - Bowling Facility
  - Swimming Lessons
- Boeing
  - Rocketry Club
  - Engineers in Classrooms
- Delta Chamber of Commerce
- Youth Hockey Association
- Delta Community Library

Special Projects

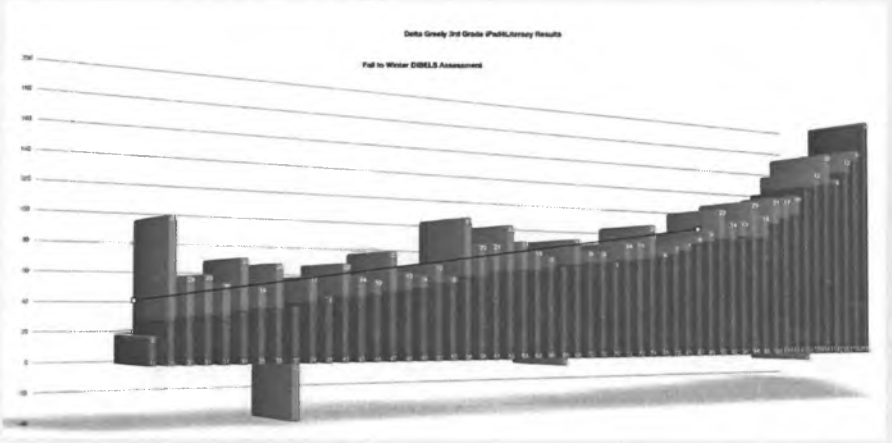
- Weatherization at Delta High School
  - Retrofit with new windows and doors
  - New Boilers and heating system upgrades
  - Additional insulation
- Biomass Boiler for Delta High School Complex
  - Online October 2011
  - Fuel Savings over heating oil 66%
  - Additional electric consumption
- HD6 – IPads for Literacy
- Additional Projects at Delta High School
  - Intent to bring school into a better position to serve as a community emergency shelter
  - Improve instructional space usage
  - Upgraded kitchen
  - Emergency generator
  - Improved science room complex with shared lab
  - Fine arts classroom

HD 6 IPad Literacy Project



2nd Grade Pre and Post Test Results

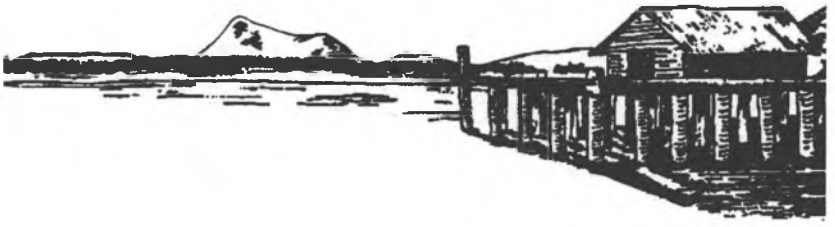
HD 6 IPad Literacy Project



3rd Grade Pre and Post Test Results

School	Year	Language Arts	Mathematics	Graduation Rate
Delta Elementary	2009	90	85	
	2010	80	76	
	2011	89	85	
Ft. Greely School	2009	83	65	
	2010	84	73	
	2011	83	68	
Delta High School	2009	88	75	90
	2010	84	62	74
	2011	84	66	79 (82)
Delta Cyber School	2009	85	63	3
	2010	79	67	23
	2011	85	70	24
New Horizons High School	2009	NA	NA	58
	2010	NA	NA	43
	2011	NA	NA	38

Questions?



Dillingham City School District

House Education Committee Presentation

Welcome to Dillingham

Demographics

~ Hub Surrounding Villages

~ Off the Road System

~ City of 2,500 People

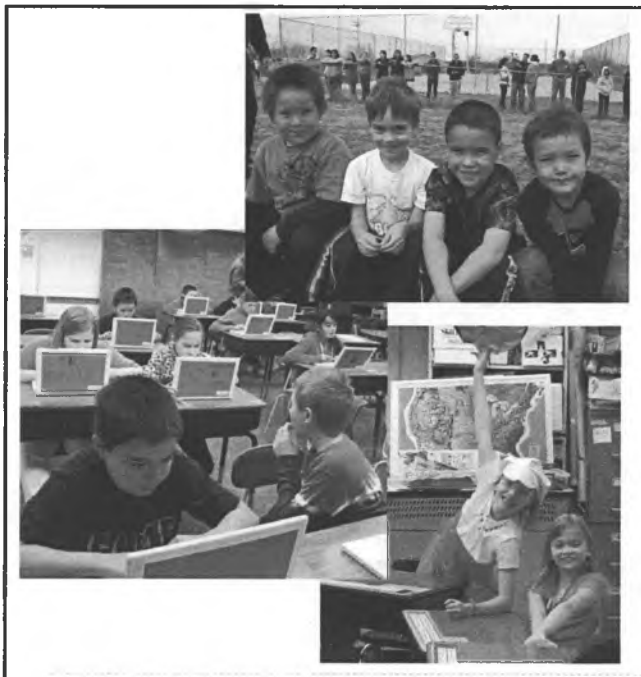
~ Commercial Fishing

~ Wood-Tikchik Park

~ School of 472 Students

~ K – 12 School System

~ $9.2 Million Annual Budget



Elementary school

- ~ 214 Students K-5
- ~ After School Programs
- ~ After School Intramural
- ~ Student Attendance
- ~ Academic Achievement
- ~ Parental Involvement

DILLINGHAM CITY SCHOOL DISTRICT

Middle/High School

- ~ 211 Students 6-12
- ~ Sports/Activities
- ~ Improving Attendance
- ~ Academic Achievement
- ~ Student Involvement

DILLINGHAM CITY SCHOOL DISTRICT

Alternative & Correspondence School

~ Alternative High School

~ 37 Alternative Students

~ 10 Correspondence Students

~ Individualized PLP

~ 6 Week Mini Terms

~ World of Work Program

DILLINGHAM CITY SCHOOL DISTRICT

Educational Goals

- 1. Ensure proficiency in Reading, Writing, Mathematics and Science.
- 2. Ensure our curriculum is aligned with the Alaska Standards.
- 3. Monitor and evaluate the quality of instruction.
- 4. Ensure educators incorporate research based practices.
- 5. Use achievement data to strengthen classroom instruction.
- 6. Seek ways to effectively communicate with parents and community.

DILLINGHAM CITY SCHOOL DISTRICT

Achievements

- Positive trends in reading and writing scores.
- 3rd Grade Reading Proficiency increased from 55% in 2005 to 78% in 2011.
- 3rd Grade Writing Proficiency increased from 54% in 2005 to 70% in 2011.
- Adequate Yearly Progress in "Safe Harbor" met by all three of our schools.
- We have moved 10% of our non-proficient students to proficiency in one year.

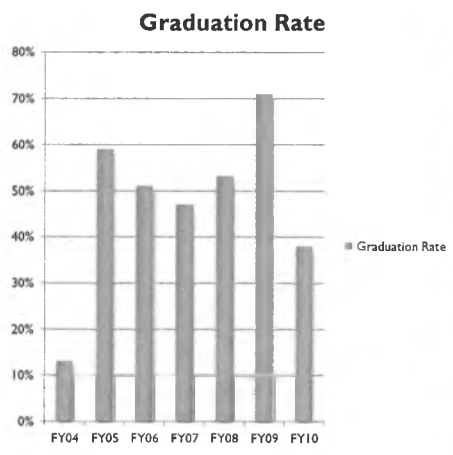
DILLINGHAM CITY SCHOOL DISTRICT

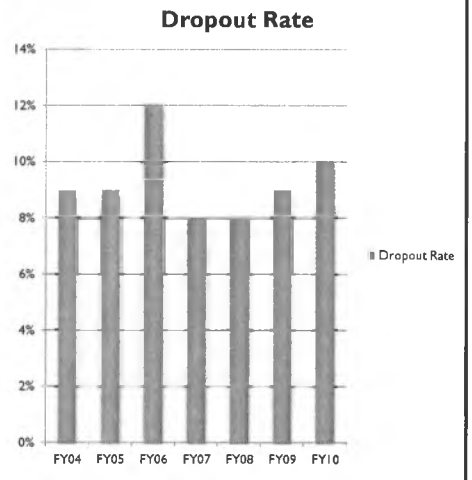
Renovations

- $15 Million Project
  - Elementary
  - Middle/High

DILLINGHAM CITY SCHOOL DISTRICT

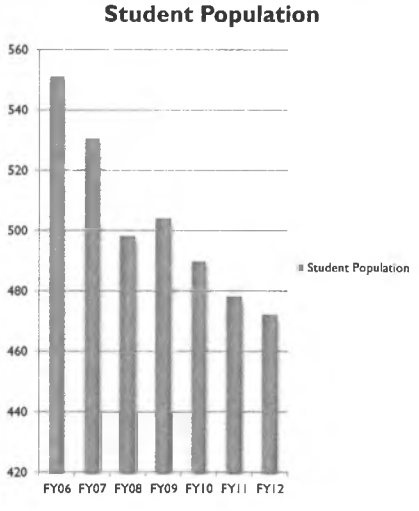
Challenges





Challenges

- Fiscal
  - Enrollment
  - Health Insurance 24% Increase ($224,000)
  - Employee Salary & Benefits
  - Rural Cost Factors (Energy)
  - BSA Flat Funding



Challenges

Instruction/Student Achievement

- Elementary AYP Level 5 Year 2
- Middle/High School AYP Level 5 Year 3

DILLINGHAM CITY SCHOOL DISTRICT

Challenges

- Facilities (Renovation Maintenance and Repair)
  - Mechanical and HVAC
  - Roofs
  - Bleachers
  - Territorial School

DILLINGHAM CITY SCHOOL DISTRICT

Challenges

Staff Recruitment & Retention

- Off the Road
  - Fly in and fly out only
  - Distance to family
- Cost of Living
  - Rent
  - Energy (utilities)
  - Gas, Food, Clothing

DILLINGHAM CITY SCHOOL DISTRICT

Restructuring

Seeking to implement research-based strategies that are leading us to becoming a high performing district.

- Reading Specialist
- NWEA/MAP Universal Screener
- Extended Day
- Response To Intervention
- Afterschool Tutorial Program
  - Cando/Safe Grant
  - Peer to Peer
  - Success Liaison
  - Intervention Teacher

DILLINGHAM CITY SCHOOL DISTRICT

Restructuring

- Steps Towards Educational Progress and Partnership (STEPP/DEED)
- Curriculum Alignment With State Standards
- Positive Behavior Intervention and Support (PBiS)
- Secondary School/Career Technical Education
- Dropout Prevention Program
  - Attendance
  - Academic Achievement
  - Classroom Conduct
  - Credit Recovery
  - Success Liaison

Dillingham City School District

Excellence and Equity for All
Fairbanks North Star Borough School District

Superintendent, Pete Lewis
Presentation to the **House Education Committee**

February 17, 2012

1

Excellence and Equity for All
Fairbanks North Star Borough School District

All Schools

Anderson Elementary
Anne Wien Elementary
Arctic Light Elementary
Badger Road Elementary
Crawford Elementary
Denali Elementary
Hunter Elementary
Joy Elementary
Ladd Elementary
Nordale Elementary
North Pole Elementary
Pearl Creek Elementary
Salcha Elementary
Ticasuk Brown Elementary
Two Rivers K-8
University Park Elementary
Weller Elementary
Woodriver Elementary

Ben Eielson Jr./Sr. High
Lathrop High
North Pole Middle
North Pole High
Randy Smith Middle
Ryan Middle
Tanana Middle
West Valley High
Hutchison High

Barnette Magnet
Career Education Center
Effie Kokrine Charter
Star of the North Secondary
Watershed Charter
Chinook Charter
B.E.S.T
FYF
Bridge

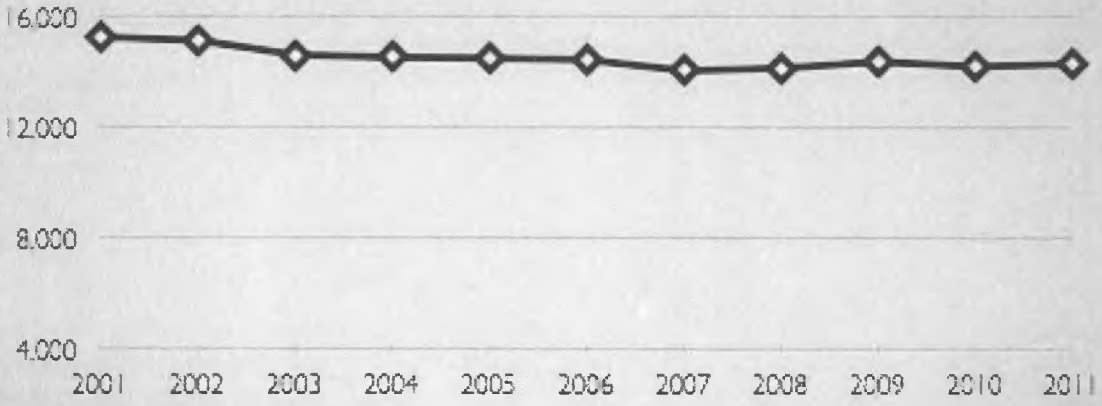
35 Schools

2

Excellence and Equity for All
Fairbanks North Star Borough School District

Enrollment

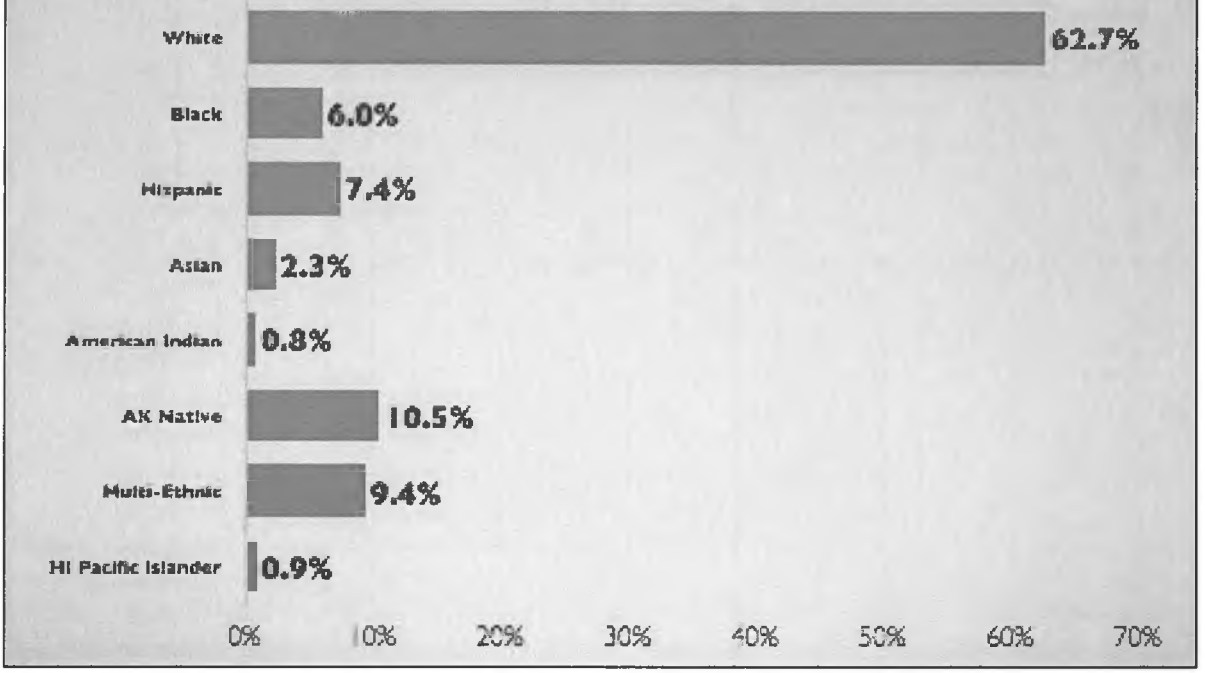
14,267



3

Excellence and Equity for All
Fairbanks North Star Borough School District

Ethnicity



4

School District - Fast Facts

44 Languages

365 Homeless Students

31% Free & reduced lunch

Special Education serving
14 handicapping conditions

Albanian	Hungarian
Arabic	Inupiaq
Athabascan	Italian
Bahasa	Japanese
Bulgarian	Korean
Cebuano/Visayan/Bisayan	Kosrae
Chamorro	Kosraean
Chinese-Cantonese	Koyukon
Chinese-Mandarin	Lao/Laotian
Chuukese/Truk	Navajo
Cup'ik	Nepali
Czech	Pampangan/Pampango
Dutch	Polish
Eskimo Languages	Portuguese
Fante	Russian
French	Samoan
German	Slovak
Gwich'in	Spanish
Hawaiian	Tagalog/Filipino/Pilipino
Hmong	Thai

5

Excellence and Equity for All
Fairbanks North Star Borough School District

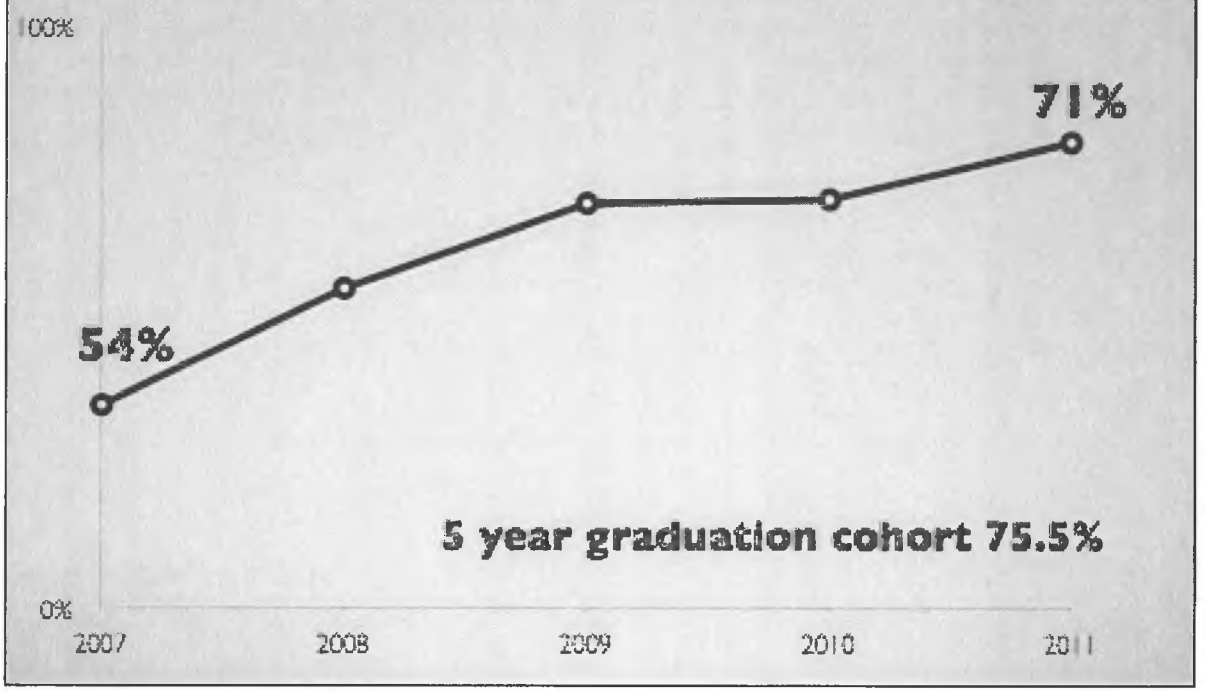
Transportation

- 145 bus routes
- Over 1,000,000 miles driven each year
- Approximately 7,000 students transported
- Two bus barns – Fairbanks & Moose Creek

6

Excellence and Equity for All
Fairbanks North Star Borough School District

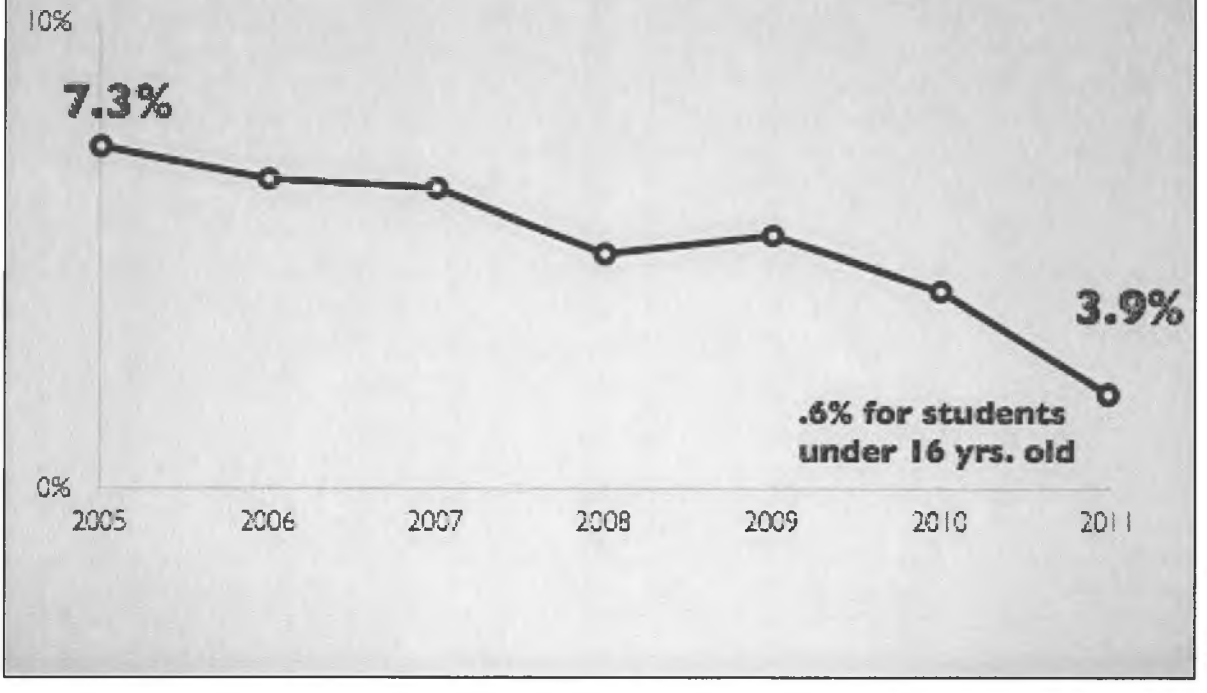
Graduation Rate



7

Excellence and Equity for All
Fairbanks North Star Borough School District

Dropout Rate



8

Excellence and Equity for All
Fairbanks North Star Borough School District

Student Stories

Fairbanks student's project is start of an unmanned journey

FAIRBANKS — Last spring, while many high school seniors were worrying about passing tests and posing for senior portraits, Hutchison High School student Corey Upton's ambitions were a little higher. Literally. That's because Upton spent about 14 hours per day during spring break working on his senior project: an unmanned aerial vehicle, or UAV.

This isn't your father's model airplane. Upton built the drone from scratch, complete with an auto-pilot feature, and rigged it up with a GoPro HD video camera so that it could record video high in both altitude and quality. It's fair to say Upton put a lot in to this UAV.

"It was my spring break and my PFD," Upton said.

Hutchison High School requires all senior projects to have a public service component. For Upton, that meant building a plane drone that could be used by law enforcement, emergency responders or fire fighters to provide critical visual information without risking a human life. Upton said he got the idea to build the drone while he was visiting a friend in San Luis Obispo, Calif. Currently, UAV's are used predominantly by the U.S. military to perform reconnaissance and precision strikes.

Fairbanks Daily News-Miner
Monday, August 22, 2011
Read full article

9

Excellence and Equity for All
Fairbanks North Star Borough School District

Student Stories

BEST graduates represent diverse backgrounds, achievements

FAIRBANKS — One of the advantages of a small graduating class is not having to stand in long lines and climbing to an auditorium stage to receive a diploma.

The 27 Fairbanks BEST (Building Educational Success Together), graduates of the Fairbanks North Star Borough School District's Homeschool and Online Learning programs, only had to take a short stroll across the stage since all were seated behind the speakers podium.

Though small in number, the graduates represent a cross-section of the community, but a bit heavy with hockey players, two of which are members of the Fairbanks Ice Dogs hockey team.

And therein lies the reason or reasons some students with different educational goals or time consuming jobs or extracurricular activities enroll in the BEST learning programs to meet their personal needs.

Fairbanks Daily News-Miner
Wednesday, May 18, 2011
Read full article

10

Excellence and Equity for All
Fairbanks North Star Borough School District

Student Stories

New North Pole graduates will travel to Michigan to meet with Ford

FAIRBANKS — Two of this season's many high school graduates aren't quite done with tests.

Kyle Evans and Calvin Gustafson, both 18, have another major exam on the calendar, but this one's reward isn't an A+ if they get everything correct. It could mean an internship or job at Ford Motors Company — even part of $11.4 million in prize money.

The pair is headed to Dearborn, Mich., for the Ford/AAA Student Auto Skills Competition in June.

Evans and Gustafson were in North Pole High School's advanced auto shop class and were two of about 12 students to take a written test from Ford. They had the highest scores in their class, so they traveled to Anchorage to compete against teams from Ketchikan, Juneau, King Career Center in Anchorage and Hutchison High School.

Fairbanks Daily News-Miner
Monday, May 16, 2011

Lathrop robotics team celebrates successful competition

FAIRBANKS — The machine is deceptive. It looks like a metal cube with little wheels mounted around the outside edges. A pushover, right?

What competitors didn't see, though, helped a Lathrop High School's robotics team go all the way to the world championship Division II finals at the 2011 FIRST Robotics Competition last week in St. Louis, Mo.

The Lathrop team, dubbed ICY (short for "I see why"), included Heather Parsons, Jaguar Kristeller, Rohan Weeden and Aven Brose.

They set their multi-wheeled creation loose on a 12-foot-square mat, where it competed against other robots to put the most batons in goals, climb small hills and balance on teeter-totters. To earn the most points, robots competed in alliances, allowing one robot to score goals while the other pushed other robots around, running interference.

Fairbanks Daily News-Miner
Wednesday, May 4, 2011
Read full article

Excellence and Equity for All
Fairbanks North Star Borough School District

Student Stories

West Valley Academic Decathlon team heads to nationals

FAIRBANKS — Ten West Valley High School students are heading to Charlotte, N.C., this week to compete in the U.S. Academic Decathlon. The West Valley team recently took the state's overall winner title, beating Lathrop High School.

The students were quizzed on 10 different academic categories. Students on the team were of A-, B- and C-grade averages for balance.

Beginning April 27, the West Valley team will compete with schools from across the nation. Last year, Lathrop took fourth place in Division II. Robin Feinmann and Coby Haas are coaches.

Fairbanks Daily News-Miner
Monday, April 25, 2011
Read full article

Lathrop senior to represent Alaska in national Poetry Out Loud competition

FAIRBANKS — When 17-year-old Lakeidra Chavis recites lengthy, involved poetry from memory, her voice takes on a different cadence and tone.

Her friends call it "Lakeidra's poetry voice."

However it is characterized, Lakeidra's poetry voice, combined with her good memory and self-confident presence in front of an audience has morphed into a trip to Washington D.C., April 28-29, as Alaska's representative in the national Poetry Out Loud competition.

The Lathrop High School senior successively won three local competitions before taking first place at the state competition Feb. 23, in Juneau.

Fairbanks Daily News-Miner
Sunday, March 13, 2011
Read full article

Excellence and Equity for All
Fairbanks North Star Borough School District

Academic Performance

In general: students in Fairbanks outperformed students in the state and students in the nation on standardized assessments.

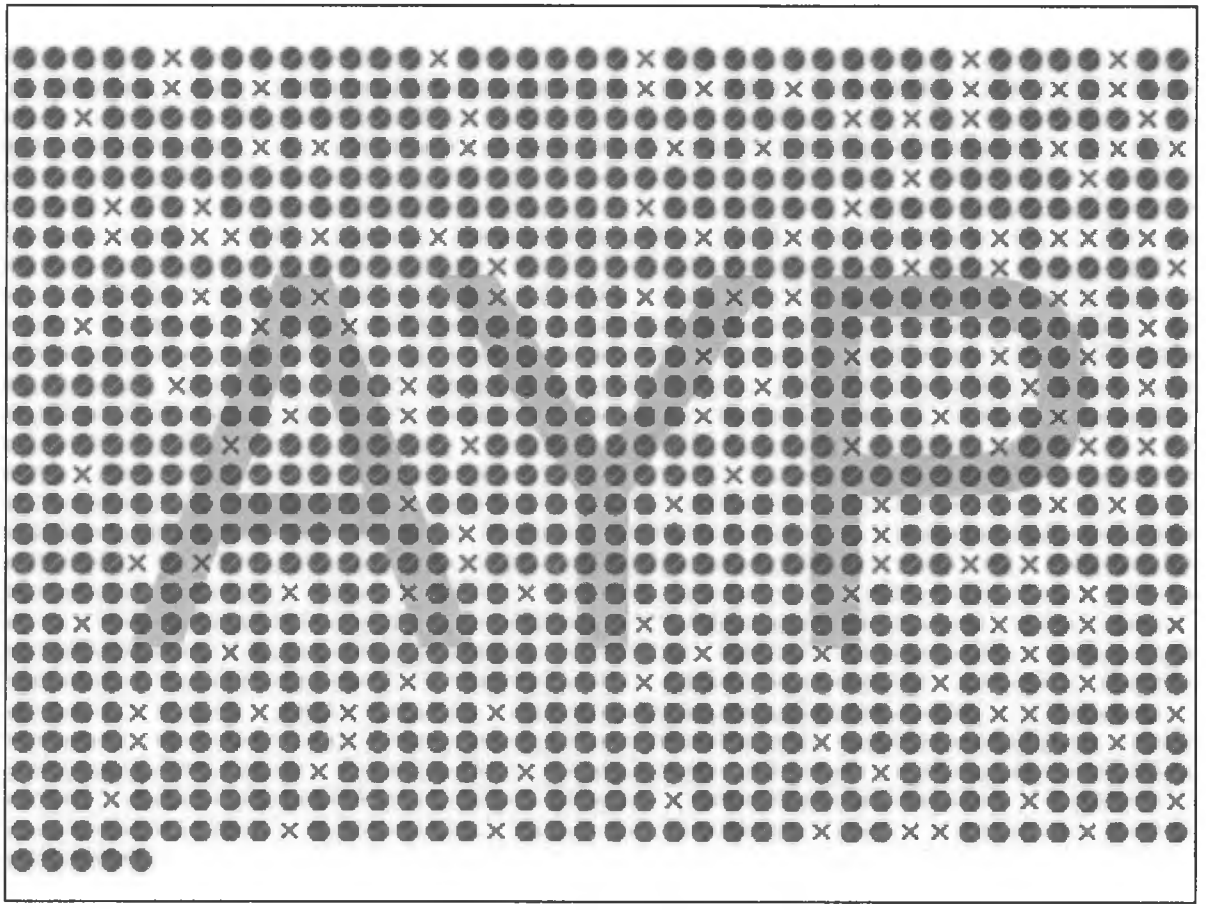
13

Excellence and Equity for All
Fairbanks North Star Borough School District

Academic Performance (SBA)

- All schools met the target for participation rate (95% of students were tested)
- 77% of all schools met the target for proficiency rate for the whole school in Language Arts and Math (27 of 35 schools)
- 83% of all schools met the target for proficiency rate for all ethnic subgroups in Language Arts and Math (29 of 35 schools)

14



15

Excellence and Equity for All
Fairbanks North Star Borough School District

Fairbanks Graduates

16

Excellence and Equity for All
Fairbanks North Star Borough School District

Fairbanks Graduates

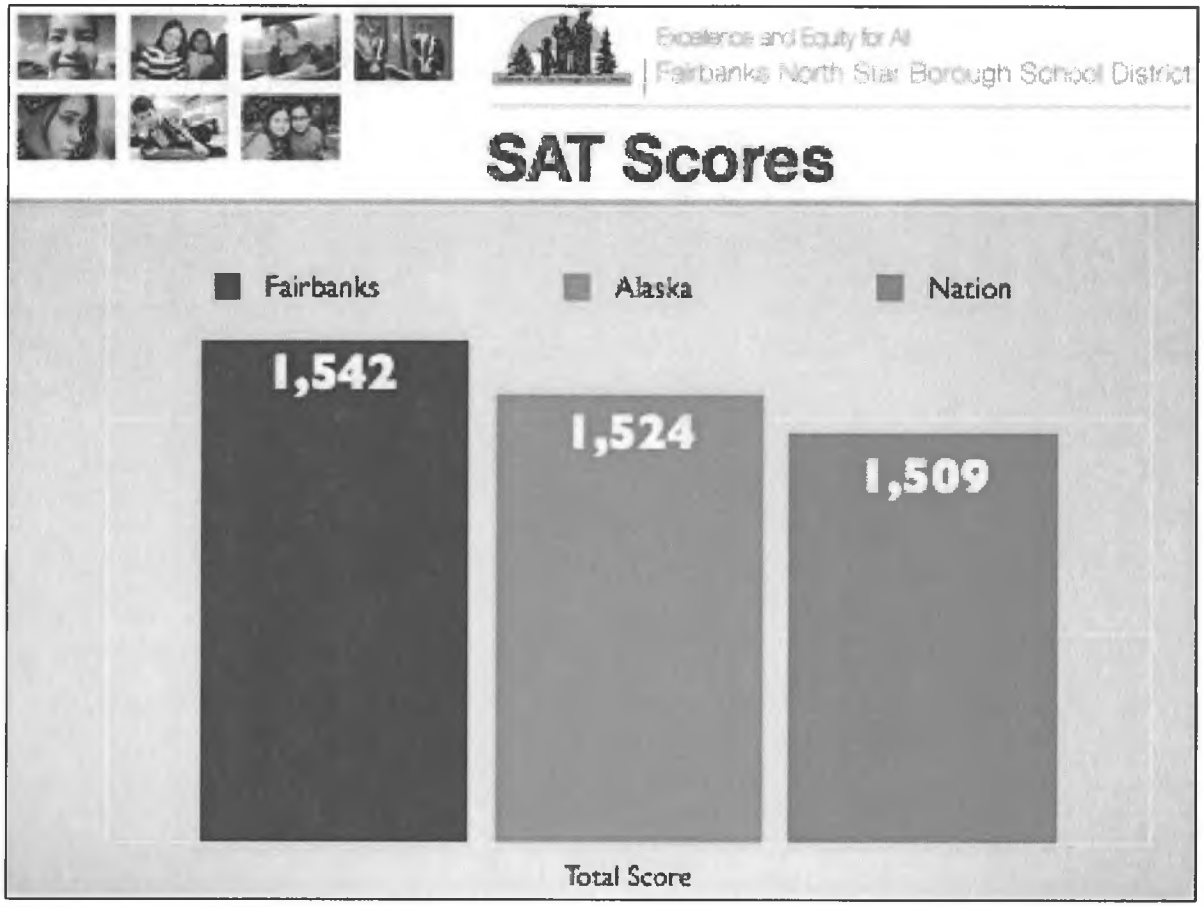
- 80% Graduating seniors gave schools an "A" or "B"
- 868 Graduates
- 46 Dropouts
- 50% enrolled in college immediately following
- 70% enrolled in college any time during first 2 yrs.

17

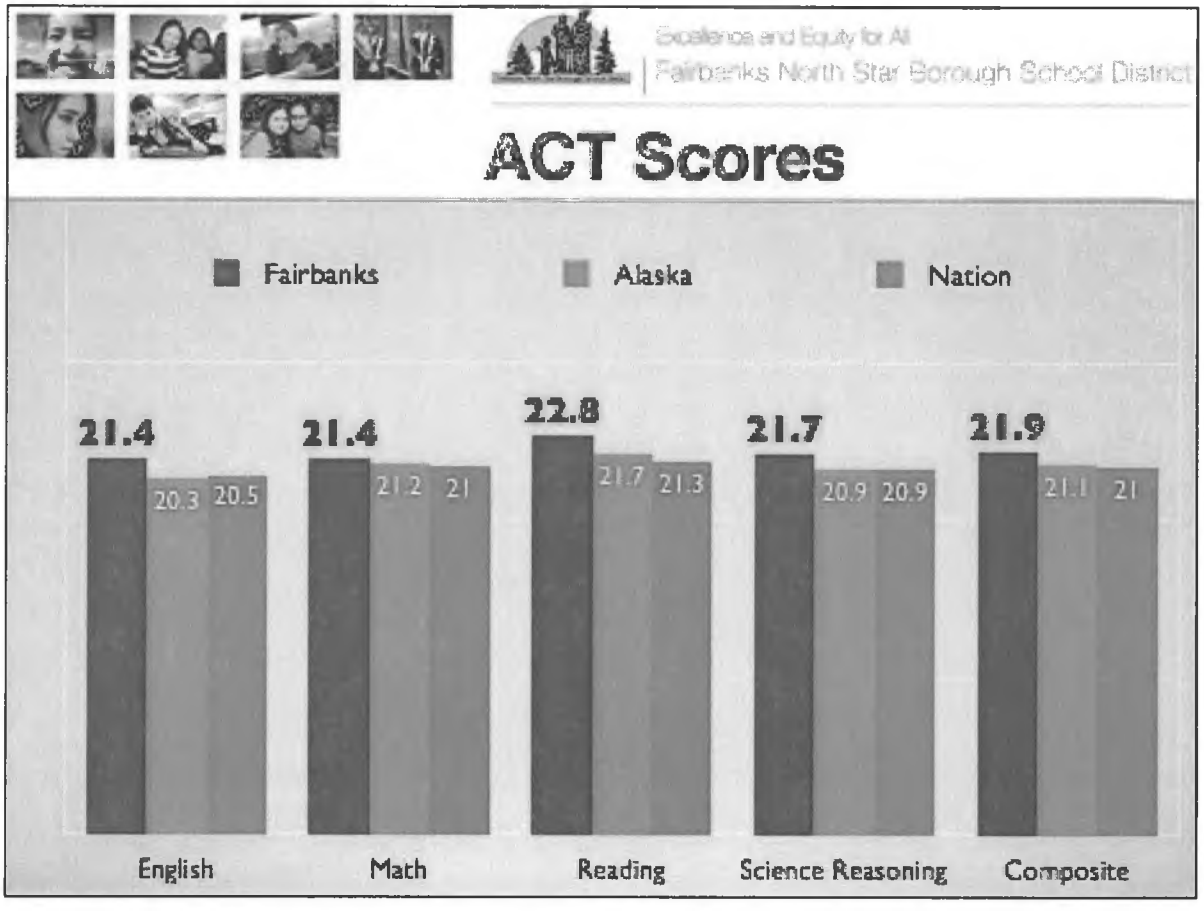
Excellence and Equity for All
Fairbanks North Star Borough School District

Measuring Student Achievement

18


Excellence and Equity for All
Fairbanks North Star Borough School District
SAT Scores
Fairbanks
Alaska
Nation
1,542
1,524
1,509
Total Score

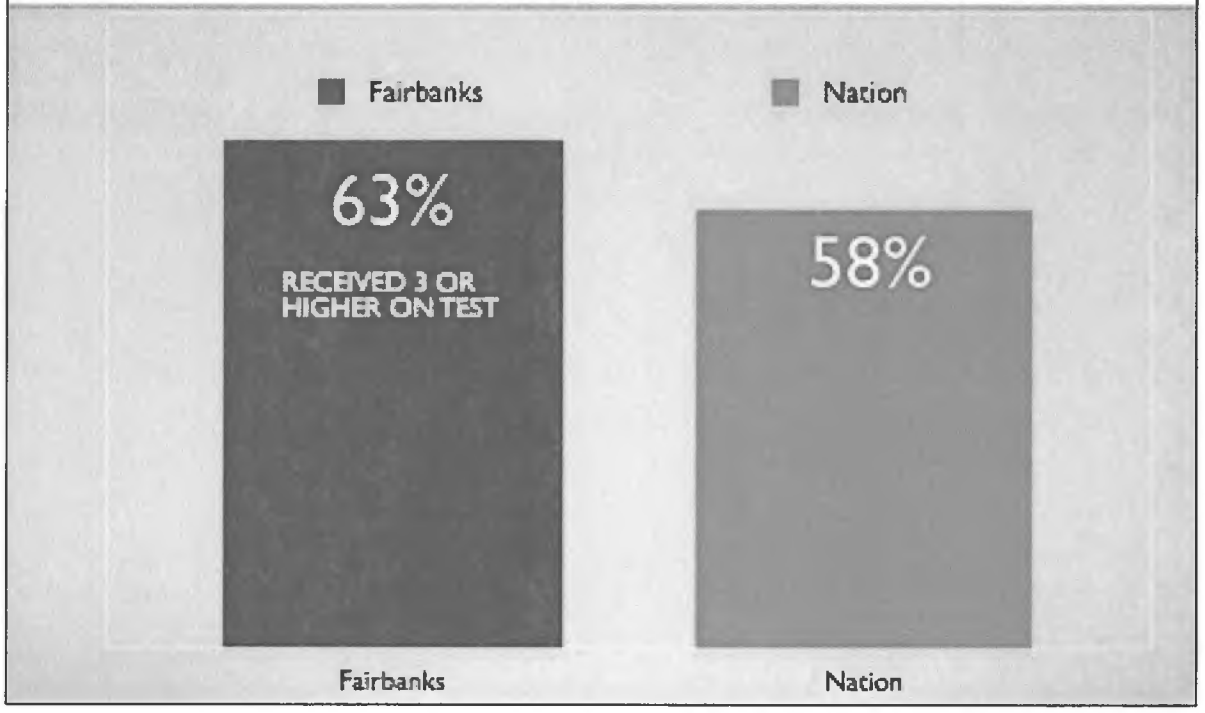
19


Excellence and Equity for All
Fairbanks North Star Borough School District
ACT Scores
Fairbanks
Alaska
Nation
21.4
20.3
20.5
21.4
21.2
21
22.8
21.7
21.3
21.7
20.9
20.9
21.9
21.1
21
English
Math
Reading
Science Reasoning
Composite

20

Excellence and Equity for All
Fairbanks North Star Borough School District

Advanced Placement



21

Excellence and Equity for All
Fairbanks North Star Borough School District

Career Technical

Of graduating seniors 53% took a CTE course

85% stated CTE courses influenced their educational goals

22

Excellence and Equity for All
Fairbanks North Star Borough School District

Career Technical

School Apprenticeship Agreements

Alaska Plumbers & Pipefitters JATC

Alaska Joint Electrical Apprenticeship & Training Trust

Electrical Workers

Operating Engineers Local 302/AGC

Excellence and Equity for All
Fairbanks North Star Borough School District

Alaska Performance Scholarship

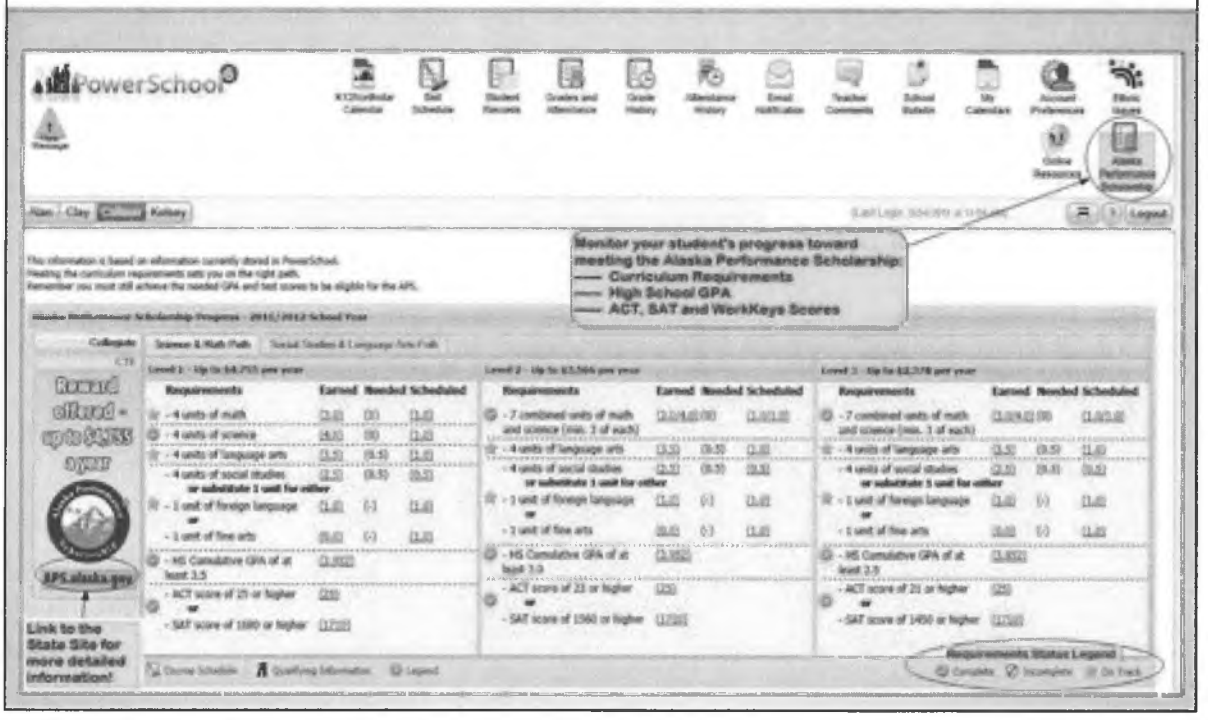
Alaska Performance Scholarship Requirements
2011

Fairbanks

	Level 1 Honors (up to $4,755 per year)	Level 2 Achievement (up to $3,566 per year)	Level 3 Opportunity (up to $2,378 per year)
	Collegiate scholarship award GPA: 3.5, ACT: 25 or SAT: 1680	*Collegiate scholarship award* GPA: 3.0, ACT: 23 or SAT: 1560	*Collegiate scholarship award* GPA: 2.5, ACT: 21 or SAT: 1450
	Career/Technical scholarship GPA: 3.5, WorkKeys score: 5	*Career/Technical scholarship* GPA: 3.0, WorkKeys score 5	*Career/Technical scholarship* GPA: 2.5, WorkKeys score 5
Curriculum Requirements	Members of the 2011 class must graduate from high school having successfully completed a curriculum that includes a minimum of five units of credit, combined, in math and science (with no fewer than two units of credit in each) to be eligible.		

Excellence and Equity for All
Fairbanks North Star Borough School District

Alaska Performance Scholarship



Excellence and Equity for All
Fairbanks North Star Borough School District

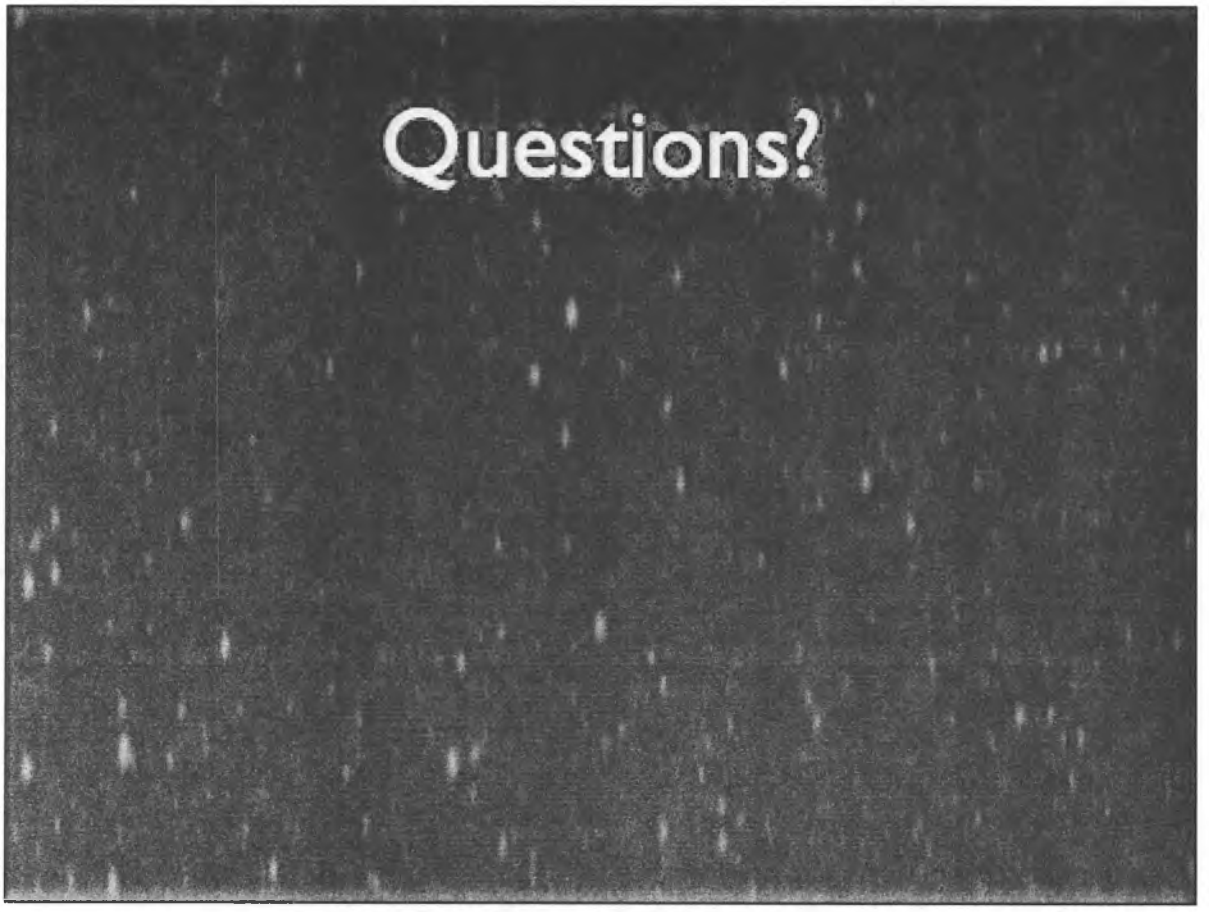
Innovation

iPad

App Track

MDM
Mobile Device Management

Instructional Technology


Questions?

Send to printer Close window

Cara Heitz Named Alaska Teacher of the Year

Begich Middle School teacher named alternate Teacher of the Year

JUNEAU - Cara Heitz, a science and health teacher at Cordova Jr./Sr. High School, was named Alaska Teacher of the Year 2012 at a presentation Sunday at the annual conference of the Association of Alaska School Boards in Anchorage. The Alaska award is given by the Alaska Department of Education & Early Development as part of a nationwide program sponsored by the Council of Chief State School Officers.

Scott McKim, a teacher of science, math and applied technology at Begich Middle School in the Anchorage School District, was named Alternate Teacher of the Year 2012.

"It is a pleasure to recognize two excellent science educators," said Alaska Education Commissioner Mike Hanley in a statement. "Ms. Heitz and Mr. McKim represent all of those teachers whose infectious enthusiasm for, and knowledge of, their subjects brings out the best in their students."

Heitz has taught for 10 years, five in her present position. She holds a bachelor's degree in zoology from Miami University of Ohio and completed her coursework toward a medical doctorate at the MCP/Hahnemann School of Medicine in Philadelphia.

When Heitz was a medical student, she worked with high school students and found her calling as an educator. "I want my students to first and foremost feel that they are safe and valued in my class," Heitz said in her application for Teacher of the Year. "They should be empowered to think freely, as well as encouraged and supported in their learning. I want my students to realize that learning can be both enlightening and thrilling, and that science is an important and relevant aspect of their life, past present and future."

McKim, the Teacher of the Year alternate, holds a bachelor of science degree in meteorology from Lyndon State College in Vermont, a master of science degree in watershed science from Colorado State University, and a master of arts in teaching degree from the University of Alaska Anchorage. He has taught for four years.

In McKim's application, he cited as his contributions "getting students excited to learn, involved in authentic and meaningful experiences, and creating an environment where students are comfortable in their own skin and taking responsibility for their education."

The Alaska Teacher of the Year may be called upon to speak at education conferences and participate in various statewide education working groups. The teacher is the Alaska nominee for national teacher of the year. The alternate teacher of the year would serve as Alaska teacher of the year if the latter were named national teacher of the year.

Additionally, the Alaska Teacher of the Year receives technology for his or her school, awards a college scholarship to a student, receives a scholarship to pursue an advanced degree, and attends an international space camp.

The Alaska Teacher of the Year and the alternate were chosen by a committee composed of members of major educational associations and the current Teacher of the Year, who is Lorrie Heagy of Juneau. The committee considered a written application, a video snapshot of the teacher in the classroom, and an interview.

The Transformation From Static To *Dynamic Education*

Cara Heitz

2012 Alaska Teacher of the Year

Static…

- Inactive
- Changeless
- Lifeless
- Inert
- Inanimate

What A Static Classroom Might Entail…

- Memorization
- Regurgitation
- Lectures
- Book work
- Unimaginative

How A Static Classroom Might Look…

"It is possible to store the mind with a million facts and still be entirely uneducated."
Alec Bourne

Dynamic…

- Active
- Vigorous
- Zestful
- Enterprising
- Vital

What A Dynamic Classroom Might Entail…

- Engaging
- Innovative
- Empowering
- Hands-on
- Progressive

How A Dynamic Classroom Might Look…

"The great teacher is not the man who supplies the most facts, but the one in whose presence we become different people."
Ralph Waldo Emerson

Over The Past 11 Years…

"If a child is to keep alive his inborn sense of wonder, he needs the companionship of at least one adult who can share it, rediscovering with him the joy, the excitement, and the mystery of the world we live in."
Rachel Carlson

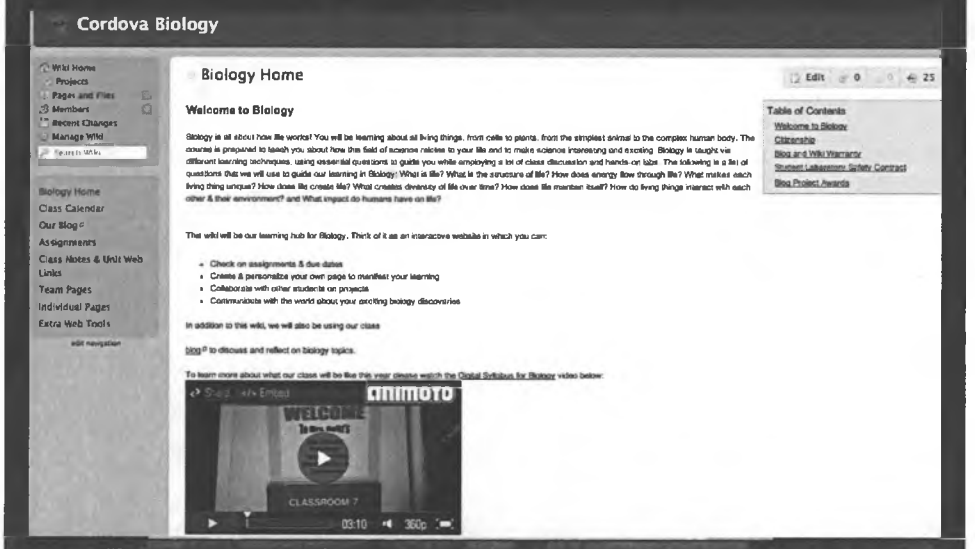
Over The Past 11 Years…

"The aim (of education) must be training of independently acting and thinking individuals who, however, can see in the service to their community their highest life achievement."
Albert Einstein

My Inspiration For Change…

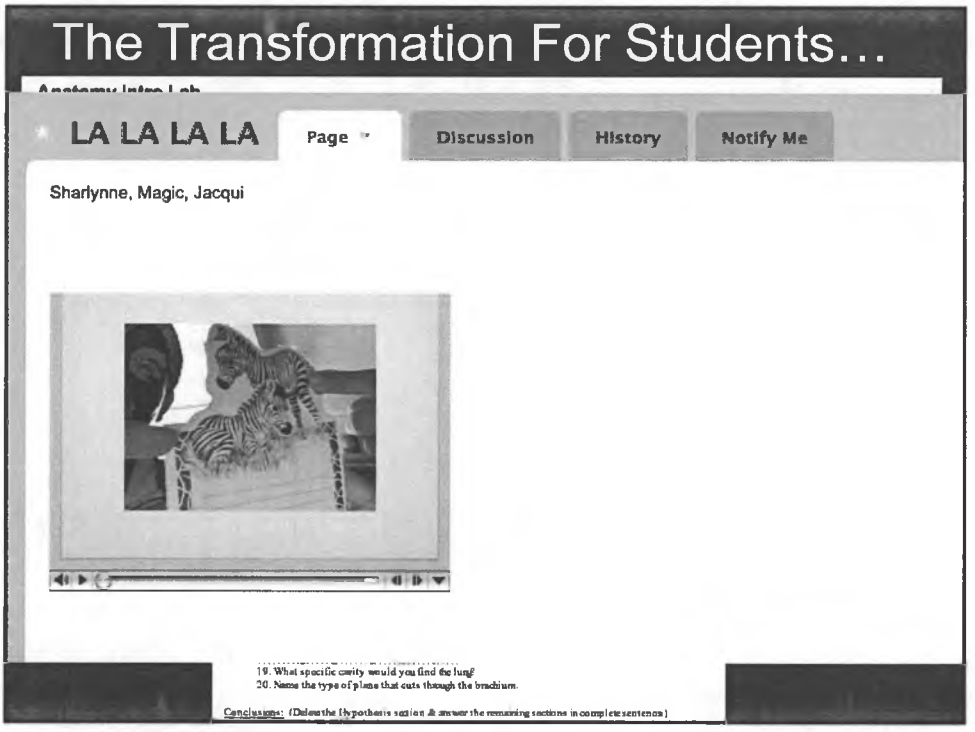
"When the students of tomorrow sit in the classrooms of yesterday it is our teachers who are failing ."
Bill Ferriter

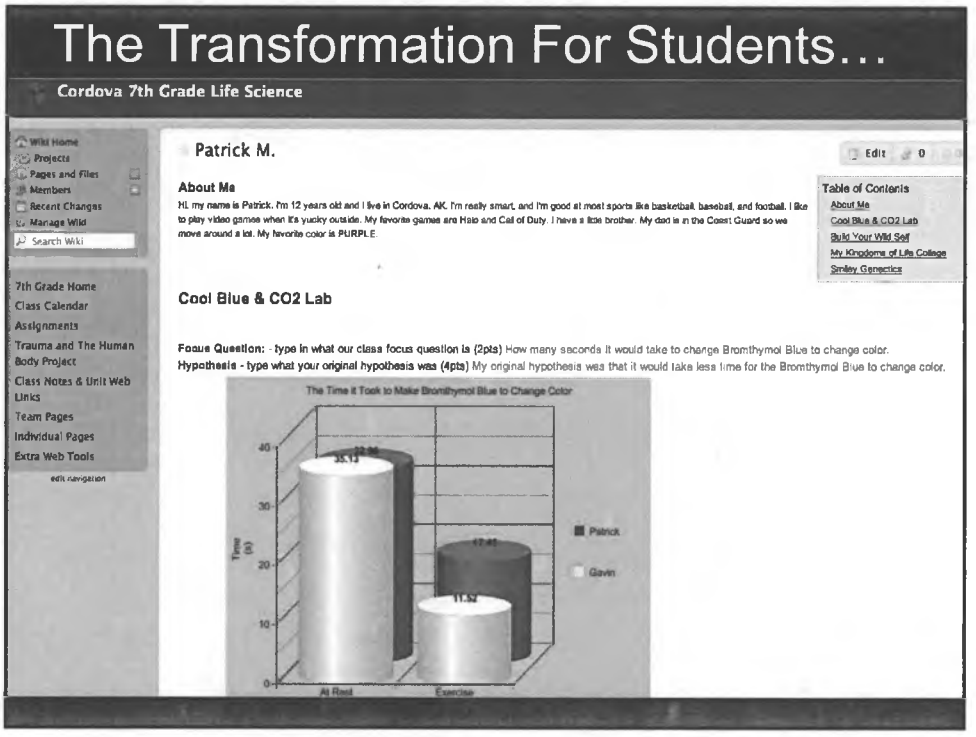
The Transformation…

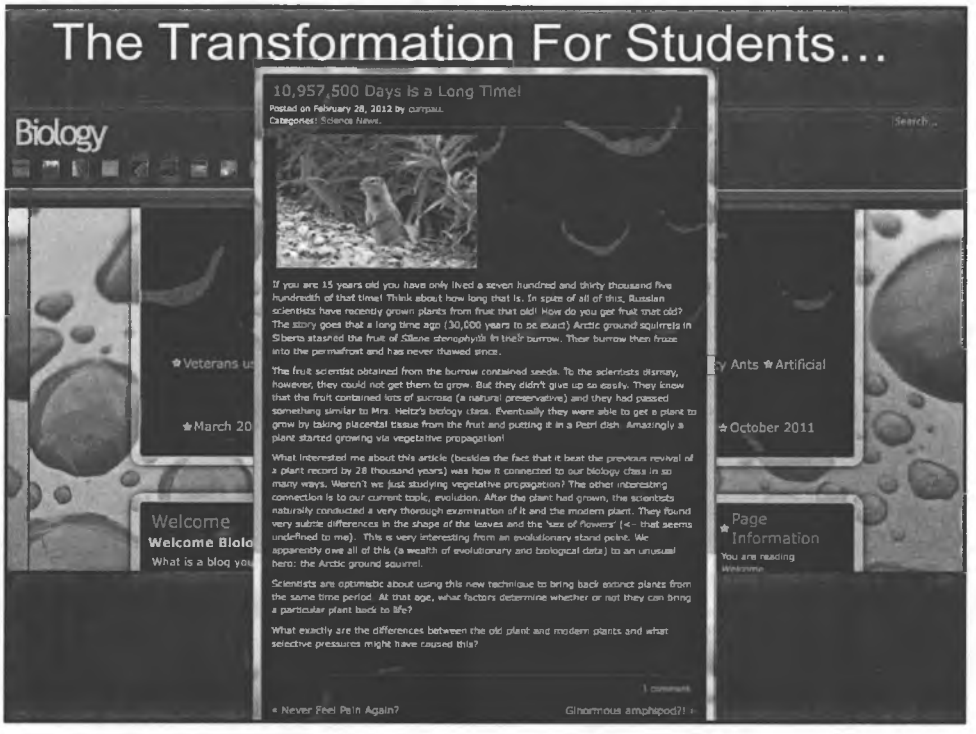


"In common with other leaders, teacher leaders seek challenge, change and growth."
Meena Wilson

The Transformation For Students…




The Transformation For Students…
Cordova 7th Grade Life Science
Wiki Home
Projects
Pages and Files
Members
Recent Changes
Manage Wiki
Search Wiki
7th Grade Home
Class Calendar
Assignments
Trauma and The Human Body Project
Class Notes & Unit Web Links
Team Pages
Individual Pages
Extra Web Tools
edit navigation
Patrick M.
Edit 0
About Me
Hi, my name is Patrick. I'm 12 years old and I live in Cordova, AK. I'm really smart, and I'm good at most sports like basketball, baseball, and football. I like to play video games when it's yucky outside. My favorite games are Halo and Call of Duty. I have a little brother. My dad is in the Coast Guard so we move around a lot. My favorite color is PURPLE.
Table of Contents
About Me
Cool Blue & CO2 Lab
Build Your Wild Self
My Kingdoms of Life College
Smiley Genectics
Cool Blue & CO2 Lab
Focus Question: - type in what our class focus question is (2pts) How many seconds it would take to change Bromthymol Blue to change color.
Hypothesis - type what your original hypothesis was (4pts) My original hypothesis was that it would take less time for the Bromthymol Blue to change color.
The Time it Took to Make Bromthymol Blue to Change Color
Time (s)
40
30
20
10
0
35.12
17.45
11.52
Patrick
Gavin
At Rest
Exercise


The Transformation For Students…
Biology
10,957,500 Days is a Long Time!
Posted on February 28, 2012 by curnpau
Categories: Science News.
If you are 15 years old you have only lived a seven hundred and thirty thousand five hundredth of that time! Think about how long that is. In spite of all of this, Russian scientists have recently grown plants from fruit that old! How do you get fruit that old? The story goes that a long time ago (30,000 years to be exact) Arctic ground squirrels in Siberia stashed the fruit of Silene stenophylla in their burrow. Their burrow then froze into the permafrost and has never thawed since.
The fruit scientist obtained from the burrow contained seeds. To the scientists dismay, however, they could not get them to grow. But they didn't give up so easily. They knew that the fruit contained lots of sucrose (a natural preservative) and they had passed something similar to Mrs. Heitz's biology class. Eventually they were able to get a plant to grow by taking placental tissue from the fruit and putting it in a Petri dish. Amazingly a plant started growing via vegetative propagation!
What interested me about this article (besides the fact that it beat the previous revival of a plant record by 28 thousand years) was how it connected to our biology class in so many ways. Weren't we just studying vegetative propagation? The other interesting connection is to our current topic, evolution. After the plant had grown, the scientists naturally conducted a very thorough examination of it and the modern plant. They found very subtle differences in the shape of the leaves and the 'size of flowers' (< - that seems undefined to me). This is very interesting from an evolutionary stand point. We apparently owe all of this (a wealth of evolutionary and biological data) to an unusual hero: the Arctic ground squirrel.
Scientists are optimistic about using this new technique to bring back extinct plants from the same time period. At that age, what factors determine whether or not they can bring a particular plant back to life?
What exactly are the differences between the old plant and modern plants and what selective pressures might have caused this?
1 comment
« Never Feel Pain Again?
Ginormous amphipod?! »
Search ...
Veterans
March 20
Ants
Artificial
October 2011
Welcome
Welcome Biolo
What is a blog you
Page Information
You are reading

The Transformation For Students…

Mail Calendar Documents Sites Groups More » cheitz@cordovasd.org

OceanAcidification ☆ Share

File Edit View Insert Format Data Tools Help Last edit was made 53 days ago by cheitz

Show all formulas

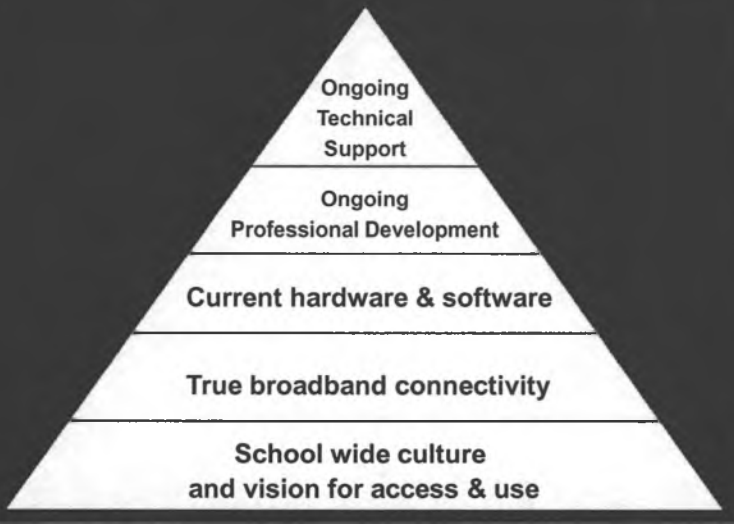
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1		October						November				December		
2		Valdez, AK		Cordova, AK	Sanford,ME	Sanford, ME	Sanford, ME	Valdez, AK	Cordova, AK	Sanford,ME	Valdez, AK	Cordova, AK	Sanford, ME	Valdez, AK
3	Date			10/26/2011	10/6/2011	10/12/2011	10/26/2011		11/21/2011	11/9/2011		12/12/2011	12/2/2011	
4	Time			14:55:00	17:00:00	18:00:00	17:20:00		15:00:00	17:30:00		15:00:00	17:00:00	
5	Air Temp (C and F)			5.6C, 42 F	12C	15C	12C		-1.7C, 29F	13C		1.1C, 34F	9	
6	Weather Conditions			Mostly Cloudy, No precipitation, Winds <10kts	Clear sky, 7mph winds. NW, 50% humidity	partly cloudy, no ppt, no wind, 80% humidity	partly cloudy. 8mph wind, W, 50% humidity		Overcast, no precipitation, Winds 11-16kts	Fog/Hazy, no ppt, 3mph wind, S, 100% humidity,		Overcast, light snow, calm winds	partly cloudy, no ppt, no wind, 60% humidity	
7	Water Temperature (C and F)			8.2C, 46.7 F	10C	10C	11C		4.5C, 39.9F	9C		3.3C, 38.3F	9	
8	pH			8.35	7.6	7.8	7.5		8.15	7.6		7.35	7.5	
9	alkalinity				180	120	120			120			120	
10	salinity			31 ppt	30ppt	28ppt	30ppt		35 ppt	30ppt		21 ppt (we have had a lot of precipitation)	28ppt	
11														
12														

The Transformation For Students…

From Static To Dynamic: What Our Students Need…

- A variety of up-to-date learning resources
- Creativity in knowledge acquisition & demonstration
- Higher level thinking skills
- A global perspective
- Access to technology!

Successful & Sustainable Implementation…



The Times Are Changing…

Are We Changing With Them?

"It is today that we create the world of the future."
Eleanor Roosevelt

UNIVERSITY OF ALASKA FAIRBANKS

Office of the Chancellor

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February 27, 2012

Representative Alan Dick
Alaska State Legislature
Alaska State Capitol
Juneau, Alaska 99801

Dear Representative Dick,

Dr. Alex Hwu is the director for the Center for Distance Education (CDE) at UAF. He assumed this role in August of 2008, and we are fortunate to have him on staff to utilize his expertise and knowledge to address delivery of quality distance education courses.

Dr. Hwu takes his role very seriously. His background includes a decade of work in this field of distance delivery throughout the course of his education and work history. Along with managing CDE, he is responsible for development and implementation of our online courses and faculty training and coordination. He oversees 29 staff and 110 online instructors. He manages an annual budget of over $5 million and his center is 'self-supporting,' meaning he receives no general fund dollars for running the center.

Dr. Hwu established the UAF Online Learning strategic plan and has implemented it to increase student access, success, increase online enrollment and degree program offerings. He works with UAF deans and faculty to establish online programs, certifications and endorsements, including quality improvement and marketing. He chairs the College of Rural and Community Development's Task Force for Online learning, and co-chairs the Chancellor's eLearning Committee.

He is working to establish high school online advanced placement courses to meet the Governor's new Performance Scholarship criteria. He will not put a course on line until it meets his 'quality' standards and is fully vetted with faculty and course developers. I understand Dr. Hwu is working with the Alaska Department of Education & Early Development to consider how UAF can work collaboratively to provide these types of courses to high school students, who otherwise would have no opportunity to take them, to be eligible for the Governor's Performance Scholarship. This is challenging indeed, as most of the online courses in this area are from outside sources and are not necessarily applicable to Alaska teaching and learning requirements.

Dr. Hwu is an expert in his field of educational computing, design, and online learning. I know he is very candid in his assessment of course development and delivery before implementing any plan or course offering, and we value his expertise and knowledge in this field very much.

Sincerely,

Brian Rogers
Chancellor

Attachment – Alex Hwu resume

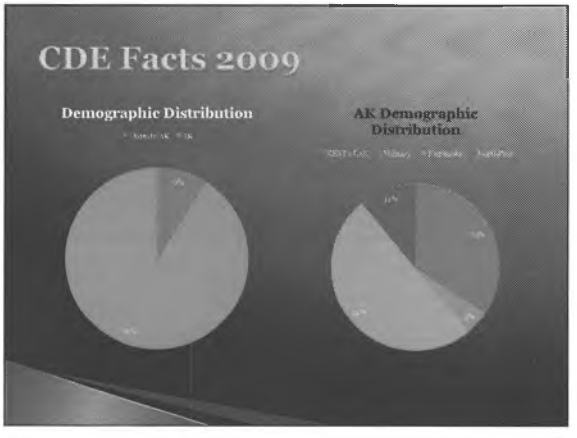
eLearning at UAF: Now and Beyond

By Alex Hwu, Director of CDE

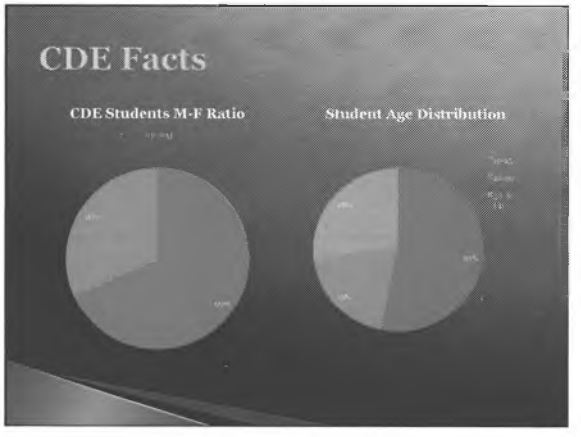
CDE Facts

- Total 27 staff at CDE
- Enrollment in courses delivered through CDE is approximately 7300 annually, generating more than 24,000 student credit hours (SCH).
- CDE's enrollment has increased by an average of 15% each of the last 3 years.
- CDE serves over 4300 individual students annually, 65% of them UAF main campus students or students residing in the Fairbanks area, 26% outside Fairbanks, and 9% outside Alaska.
- CDE's student age distribution: 53% are 19-25, 19% are 26-30, and 28% are 30+ years old.

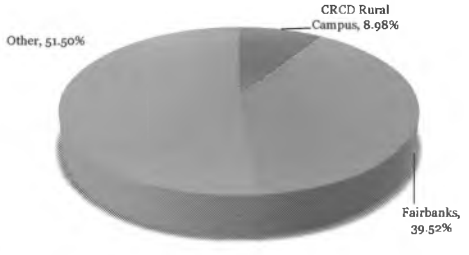
CDE Facts 2009



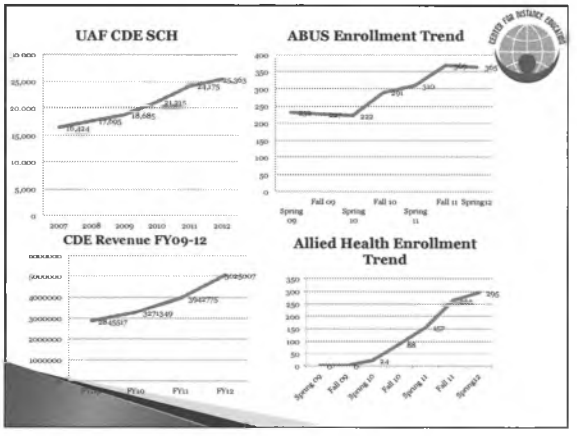
CDE Facts



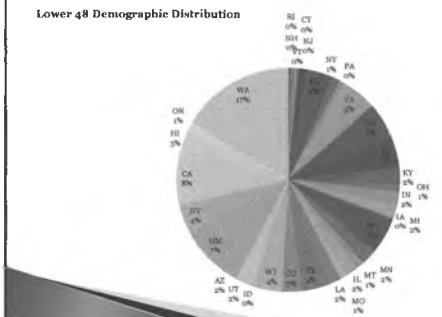
CDE Facts 2012



CDE Facts



CDE Facts



CDE Facts

- CDE offers around 184 courses, which includes some print based courses.
- CDE student services staff processed nearly 65,000 individual student lessons last year
- CDE facilitated courses (from this point on referred to as simply "CDE Courses") are offered cooperatively through 41 UAF academic departments.
- Currently there are approximately 115 instructors teaching for CDE, approximately 90% of whom teach —or have taught—at UAF or other higher education institutions.

COURSE MANAGEMENT

- Department approval before CDE begins development of a course
- Department approval of the developer (faculty who will be developing or revising the course)
- CDE course design review and approval by instructional designers utilizing the CDE Rubric and design checklist
- Department review and approval of the course content, verifying that it meets department academic standards and outcomes for the course designator, as defined by department curriculum group(s)
- Department approval of the *instructor(s)* for a course (usually the same faculty who developed it, but not always)

THE COURSE DESIGN FRAMEWORK

- "Reverse Engineering" from outcomes to activities by way of evidence-based assessment of understanding, turning the process away from disconnected activities that are not coherently tied to learning objectives
- Development emphasis on:
  - Learning community within the classroom
  - Facilitating the three vectors of interaction between student, instructor and curriculum
  - Integrating place-based knowledge, information and activities
  - Creating activities that bring the "real world" and media into the classroom
  - Providing access to—and practices for working within—socially networked environments, inside the classroom and out

THE COURSE DESIGN FRAMEWORK

- A foundation for online courses that promotes "Information Fluency"—the combination of:
  - discipline/course specific information and resources
  - application of critical thinking skills and techniques
  - presentation and participation tools and skills
- Consideration of how activities and materials promote development of the students' Personal Learning Environments (PLE) and Project Based Learning (PBL)

CDE STUDENT SERVICES: WHO DO WE SERVE

- Traditional students are comprised of:
  - Semester-based/UAF degree seeking students who register using UAOnline or their local registrar and purchase materials from the CRCD Book Store
  - Semester-based/(UAA and UAS) degree seeking students who register using UAOnline or their local registrar and the CRCD Book Store mails books and materials
  - Semester-based/Non-degree seeking students from all three UA campuses as well as other institutions who transfer credits to their home institution later or take advantage of existing articulation agreements

CDE STUDENT SERVICES: WHO DO WE SERVE

- CDE also services non-traditional students with "yearlong" courses which do not require formal admission to UAF and for which all students are charged in-state tuition. Non-traditional students include:
  - Students wanting core courses out of the way before they become degree seeking
  - Students who cannot attend a campus course; i.e. single parent, full-time working people, continuing education
  - Students wanting to take refresher courses
  - Teachers seeking re-certification and step increases
  - High school students—both home schooled and students from Fairbanks or surrounding areas—taking courses they can't otherwise acquire (higher levels of math, for instance)
  - Senior citizens
  - Military Personnel

CDE Initiatives

- Faculty Development for Specific School and College.
  - Two days workshop on how technology can facilitate teaching.
- CDE tuition revenue sharing with School and College
  - Partnership with departments to meet students' need and demand
  - Increase online instruction capacity within each department
  - Assist department on potential TA and RA funding

COLLABORATING ACROSS THE UNIVERSITY

- **iTeach (Week Long in Summer)**
- **iTeach-Mini (Two Weekend per semester)**

iTeach is the flagship of faculty development at the University of Alaska providing intensive, personalized, practical faculty development in teaching and learning technology and pedagogy. More than 250 faculty members from every region of the state have participated in iTeach seminars.

COLLABORATING ACROSS THE UNIVERSITY

- **IDESIGN**
  - The annual iDesign conference hosted by CDE pulls together instructional designers from within the University of Alaska as well as other educational and vocational institutions around the state who provide similar types of faculty support for distance education courses. Through face to face workshops, Elluminate Live! web conferencing and audio conference meetings, and provision of internet resources, this group has the opportunity to learn from one another and to explore topics that affect the philosophy, process, and production of curriculum for higher education.

COLLABORATING ACROSS THE UNIVERSITY

- **DISTANCE EDUCATION GATEWAY**
  - The statewide Distance Education Gateway continues to be developed, maintained and operated by CDE staff in conjunction with UA Statewide. The Gateway provides the only centralized point for students and prospective students to learn about distance learning options across the entire University system and will play a major role in the future.

LOOKING TO THE FUTURE

- CDE continues to seek improvement in their offerings and take advantage of emerging pedagogies and technologies to meet student and institutional needs.
- The administration, staff and instructors at CDE look forward to new opportunities including investigating new models of course delivery and instructor compensation,
- Working on creating open resources for students and faculty, extending the functionality and services of the Distance Gateway.
- And cooperative service agreements with departments with an eye toward helping departments reach their goals while offering more options for distance education students including complete degree programs.

CDE New Initiatives

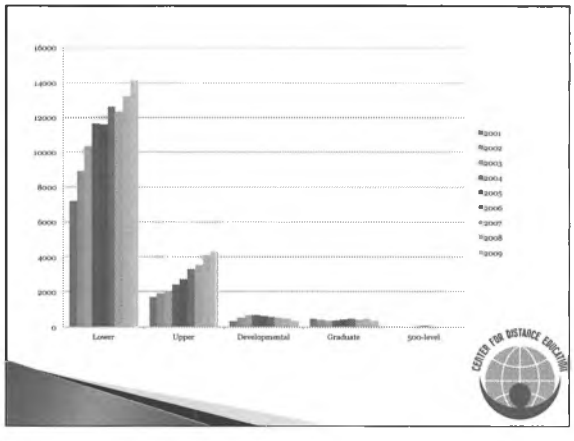
- Increase both online student retention and success rate.
  - Increase interaction between students and instructor through social networking.
  - Create more synchronized learning activities.
  - Create online orientation for students and faculty.
  - Establish CDE ticket system to track students' issues and resolution.
- CDE new quality improve program (QIP).
  - Provide additional professional development for all online instructors.
  - Create faculty online communities.
  - Hiring additional instructional designer, LMS Coordinator and student academic advisor.
- Increase collaboration with school/college based on new 60/40 tuition funding model.
  - Increase academic oversight on both online courses and programs.
  - Grow online teaching capacity within each school and college.
  - Develop new online programs and certificates.

Tuition revenue sharing between CDE and College/School.

Scenarios	Pays instructor	Tuition split	Student/Faculty Support and Instructional Design
CDE course	CDE	90% CDE 10% College/School	CDE
CDE course	College/School	40% CDE 60% College/School	CDE

CDE Past 5 year Enrollment

Performance Metrics and Supporting Data	Historical Performance				
Reporting Period: FY06 (July 1, 2006 to June 30, 2005)	FY05	FY06	FY07	FY08	FY09
Student Credit Hours Generated	16,158	17,766	17,267	18,705	19,724
Lower Divison SCH	12,450	13,436	13,049	13,869	14,729
Upper Division SCH	2,909	3,559	3,558	4,126	4,428
Graduate Division SCH	715	771	660	710	567
Professional Level SCH	84	0	0	0	0
Undergraduate Enrollment, fall terms only (ex UY	1,262	1,313	1,288	1,310	1,485
Graduate Enrollment, fall terms only (ex UY%)	65	68	64	49	49
UA Scholar Enrollment, fall terms only (ex UY%)	86	125	99	145	160



Presented by Superintendent Robert Boyle and Staff

House Education Committee Presentation

March 14th, 2012

THE MISSION OF KGBSD IS TO PROVIDE HIGH QUALITY INSTRUCTION TO <u>EVERY</u> STUDENT WITHIN A POSITIVE ENVIRONMENT REFLECTIVE OF OUR COMMUNITY NEEDS.

Ketchikan Gateway Borough School District

Strategic Plan

Vision "every student acquires the skills and knowledge to succeed."

Mission "to provide high quality instruction to every student within a positive environment reflective of our community needs."

Instruction

- Responsive- data driven
- Rigorous- meets Adequate Yearly Progress
- Relevant- meets challenges of 21st Century

Environment

- Emotionally secure
- Physically safe
- Fosters success

Community

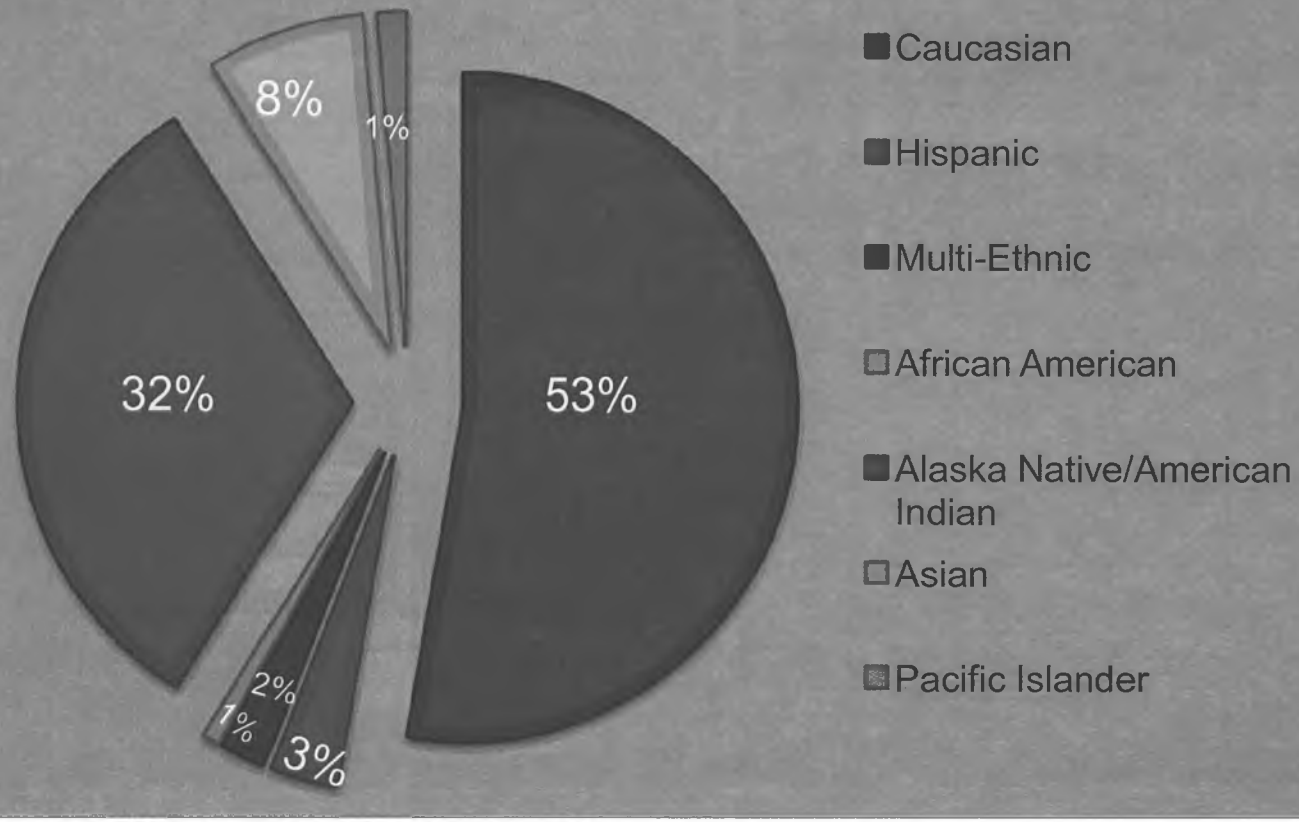
- Fiscal responsibility
- Facilities
- Vocational and academic partnerships

Success measures

Attendance rate increases
Graduation rate increases
Student Achievement increases

THE KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT SERVES OVER 2,000 STUDENTS IN FIVE ELEMENTARY SCHOOLS, TWO HIGH SCHOOLS, AND THROUGH DISTANCE LEARNING.

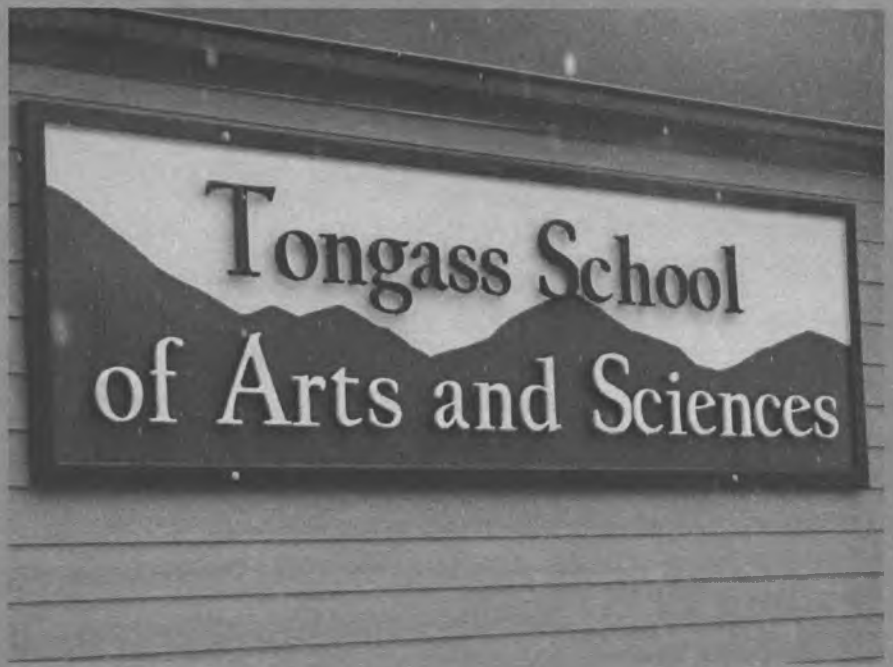
Preschool-12 Grade Enrollment by Ethnicity



PRESCHOOL

5 ELEMENTARY SCHOOLS

2 Blue Ribbon Nominations



OUR VISION:

EVERY STUDENT ACQUIRES THE SKILLS AND KNOWLEDGE TO SUCCEED.

All Elementary Schools Achieved AYP

SCHOENBAR MIDDLE SCHOOL

Our middle school has the opportunity to offer every student a laptop.

Schoenbar was awarded the prestigious ING Award

KETCHIKAN HIGH SCHOOL

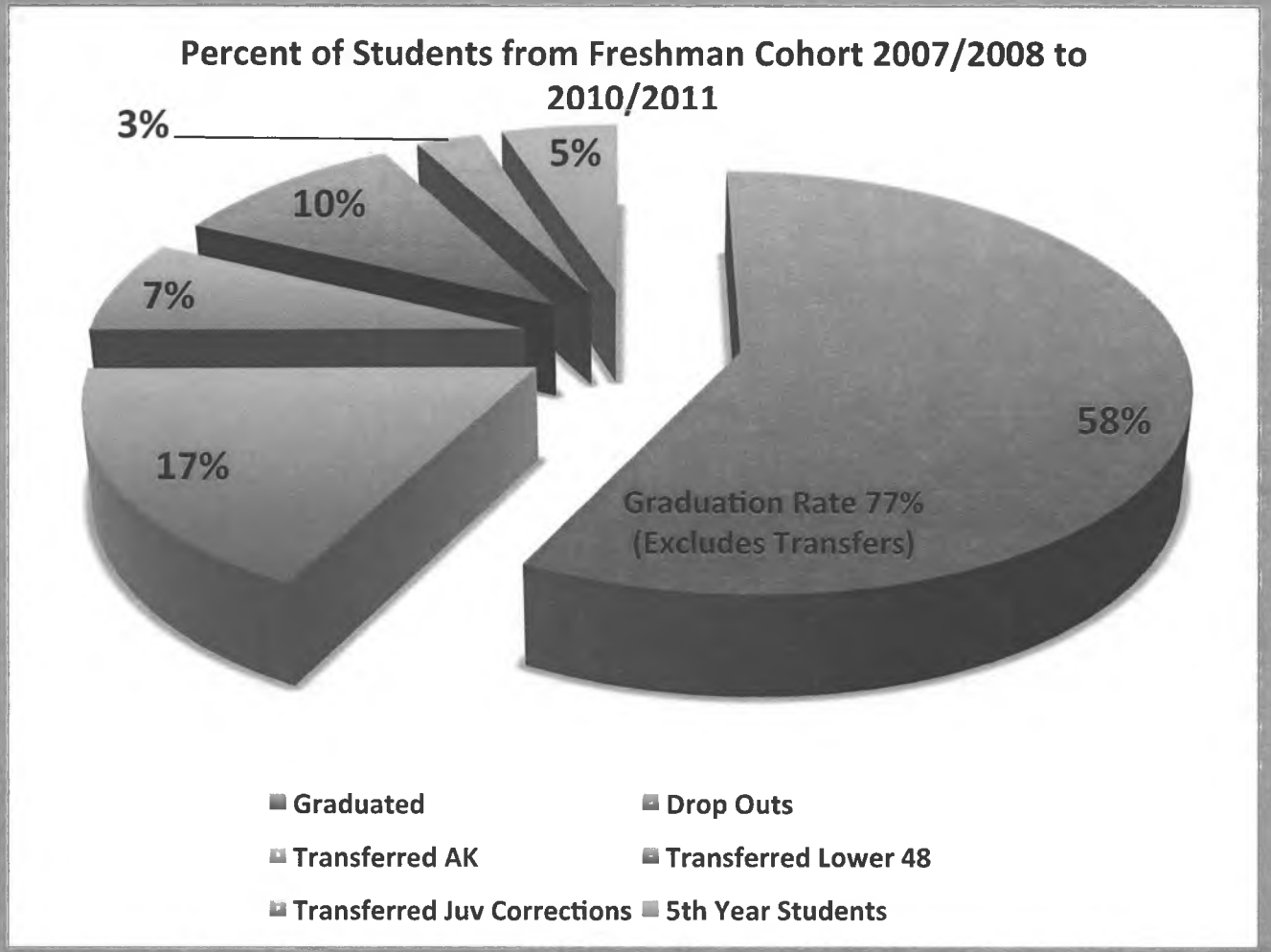
OUR INSTRUCTIONAL PROGRAMS MUST MEET THE VARYING NEEDS OF ALL STUDENTS AND PREPARE THEM FOR SUCCESSFUL FUTURES AS PRODUCTIVE CITIZENS IN THE 21ST. CENTURY.

AP Classes

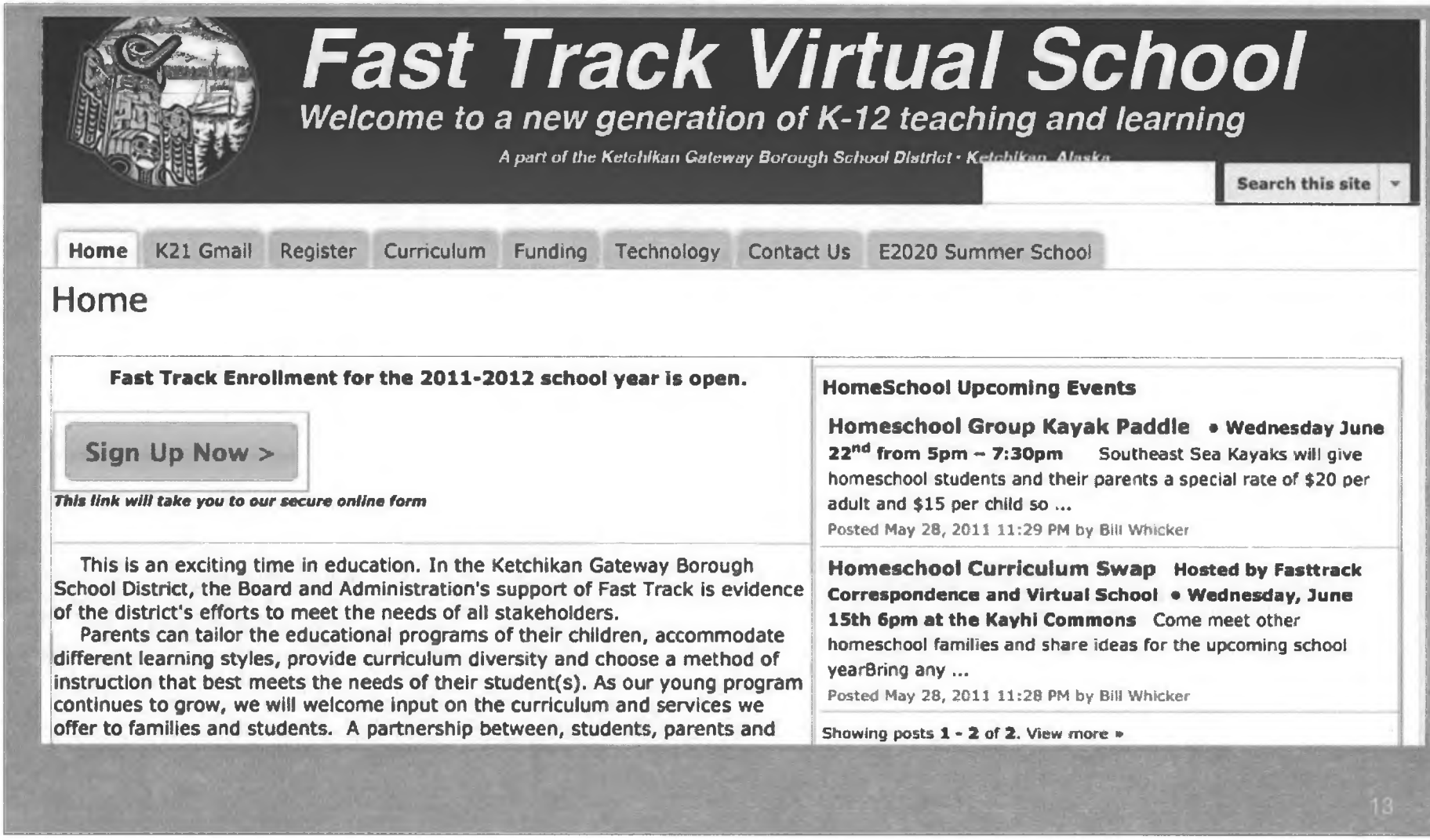
Vocational Classes

REVILLA ALTERNATIVE HIGH SCHOOL

REVILLA'S FOCUS ON DROPOUT PREVENTION



FAST TRACK VIRTUAL SCHOOL



BLENDED EDUCATION

Face To Face

Computer Mediated Activities

END RESULTS

Attendance & Graduation Rates

Student Subgroups	Attendance Rate *State Target 85%*	Graduation Rate *State Target 55.58%*
ALL STUDENTS	**86.8%**	**73%**
Female	86.5%	76%
Male	87.0%	71%
African Americans	95.1%	100%
Alaska Native/American Indian	85.7%	57%
Asian/Pacific Islander	91.9%	78%
Caucasian	86.1%	78%
Hispanic	89.3%	100%
Multi-Ethnic	89.9%	N/A
Economically Disadvantaged	87.0%	78%
Students with Disabilities	85.8%	50%
Limited English Proficiency Students	95.5%	75%

STUDENT ACHIEVEMENT

- Gates Failing is an alternate for the US Senate Youth Leadership award.
- Brittany Thompson will be awarded a Coca Cola Scholarship.
- Brendan Stanton is the American Legion Oratorical Representative for Southeast Alaska.
- Brendan Stanton will is the only Alaskan selected to attend the OPASTCO Leadership Through Learning Conference in DC this year.
- Alec Pankow is 1 of 35 semifinalist out of 7,000 applicants to be invited to apply for a full ride at Puget Sound University. He has also been selected as a candidate for the Presidential Scholar's Program.
- Case Kuikhoven has been offered a full ride for the US merchant Marine Academy
- Janelle Stacy has been offered a full ride at the University of Idaho.

STAFF AWARDS

- Rebecca Bowling – Great Books Great Teachers Award
- Chad Fry – Alaska Social Studies Teacher of the Year
- Susan Stone – VFW Teacher of the Year
- Shawmarie Carpenter – Alaska Health Teacher of the Year.
- Mark Woodward – ASTE Technology Contest Winner.
- Marian Gonzales – ASTE Technology Contest Winner.
- Robert McClory – Finalist for the School Counselor of the Year award, given by the American School Counselor Association.
- Katy Hook – NEA-AK ESP of the Year

WORKING TOGETHER

Ketchikan Gateway Borough School District

Klawock City School District

District Information

- K-12 Enrollment: 136
- Staff
  - Certified: 18
  - Classified: 14.5
- Ethnic Background
  - Native Alaskan: 76%
  - Caucasian: 23%
  - Other 1%
- Free And Reduced Lunches: 73%
- Special Education Population: 19%

Our Mission Statement

- Our Mission Statement guides everything we do. We believe in a "Well rounded education" focusing on educating the whole child.
- The mission of the Klawock City School District is to provide an exemplary, well-rounded, educational program that forms a strong foundation in basic academic areas, as well as to provide opportunities for creative expression, career and technical learning experiences, and to inspire students to become life-long learners. We emphasize the development of responsible, ethical and social behavior, a strong work ethic, leadership, and a sense of respect for themselves and others. We expect every student to become a concerned and active member of his or her community.

Accomplishments

- **Academic Performance**: 2010-11 marked eight out of the last nine years that we met "Adequate Yearly Progress", a measurement used by the federal and state government to measure academic achievement.
- **Drop Out Rate**: We have consistently had an extremely low drop out rate. In 2010-11 we had a 0% drop-out rate. No Drop Outs.
- **Attendance Rate**: Our attendance rate is always 90%+. Our attendance for the 2010-11 school year was 92.9%, which ranks us above the state average according to the latest data.
- **Graduation Rate**: Graduation rate is a somewhat complex statistic which tracks students from 9th grade up to graduation. Our graduation rate is always high, last year it was 91.7% which puts us near the top in the State (State average was 68% in 2010-11 last data on file).

Other Accomplishments

- In 2010-11 100% of our staff were "highly qualified" as defined by NCLB. "Highly Qualified" is a term used in the No child left Behind Act.
- Named among "America's Best High School's" in 2009 by U.S. News and World Reports.
- Teacher turnover consistently under 10%.
- Regional and State Champion athletic teams
- Student Council Award of Excellence over the past several years.

Youth Employability Skills

- We believe in preparing our students for real world experiences.
- The real world requires more than knowledge but also a set of skills and attitude that are prerequisites to success. Therefore we teach employability skills and require at least 10% of all high school grades are based on YES which includes attendance, punctuality, being prepared, time on task, respect, cooperation, teamwork, and productivity.

Activities

Klawock offers an extensive variety of extra-curricular activities including:

- Academic Decathlon, Band, Baseball/Softball, Basketball, Battle of the Books, Cross Country, Band/Choir, Native Arts, Spelling Bee, Student Council, Volleyball, and Wrestling.

Communication And Recognition

- Every Monday morning all 7-12 students attend a gathering to inform them about activities and events for the coming week and recognize excellence from the week past. We celebrate success in the classroom, art program, music program, sports, etc.
- Every Friday morning students from K-6 have this weekly gathering.
- The Principal leads the meeting but all teachers attend.

Technology

- Every student 1st grade thru 12th grade has their own laptop computer.
- Students in Kindergarten have easy access to iPads in the classroom.

Native Arts

- We believe our Native Arts program is one of the best in the State and we have the awards to prove it. Our teacher Jon Rowan is recognized as one of the finest wood carvers in the Northwest.

Vocational Education

- Klawock has a long history of providing a quality vocational educational program. The program focuses not only on the development of the technical skills but also on work ethnic, cooperation, and pride in your work.

Teacher Saturday Committee Meetings

- We believe strongly in empowering our staff by providing them with time to collaborate, learn from each other, and be inspired with decision making. Realizing that this is time consuming and not wanting to impact the instructional day, for the past 11 years we have held meetings on Saturdays. We generally meet about once a month to discuss topics such as technology, school improvement, staff development, and career and technical education.

The School As The Community Center

- Like many schools in small communities our school is the center of community activities. Our school and gym are used for such events as: community meetings, basketball, family celebrations, funerals, and even some weddings.

Challenges

- The loss of Federal funding from the Secure Reserve School Act (Forest Receipts) and flat funding from the State will mean serious staff deductions. At the current time we are preparing for 20 – 25% cut in teaching staff.
- The lack of jobs is causing families to move resulting in declining enrollment.
- Keeping up with State and Federal regulations
- We are proud of our accomplishments but we are aware that we can and must continue to improve. The future depends on it!

WE ARE KLAWOCK!

Kuspuk School District

Presentation to the Alaska State House Education Committee

March 21, 2012

District Demographics

- District covers over 12,000 sq. miles.
- Total District student population = 336 students
- 95% of student population is Alaska Native (Yup'ik Eskimos and Athabaskans)

Demographics continued…

Nine schools in six villages along the mid-Kuskokwim River.

- Joseph & Olinga Gregory School - Kalskag (grades K-3, 46 students)
- Zachar Levi Elementary School - Lower Kalskag (grades 4-6, 33 students)
- George Morgan Sr. High School - Kalskag (grades 7-12, 56 students)
- Auntie Mary Nicoli Elementary School - Aniak (grades K-6, 65 students)
- Aniak Jr/Sr High School - Aniak (grades 7-12, 64 students)
- Crow Village Sam School - Chuathbaluk (grades K-12, 28 students)
- Johnnie John Sr. School - Crooked Creed (grades K-12, 23 students)
- Jack Egnaty Sr. School - Sleetmute (grades K-12, 13 students)
- Gusty Micheal School - Stony River (grades K-12, 9 students)

Mission Statement: Kuspuk School District: Where all children learn - whatever it takes!

District Motto: Motivating, Engaging, and Supporting ALL Students in Learning.

Shared Vision: Kuspuk School District will work with community members to graduate all students who will be successful in both the traditional and global society.

Kupsuk Highlights

- We are a standards based, project based district where students progress based on learning as demonstrated by mastery of the standards in the ten content areas through projects and assessments.
- Students progress at an individualized pace so their achievement is not based on "seat time".
- All students have ILP's to assist with learning.

Trends

The district is focusing on several trends to take our students and district to the next levels of learning:

- Continuous improvement
- Low staff turnover
- Professional development
- Increasing standards and educational opportunities for students
- Providing quality educational and vocational programs
- Implementation of technology based learning
  - Part of the AASB CDL "one-to-one" laptop program
  - Recipient of HD 6 iPad program
  - SmartBoard technology in every classroom in the district
  - Various computer/internet based programs to assist with learning

Partnerships

Chugach School District
- Voyage to Excellence
- Excel Camp
- Outdoor Leadership Camp
- Pre-School Program

UAF
- Camp Kick Ash
- Math/Science Expedition
- Career Academy

Nome
- NACTEC

Challenges

- The rising cost of energy (fuel and electrical costs) and the ripple effects that these have in the district.
- Declining enrollment.
- Continuing to provide a quality educational program for our students in our remote, isolated locations.
- Providing early interventions for students to ensure that they are on level when they enter school as well as making sure they are at grade level as they progress through our educational model.
- Quality Pre-K programs to assist with this last challenge.

Summary...

- We are resolved in our duty to educate the students of Kuspuk School District and will continue to do everything that we can to help accomplish this task. Our students are accomplishing more each year through the efforts of our staff and the increased rigor of the programs that we offer.
- Thank you for the opportunity to present to you this morning.

  Brad Allen - Superintendent, Kuspuk School District

Lower Kuskokwim School District

Presentation for the House Education Committee
March 28, 2012

Gary Baldwin,
Superintendent

About LKSD

LKSD is the Largest Rural School District with 3,970 students in 27 schools located in 23 communities.

Our students are:
- 95% Native Alaskan
- 82% Economically Disadvantaged
- 67% Limited English Proficient

LKSD 6 year performance summary

Fiscal Year	# of Grads	Grad Rate	% proficient Lang	% proficient Math
2006	86	39%	42	38
2007	132	53%	45	42
2008	134	53%	44	41
2009	141	64%	40	36
2010	142	52%	41	37
2011	150	41%	34	32

Challenges

We have many challenges. Two of the greatest are:

1. Student Motivation
2. Significant Facilities Needs

We are problem solvers and not victims of circumstances beyond our control.

Assets

We also have many assets:

- Stable and Supportive School Board
- Great Students and Staff (Reduced Teacher Turnover)
- Robust and Targeted Professional Development
- New Construction
- School Social Workers

Solutions

Comprehensive School Reform Framework

1. SIOP (Sheltered Instruction Observation Protocol)
2. CPM/RTI – Dual Language
3. Improved School Climate and Positive Behavior

Innovative Academic Programs

- 2 Way Video Courses
- Robotics Courses and Competitions
- Integrating Arts into the Curriculum
- RANSEP

"RANSEP" 101

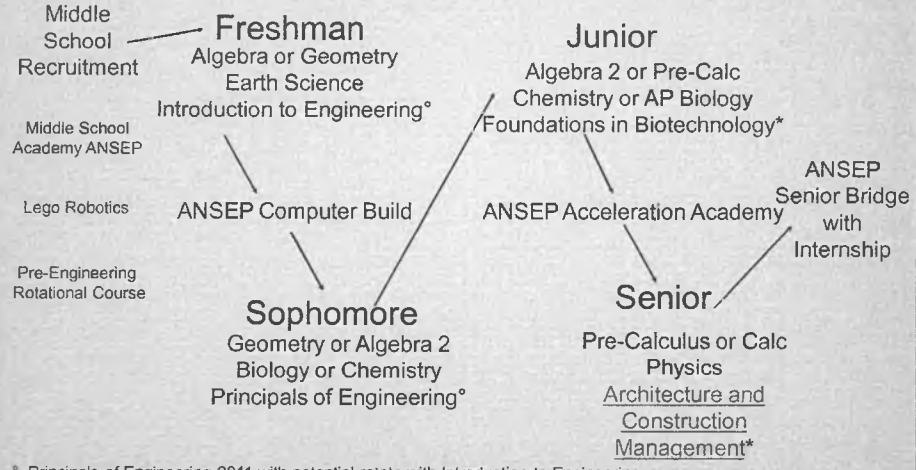
...Or, What are we doing here?

Goal

GOAL: Meet academic needs of students from surrounding village schools while allowing students and families to be closely connected to the rich cultural experience of the village.

Culturally Grounded + Academically Strong = Post Secondary Success

Description Flow Chart



° Principals of Engineering 2011 with potential rotate with Introduction to Engineering
* Tentative planned courses- team will continue to investigate most appropriate STEM 101 courses

Partners

- Rasmuson Foundation
- ANSEP-Alaska Native Science and Engineering
- Lower Kuskokwim School District/ BRHS
- Yuut Elitnaurviat- People's Learning Center-- Non profit that includes 9 partners-- will provide housing and coordination of students from villages

Components by Partner Lead

BRHS

- Engineering Courses
- Math and Science Courses
- Junior High recruitment through robotics and engineering rotational

ANSEP

- Middle School Academy
- Computer Build
- Acceleration Academy
- Summer Bridge- includes internship
- Post secondary support - includes internship

LKSD

- Early Recruitment through Robotics and District Recruitment
- distance delivery prep courses
- financial support for travel for ANSEP and Semester in Bethel

Yuut Elitnaurviat

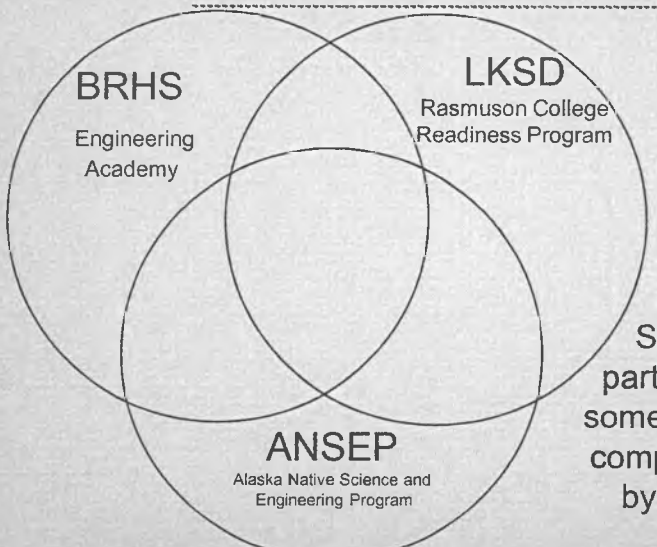
- Housing and afterschool coordination for Village students

LKSD Village students

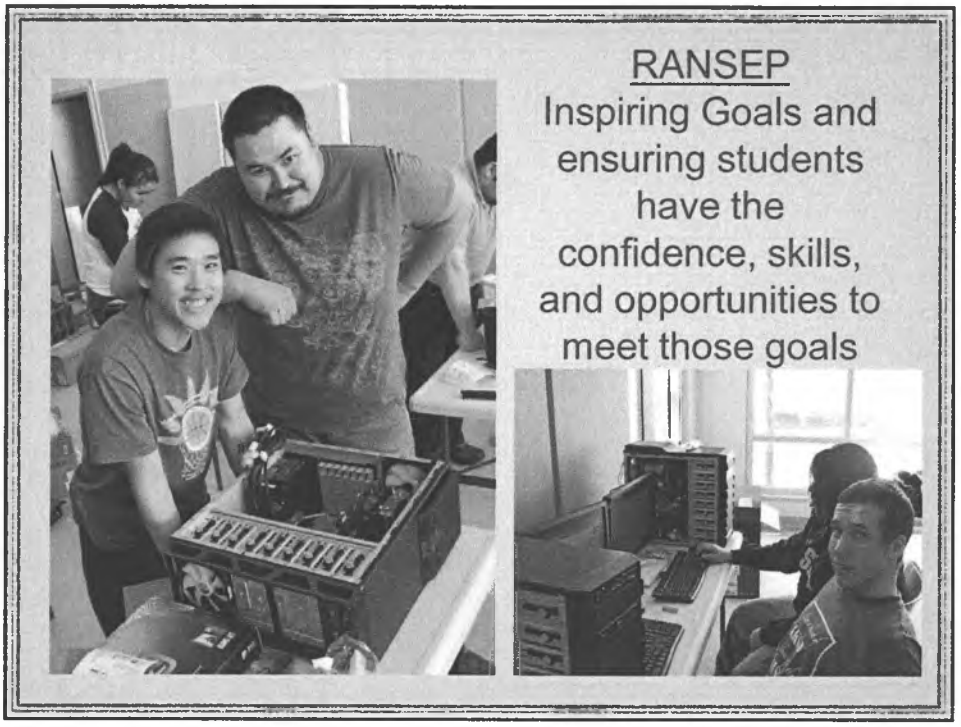
Typical Path- each village site has its own schedule.

- Freshman
  - Literature 1, Composition 1, Pre-Algebra or Algebra I, Earth Science, PE/Health, World History
- Summer School Bethel- complete Algebra 1 if needed
- Sophomore
  - Literature 2, Composition 2, Geometry, Biology, US History, Engineering, + elective
- Summer School Bethel-Principles of Engineering, Complete Geometry if needed
- Junior
  - Semester 1 in Bethel: Blocked Chemistry, Blocked Algebra 2, Blocked Engineering Course + study group or elective
  - Semester 2 at site: Advanced Composition (S1 or 2), Literature, PE or Health, AK Studies or Govt
  - ANSEP Acceleration Academy
- Senior*
  - Semester 1 in Bethel: Blocked Physics, Blocked Pre-Calculus or Calculus, Blocked Engineering Course + study group or elective
  - Semester 2 at site: Advanced Composition (S1 or 2), PE or Health, AK studies or Govt

Partner Programs work in Sync



Students may participate in all or some of the program components offered by each partner


RANSEP
Inspiring Goals and ensuring students have the confidence, skills, and opportunities to meet those goals

MSBSD Education

Matanuska-Susitna Borough School District

Preparing Students for Success
Career, College, Military –
Ready Graduates

Superintendent, Deena Paramo, Ed.D.
April 3, 2012

Mat-Su Borough School District

- Located 35 miles north of Anchorage alongside Matanuska and Susitna rivers
- Spans 25,000 miles
- Largest employer in Borough
- Passed its largest bond in October 2011
- Educates 17,500 students
- Annual enrollment growth of 425 students over last 10 years
- Operates in 44 schools
- Allows for parent and student choice

Return-on-Investment

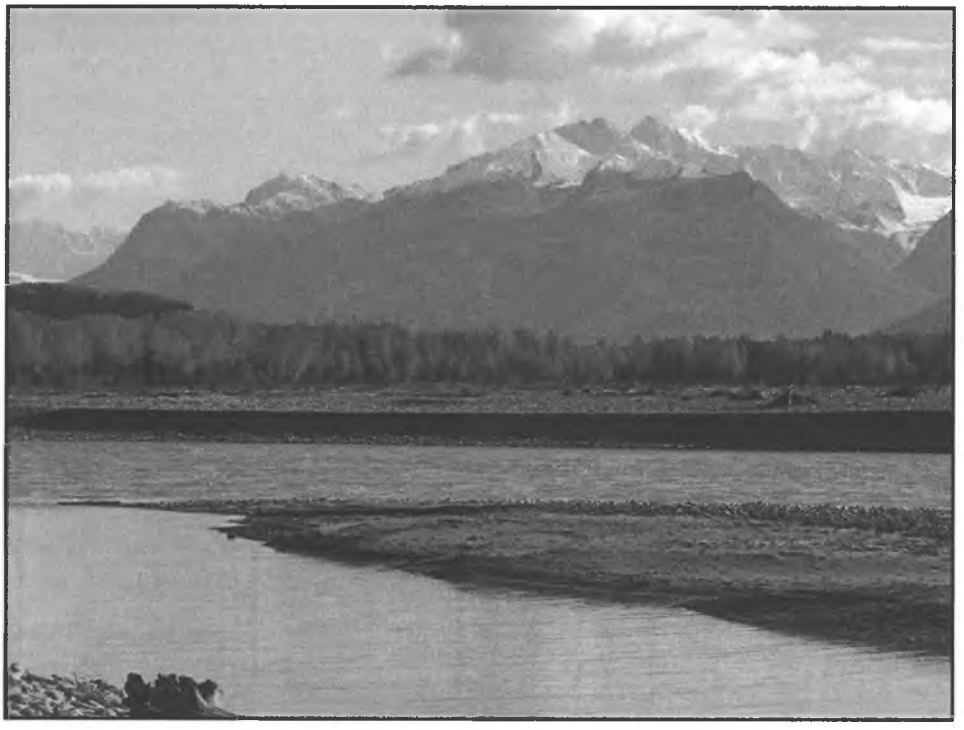
- Of the 984 students in the 2011 graduating cohort, 964 passed all three sections of the High School Graduation Qualifying Exam (HSGQE) for a pass rate of **97.96%**.

Graduation Rate	FY06	FY07	FY08	FY09	FY10	FY11
	56.0%	63.0%	69.0%	69.0%	70.5%	70%

Dropout Rate	FY06	FY07	FY08	FY09	FY10	FY11
	5.2%	4.3%	4.2%	5.1%	5.2%	3.3%

Return-on-Investment

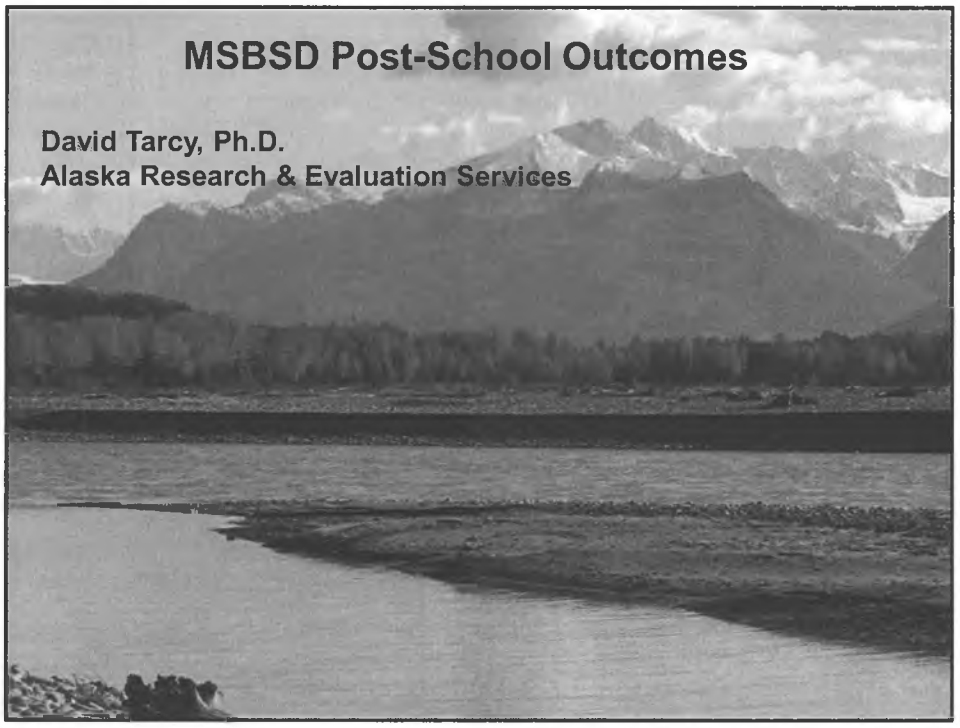
Reading SBA Results (% of students meeting state target)							
Grade	FY2009	FY2010	FY2011	Grade	FY2009	FY2010	FY2011
3 State	78.3	79.8	81.5	7 State	79.7	83.9	78.0
3 MSBSD	85.7	86.5	88.1	7 MSBSD	86.9	92.8	86.6
4 State	78.0	80.4	74.3	8 State	81.9	85.3	83.3
4 MSBSD	87.2	87.8	83.5	8 MSBSD	90.1	91.2	91.6
5 State	79.1	83.1	78.5	9 State	79.2	83.6	80.8
5 MSBSD	87.2	90.8	88.0	9 MSBSD	84.8	89.9	86.8
6 State	77.4	79.6	75.1	10 State	83.0	79.3	75.3
6 MSBSD	86.3	87.1	85.5	10 MSBSD	88.6	85.4	82.7

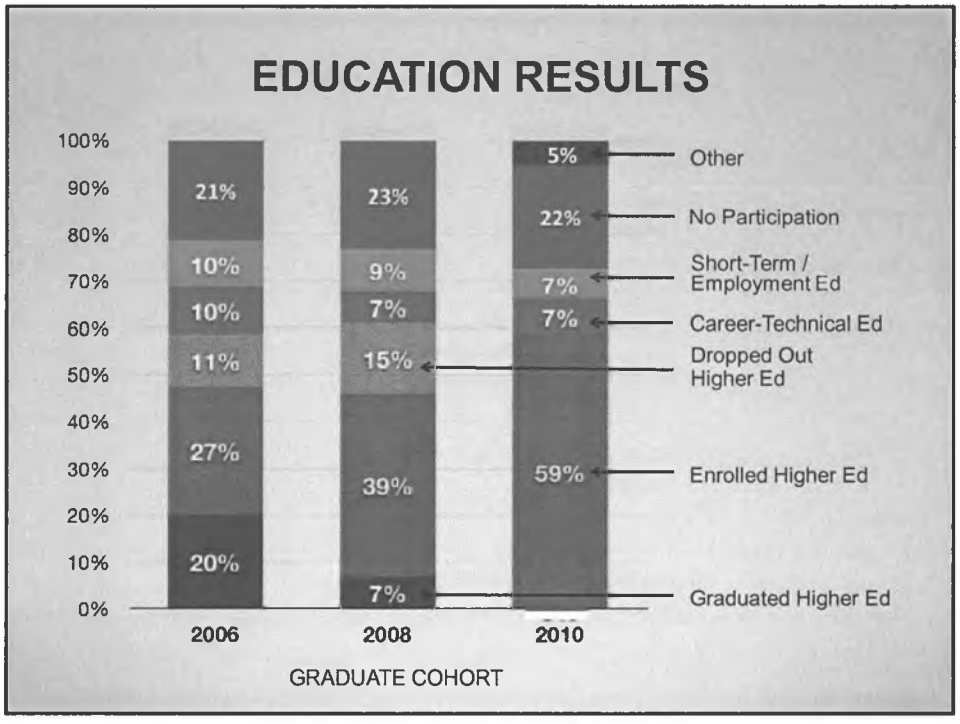


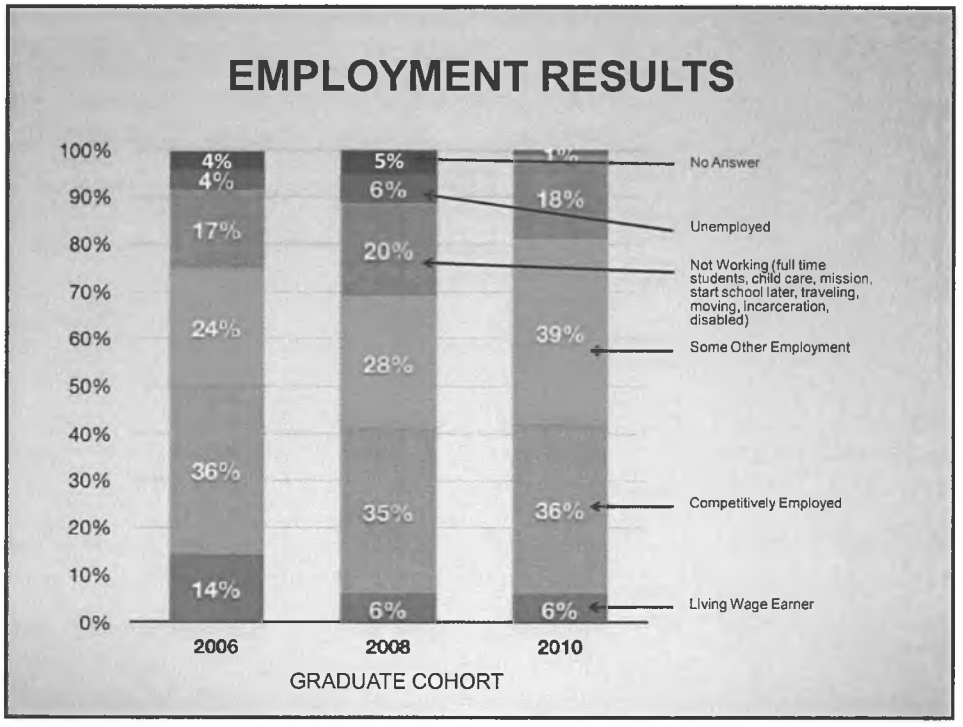
Return-on-Investment

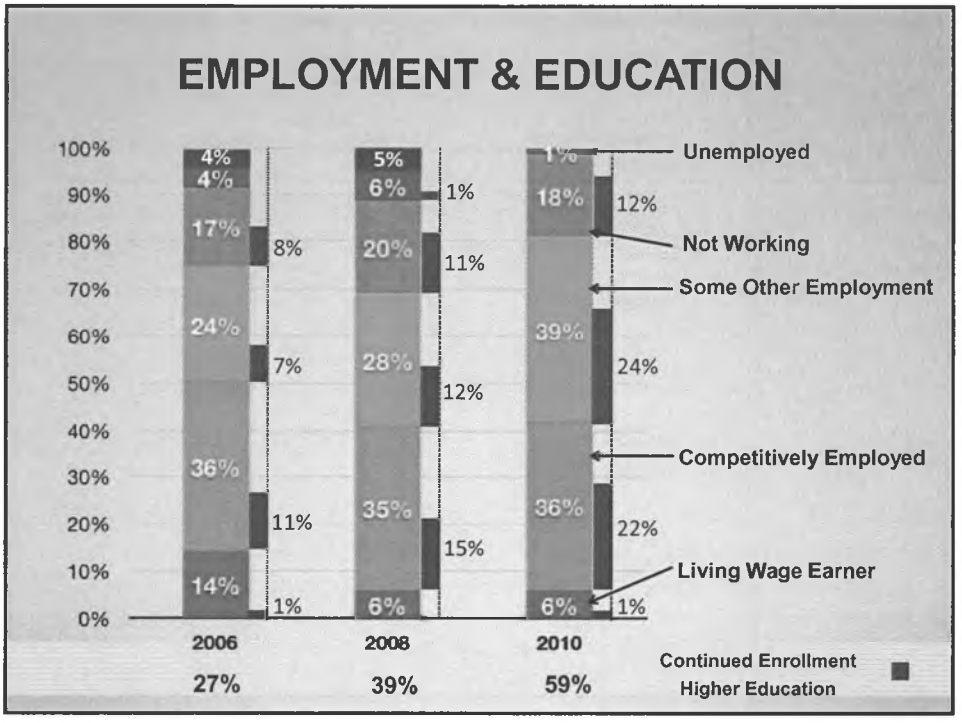
Reading End of Year Results * (% of students scoring on grade level and above)							
Grade	FY2005	FY2006	FY2007	FY2008	FY2009	FY2010	FY2011
First	49	51	52	55	58	72	76
Second	50	50	51	51	54	73	74
Third			50	49	50	75	76

* As measured by curriculum based measures

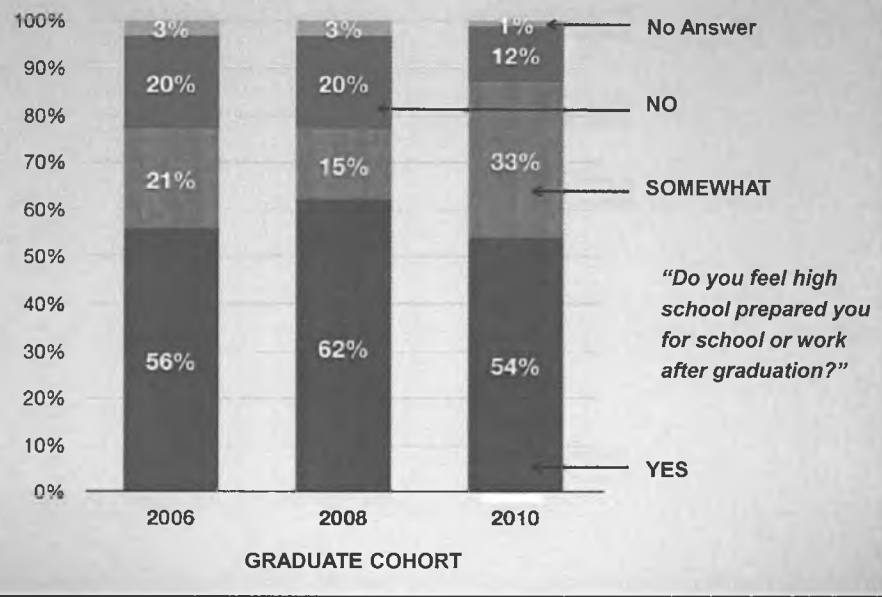

MSBSD Post-School Outcomes
David Tarcy, Ph.D.
Alaska Research & Evaluation Services


EDUCATION RESULTS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
21%
10%
10%
11%
27%
20%
23%
9%
7%
15%
39%
7%
5%
22%
7%
7%
59%
Other
No Participation
Short-Term / Employment Ed
Career-Technical Ed
Dropped Out Higher Ed
Enrolled Higher Ed
Graduated Higher Ed
2006
2008
2010
GRADUATE COHORT


EMPLOYMENT RESULTS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4%
4%
17%
24%
36%
14%
5%
6%
20%
28%
35%
6%
1%
18%
39%
36%
6%
No Answer
Unemployed
Not Working (full time students, child care, mission, start school later, traveling, moving, incarceration, disabled)
Some Other Employment
Competitively Employed
Living Wage Earner
2006
2008
2010
GRADUATE COHORT


EMPLOYMENT & EDUCATION
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
4%
4%
17%
24%
36%
14%
8%
7%
11%
1%
5%
6%
20%
28%
35%
6%
1%
11%
12%
15%
1%
18%
39%
36%
6%
12%
24%
22%
1%
Unemployed
Not Working
Some Other Employment
Competitively Employed
Living Wage Earner
2006
27%
2008
39%
2010
59%
Continued Enrollment Higher Education

PERCEPTION OF PREPAREDNESS



Take Away Results

- 77% of our graduates go on to postsecondary education; including 2 or 4 year college, career and technical training, short term employment training
- 2006 cohort: 59% went to higher ed, 20% graduated, 28% still enrolled, 11% dropped out
- 50% of our graduates are competitively employed 5 years after high school; 14% are earning a living wage ($60,000/year)
- 77% of our students feel high school prepared them or somewhat prepared them for school or work after graduation (2006 and 2008 cohorts)
- 87% felt prepared from the 2010 cohort

Next Steps

- Current Programs addressing student post-school success
  - Technical Writing
  - Civics
  - Financial Literacy
- Mat-Su eLearning
- Alaska Middle College School

NENANA CITY SCHOOL DISTRICT

"A community of opportunity – Preparing Students for Life"

Presentation to:
HOUSE EDUCATION COMMITTEE
Date: March 5, 2012

NENANA CITY SCHOOL DISTRICT

- NCSD serves the community of Nenana, the surrounding area, and the State of Alaska through:
  - The Nenana City Public School (K – 12)
  - The Nenana Student Living Center
  - CyberLynx K – 12 state-wide Correspondence Program

Providing Professional Educational Support for Home School Parents

NENANA CITY PUBLIC SCHOOL

"A COMMUNITY OF OPPORTUNITY – PREPARING STUDENTS FOR LIFE"

- Core Class Offerings
- K – 12 Music Education
- Voc. Ed.
  - Including welding, Auto, Small Engines, construction trades, culinary
  - ETT/EMT Certifications
- Full-service Library
- Elementary School: I-Pads for Literacy project
- Dual Credit Offerings in College Algebra and College English in cooperation with Western Oregon University

NENANA CITY PUBLIC SCHOOL

"PROVIDING ALL STUDENTS WITH THE TOOLS AND LEARNING ENVIRONMENT NECESSARY TO COMMIT TO ACHIEVING SUCCESS"

- Resources
  - Excellent teachers with low turnover
  - Stable administration with high quality support staff
  - Connectivity
    - Fiber optic line connected directly to the school (GCI)
  - Old, but well-kept facilities to meet program needs

NENANA CITY PUBLIC SCHOOL

THE NENANA S.T.E.M. INITIATIVE

- Started in Aug 2011: Awarded an Alaska Native Education Grant
- Goals
  - 1) enhance educational services
  - 2) improve academic performance
  - 3) increase readiness to pursue STEM careers.
- Methodology
  - Professional Development
  - Development and implementation of STEM Curriculum K – 12
  - Student demonstrations of learning
  - Development of Partnerships

Nenana Stem Initiative web-site:
https://sites.google.com/a/nenanalynx.org/nenana-stem-initiative/home

NENANA STUDENT LIVING CENTER

A specially designed residence hall where students come to live and attend the Nenana City Public School

- NSLC Capacity
  - 88 students
  - Enrollment @ Count = 78
  - Current Enrollment = 62
    - End of Year 2011 = 53
    - End of Year 2010 = 48
- Activities/Programs
  - Tutoring services, monthly UAF Geo-Physical Program, Suicide Prevention Training, Counseling, Tobacco Cessation program, Chores, Activities, Recreation, Jobs

NENANA STUDENT LIVING CENTER

Leadership Skills & Character Development

- NSLC Student Leadership Team
  - Areas of Responsibility
    - Home Improvements
    - Social Responsibility
    - Activities/Fund Raising
    - Justice Circle
    - Family Care
  - Qualifications
    - Academic Success
    - Exemplary Behavior
    - Sound Character
  - 2012-13: Six students applying for membership with two returning members
- The Unstoppables
  - Where the Student Leadership Team calendars and plans events, the Unstoppables make them happen
  - Preparations
  - Set up/Clean up
  - Cooking
  - Bulletin boards
  - Student Tutors

NENANA STUDENT LIVING CENTER

A Community of Opportunity – Preparing Students for Life

- Tracking 10 Years of NSLC Graduates
- 110 Graduates
  - Post-Secondary Grads = 11
  - Post-Secondary Attendance = 43
  - Military = 9
  - Working = 49
  - Unknown/Other = 21

CYBERLYNX

Providing professional educational support for home school parents

- 12 Month/Year round Services
- Certified Special Education teachers at all offices providing services and all aspects of IEP development
- Regular tutoring, close monitoring of student progress, frequent consultation with parents
- Regular study groups
- Varied curricular choices from remedial to advanced
- Dual credit offerings from accredited colleges
- Field Trips & Office Activity Days

CYBERLYNX

Graduation Completion Program – Another opportunity for those who need it most

- CYBERLYNX has a successful high school completion program with the following number of diplomas awarded:
  - 2008-09 = 28 Graduates
  - 2009-10 = 39 Graduates
  - 2010-11 = 50 Graduates

NENANA CITY SCHOOL DISTRICT

"PROVIDING ALL STUDENTS WITH THE TOOLS AND LEARNING ENVIRONMENT NECESSARY TO COMMIT TO ACHIEVING SUCCESS"

- Challenges/Needs
  - A resolution to the debt/loan on the NSLC facility
  - Technology tools for direct student/classroom use
    - I-pads, lap tops, whiteboards, software
    - Professional Development, technical expertise
  - Resources to update/improve all curricular areas
  - Major maintenance resources for NCPS to restore, repair, upgrade, bring into compliance, and facilitate sound educational practice
  - Resources to meet the increasing costs of operation
    - Fixed costs, health insurance, salaries

Nome Public Schools

Educating Students in a Positive Learning Environment to be Competent and Productive Citizens

Demographics

Enrollment = 667

- Alaska Native = 71%
- White = 14%
- Two or more races = 11%
- Asian = 1.6%
- Hispanic = 1.4%
- American Indian/Pacific Islander = .6%
- African American = .4%

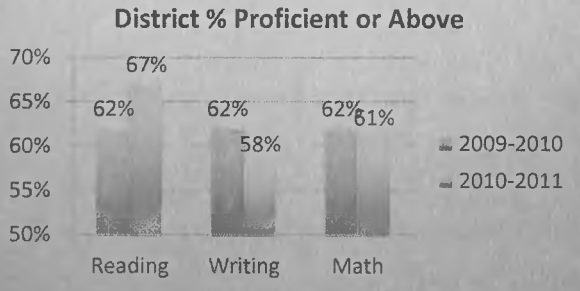
District Statistics

AYP

3 of 5 Schools Made AYP in 2011

*Nome Elementary Made AYP in Language Arts

District Average Attendance = 91%



School Configuration

- Nome Schools Pilot Pre-K Program
- Nome Elementary School (K – 6th)
- Anvil City Science Academy, Charter Sch(5th-8th)
- Nome Youth Facility (7th – 12th)
- Nome-Beltz High School (7th – 12th)
- Extensions Home School Program (K – 12th)
- NACTEC Career and Tech – Partnership with Bering Strait School District

Programs at Elementary

385 Students

- Reading Remediation Program K - 3
- PE
- Library (.5 Position)
- Music (.5 Position)
- Cultural Arts Program
- Computer Lab available
- Homework Club (Community Partnership)

Kindergarten Preparation

Pre-K Pilot Program

Assessment of Learning Third Edition (DIAL-3)

Quartile	Fall 2010	Spring 2011
Top Quartile	23%	80%
Second Quartile	7%	3%
Third Quartile	33%	7%
Bottom Quartile	37%	10%

2011 School District Collaboration Award Winner

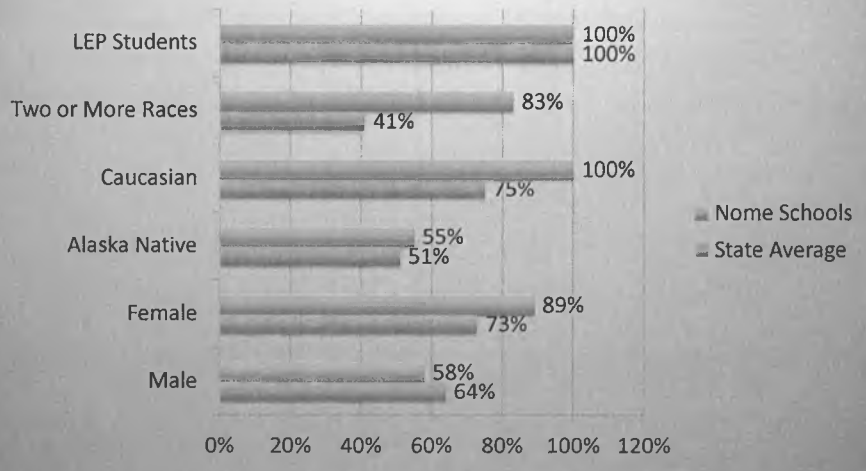
Alaska Head Start Association

Programs at High School

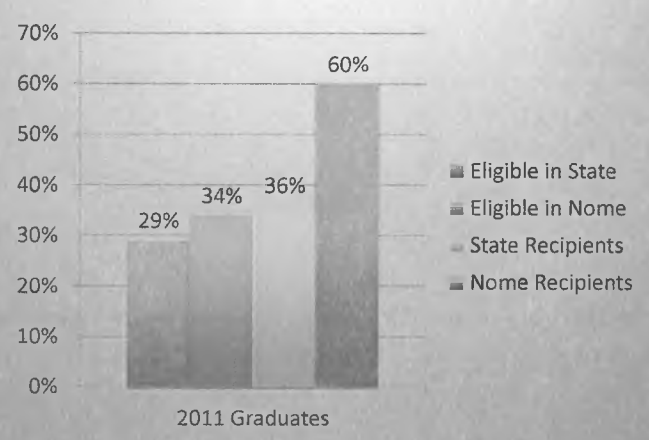
220 Students

- Credit Recovery
- Construction
- Welding/Metals
- Small Engines
- Cultural Arts Program
- Music (.5)
- Computer Applications (3 periods)
- Art (2 periods)
- Junior ROTC (Community Partnership)
- Homework Club (Community Partnership)

Graduation Rates



Alaska Performance Scholarship



Anvil City Science Academy

44 Students

- Science Theme
- Project Based Instructional Program
- Music
- Art
- Spanish through Computer Based Instruction
- Active Community Teens Involved in Outreach for Nome (ACTION Community Service Prog)

Anvil City Science Academy

Challenges

- Winter Storm
  - November 8, Nome Schools suffered over $70,000 in property damage from Winter Storm.
- Ice Breaker Fuel Delivery
  - Emergency fuel delivery received in Nome. Increased fuel costs anticipated.
- Coldest Month on Record
  - January was the coldest month on record.

Wrap-Up

- Thank you for prior support
  - SB 84 for CTE
  - Extension of Tax Credit
- Please support SB 171
  - Directly impacts classrooms
  - Most importantly, impacts staffing

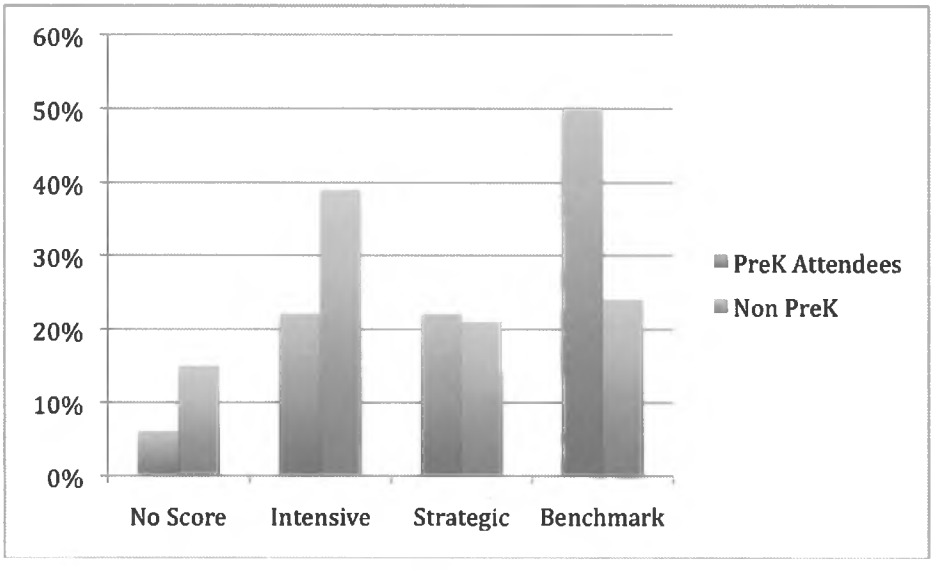
Nome Public Schools

Mike Brawner
PO Box 131
Nome, AK 99762

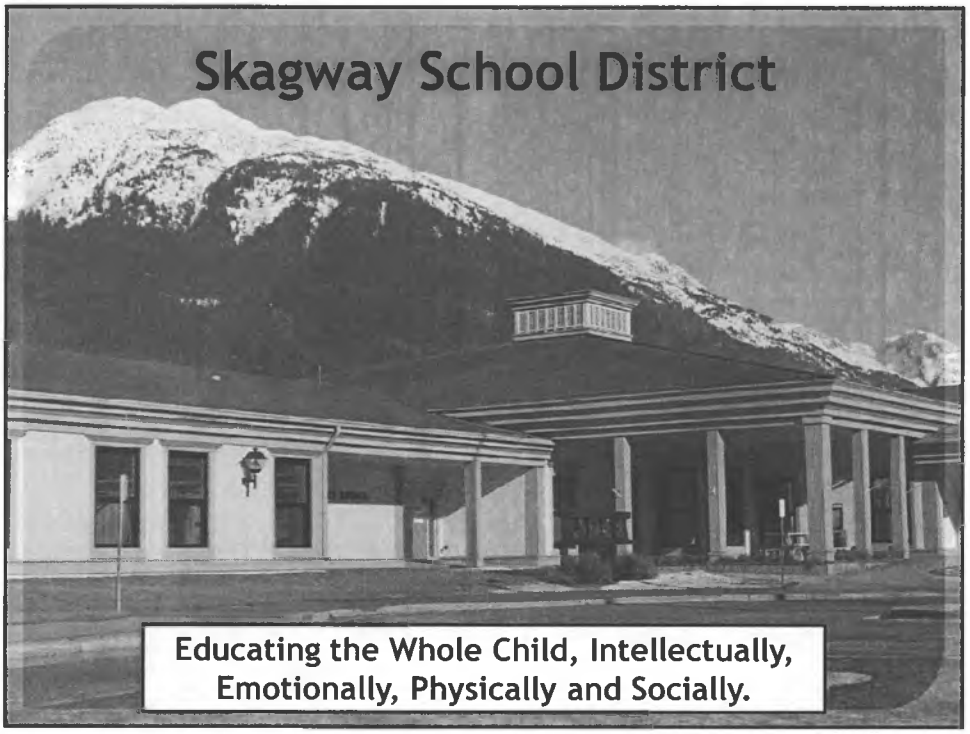
Superintendent
(907) 443-2231
mbrawner@nomeschools.com

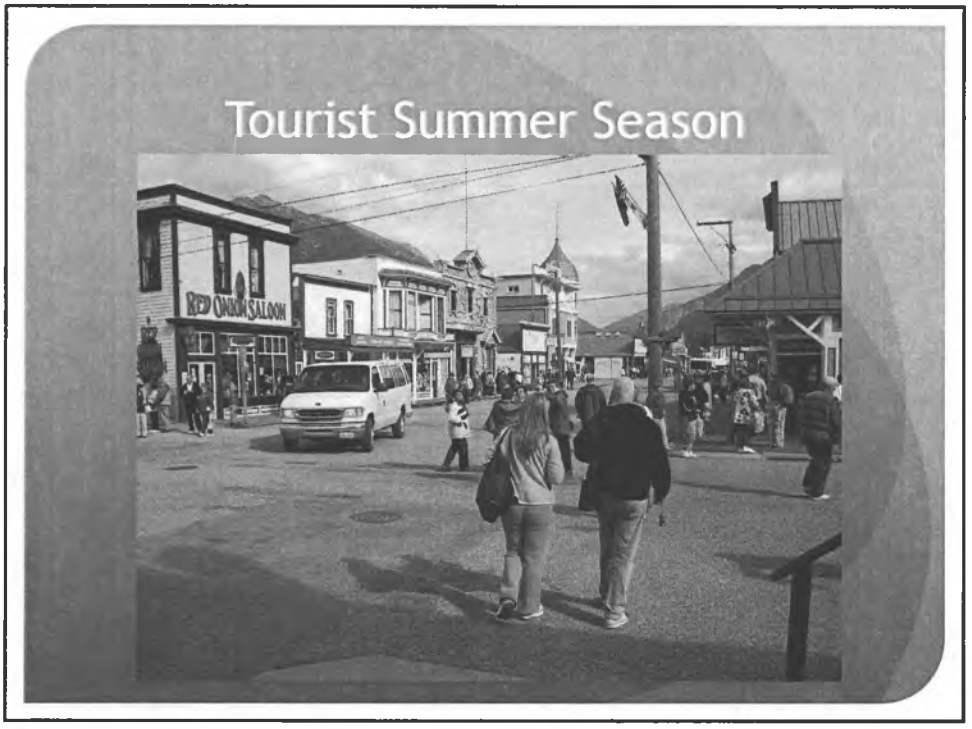
Comparison of Kindergarten Students Who
Pre K Attendees
To
Non Pre K Attendees

The 2010-2011 school year was the second year of the Nome Public Schools Pre K Pilot Grant. Nearly 50% of students entering Kindergarten had participated in the Pilot Pre-K Program. The remaining students entering Kindergarten had attended either a pre-school program, a home preschool program or no preschool. At the beginning of the 2011-2012 school year, students entering Kindergarten received a DIBELS assessment measuring academic readiness. Provided below are the scores of PreK Attendees compared to Non PreK Attendees.



Score Descriptions:
No Score = students scored too low to be measurable
Intensive = the lowest score measurable indicating intense need of supports
Strategic = the mid-level score indicating extra supports needed
Benchmark = the on grade level score


Skagway School District
Educating the Whole Child, Intellectually, Emotionally, Physically and Socially.


Tourist Summer Season
RED ONION SALOON

Winter

DISTRICT STUDENT POPULATION

FY 02	FY 03	FY 04	FY 05	FY 06	FY 07	FY 08	FY 09	FY 10	FY 11	FY 12
120.2	109.7	105.8	108.7	109.2	99.5	105.9	94.5	89.9	78.4	58.7

2012-13 District Teaching and Administrative Staff

- .5 Pre-School (Not State Supported)
- 3 Elementary
- 1 Special Education
- 1 Middle School (6-8)
- 3 High School
- 1 Principal/Superintendent/.3 Teacher

Using Technology to Fill the Gaps

Average Rates

Average Daily Membership	Attendance	Graduation Rate
98.24	91.6	92.2

Standards Based Assessments

2011 Results	% Proficient and Above
Grades 3-10	97.3

FY12 Percent of Basic Need Provided by State

Basic Need State Determined	Required Local Effort	Federal Impact Aid	Total State Entitlement	% of State Support
$966K	$571K	$0.00	$398K	41%

SOUTHEAST ISLAND SCHOOL DISTRICT

FY 2013

Legislative Priorities

Greenhouses

- Improves school meals by providing fresh produce; encourages healthy eating habits
- Encourages healthier eating habits in the community
- Students learn business management, agricultural science, and life skills
- Student-operated business with community support

Renewable Energy

- Wood fired boilers reduce operating costs
- Smaller wood fired boilers are efficient with low maintenance costs at smaller schools
- Installation and maintenance of the boiler completed by SISD are 25% of costs compared to Alaska Energy Authority program

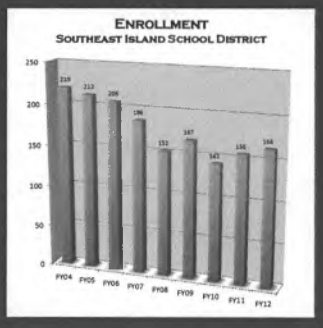
Teacher Housing

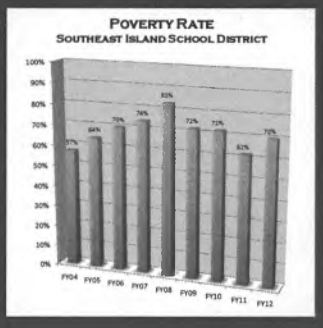
- Built by students, who learn construction, engineering and time management skills
- Project costs are cut in half by using SISD employees and local contractors

District

Demographics

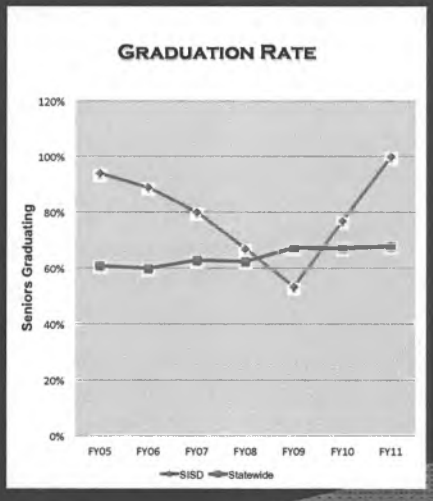
Enrollment and Poverty Rates



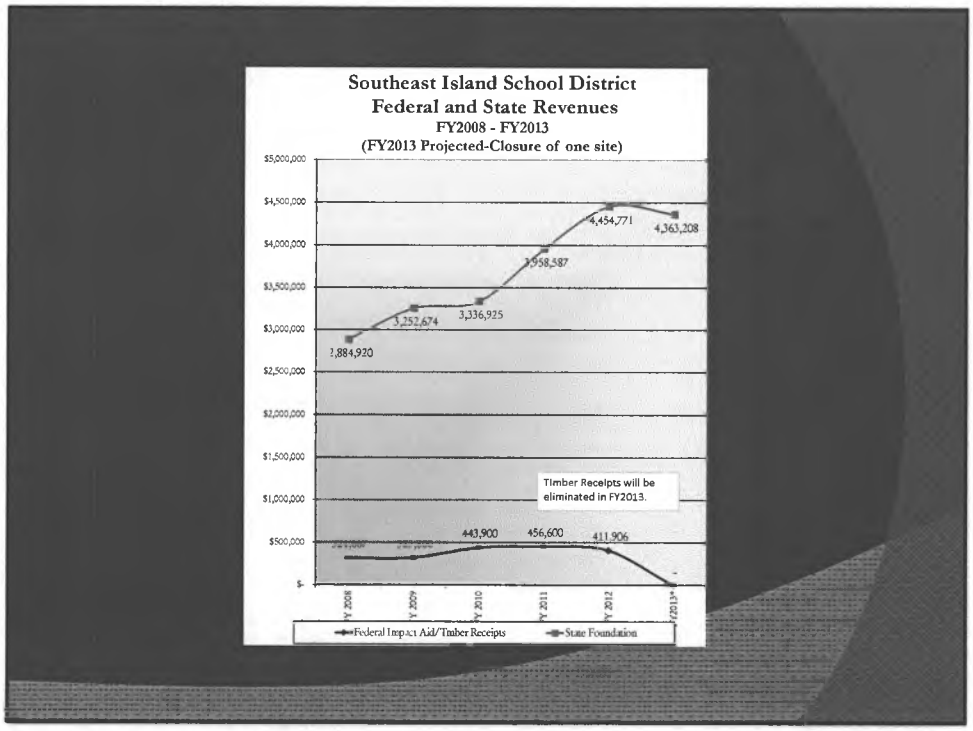


Fiscal Years 2004 to 2012

Graduation Rate Comparison



Funding Trends



Programs

Kayaking

Southeast Island School District students are exposed to unique opportunities. Kayaking has been incorporated into the district's PE curriculum.

Archery
SISD Archers are competitive at both the State and National levels!

SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

March 30, 2012

Southeast Island School District is a REAA with 9 schools. Our largest site has 75 students; the remaining 8 schools have about 10 students each. Total count this year is 164. Our numbers have stabilized and have been increasing. We expect to lose one school this year and have cut 20% of our teaching staff. (Primarily due to the anticipated loss of Forestry Receipts)

Issue 1: We are too successful

By any standard, our students are doing great. Test scores are good and our graduation rates far exceed the state average. We meet AYP and several years ago when financial rewards were given to schools for excellence, eight of our nine schools were recognized. About half were in the top ten over the two years of funding. Parents and students are happy with their experience. With the current State and Federal funding priorities, we struggle to compete for grant funding. While our poverty rate is high, our academic success drops us out of the running for most grants. Federal grants have shifted toward large districts and failing schools. With the settlement of the Moore case, State money is about to target the 40 poorest performing schools.

Our schools have been successful because we invest everything into our kids.

- We overstaff instructional aides to increase one on one education.
- We seek activities to engage students when typical opportunities are not available or too costly. These activities include:
    - Archery. We dominate the State (top elementary, middle school and high school teams last three years) and are Nationally competitive (33rd in 2011)
    - Alaska Society of Technology in Education (ASTE) iDidaContest. Port Alexander School, with just 11 students, won 11 of the 36 first place awards this year.
    - Marksmanship.
    - Wii competitions between school sites.
    - Battle of the Books.
    - Non-traditional PE activities such as kayaking, snowshoeing, and mountain biking.
- We are constantly looking for inexpensive ways to engage kids. Many competitions now take place over the Internet or by distance.
- We maintain vehicles at our road-accessible sites so students can commute to play sports (four high school students commuted four hours a day to play on a team this year).
- We fund breakfast and lunch programs at an average loss of $10,000.00 per site.
- We treat parents and students as consumers and respond to their needs.

- We hire teachers who are the best possible fit for the community and students.
- We expect staff to bring additional opportunities to their students, to perform far beyond minimum requirements and to extend those opportunities district wide.
- We empower our parent organizations (Advisory School Councils at each school site) to influence staffing and policy.
- We find ways for students to work to raise money for things we cannot afford. Examples include:
    - Splitting firewood for wood-fired boilers
    - Performing appropriate school maintenance and custodial duties
    - Growing greenhouse produce
    - Running a school business (Coffman Cove Bakery, Thorne Bay Entrepreneur Class)
    - Assisting with Construction Projects (3-sided shelters for Sea Trails and the Forest Service, second floor construction in district's bus barn)
- We invested in laptops for students even before it was fashionable and have been doing our own distance delivery for the same period of time. This allows us to provide a quality education to single teacher sites.

We are constantly looking for ways to reduce costs and improve service

- We are working to encourage other small districts to share services, which will reduce costs and improve services.
- We contract services for Business Manager, Technology Director, and some administrative services to reduce these costs by about 50%.
- When possible, staff and students perform maintenance or construction, which reduces these costs by 50%.
- We purchase used vehicles through a broker in Washington rather than buying new. Savings allow us to have a vehicle at most sites to encourage student participation in activities outside their school walls.
- We installed wood-fired boilers in two sites and plan to install them in our other sites as funding allows. The boilers reduce heating fuel costs, and provide local jobs and opportunities for students to raise money. (We cannot fund sports travel. Student athletes must raise $40,000 each year despite 70% poverty)
- Once wood-fired boilers are in place, we plan to install greenhouses, allowing students to improve student lunches and raise money (our lunch program loses $100,000 each year. We can't possibly improve the quality of lunches unless we grow our own produce)
- We are looking for alternative electrical energy sources. We are currently pursuing a hydroelectric project in Thorne Bay and would like to implement wind projects at Kasaan and Coffman Cove.
- Our classified union contract remained status quo when the contract expired this year. They retain a modest step increase of 3.5% if not at the top of the scale.
- We hire contract workers as much as possible, and limited individual hours to reduce fringe benefit costs for certified and classified.
- Teachers are in the third year of their union contract and receive a 3.5% yearly salary increase and $1,081 for a step increase, if they are eligible.
- If there is a more cost-effective way to do something, we are on it like a shark.

We strive for about a 3% carry over. This is not because we can't spend the money, but just to keep enough money to stay ahead of bankruptcy when a boiler fails or a water system breaks. Our unmet needs are legendary, but we do our best. There is no fat and there has not been any. We don't get out much and no money is stashed away.

Despite our success, unattainable expectations for academic results are about to crash us. We will never reach 100% proficiency for our most challenging students and students who do not speak English. Thus far, our biggest challenge in meeting AYP has been families leaving town during testing. We will not make AYP in Port Protection this year and did not make AYP in Edna Bay last year for this reason. Since neither of us can force parents to have their children at school during testing, the one thing that would help would be for **Alaska Airlines to move their blackout dates for cheap tickets to testing week**.

Issue 2: Tenure

I can't help noticing that there is a suggestion, whether stated or implied, that our financial woes result from giving in to our unions when we should be balancing our budgets on their backs. We have to compete for good teachers with the rest of the state and the nation. Our schools are successful if we can attract good teachers who have energy and the drive to excel. If we hire average or low performing teachers, we fail and are in jeopardy of closing our schools. If you want to compare our successful schools to those that are not, compare teacher turnover. Yes, we could try to beat down the union, but an arbitrator will settle any unresolvable disagreements. We would not save much in the end, but would instead risk alienating staff, losing our most capable teachers, and reducing our ability to attract good candidates.

What is killing us is tenure. What in the world do I do with a teacher who isn't performing, is toxic to co-workers or students, or drives parents to pull their students out of school? I have few or no options if the teacher is just a minimalist, irritates parents, fails to engage kids and knocks people over to get to the door at 3:30. I hope most of you have seen the documentary *Waiting for Superman*. The documentary refers to "dancing with lemons" when districts keep moving their poorest performers from site to site to avoid parent rebellion. Every district has them and they can, and have, closed schools in my district already. Placement of this type of teacher at a school can close the school before the end of the count period. I had a parent actually fall backwards out of her chair when I just hinted at a staffing possibility. We cannot do more with less unless you help us deal with the 5-10% of teachers who need to do something different than teaching. I have found myself moving teachers from site to site to keep them from bringing down any one site's test scores for two years in a row. We simply do not have the resources to create nothing positions just to keep ineffective teachers from doing harm. In fairness, I wish to point out we have a great local union and most of our staff are magnificent. We have no burning desire to fire teachers and ruin careers. There will always be a handful needing a fire lit under them to move them to a higher level of effort. Reducing their ability to hide behind their union. Unions get forced into protecting the very worst teachers for the very worst reasons. It has to be distasteful even for the unions.

How you can help

Address tenure at the legislative level. Until tenure is addressed, any cushion in funding must first be used to protect our students. It is a frightful waste. If you do not understand how hard it is to contain unions at our level, just say the word "tenure" out loud in your world or try to tame your own unions and see what happens. Don't think we did not notice what it cost Metlakatla to release half a dozen teachers (around $400,000 plus legal fees, and I don't think they were even tenured teachers).

Issue 3: Staff Utilization

In addition to the costs of the tenure system, we also have pressure from another direction. One full-time person is needed just to ensure that we are meeting Federal and State program requirements. Perhaps large districts have programs that can make reports in 15 seconds. We can't afford $200,000 to have high-end, "Cadillac" systems. When State or Federal program managers ask for something, our staff gets out a pencil and goes to work. We are buried in "accountability".

Money is available for many of the things that could benefit our district, but that person does not even have time to chase it. Funding is available for housing, greenhouses and alternative energy. We don't have the capital for grants that require large dollar matches, especially when the requirements of the grants add to the costs. We simply cannot allocate the time to chase money when we need to use all of our resources to provide a quality education to our students. We only keep our doors open by individualizing education and being responsive to parent needs. To skimp on student service, with so many alternatives available and neighboring districts willing to transport or provide perks, will close our schools when every parent has the tenth student.

Many small grants of $1,000 to $5,000 are available for a multitude of projects, and they have reasonable success ratios. We already expect about 1.5 effort from every 1.0 employee. It takes more than someone taking the afternoon to write it. Someone also has to coordinate the project between nine schools, get buy-in at each, and connect that funding to chasing the next step. Using "low performers" for these tasks has not worked any better than it did in the classroom.

What you can do

Keep working on universal systems that will produce the needed data without huge human labor or force us to buy expensive programs.

Encourage state funding sources to make it easier for small districts to get smaller chunks of funding for worthwhile projects.

Issue 4: Funding

Even at the Department of Education, I have found a fundamental lack of understanding of how small schools are funded. Alaska Statute, Section 14.17.410. Public School Funding (E) …if a school district's ADM adjusted for school size under (A) of this

paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the **school district may use the last fiscal year before the decrease as a base fiscal year to *offset* the decrease**....

This does not take into account the closure of a school due to not having ten students. If one of our schools does not make the ten-student minimum at the end of the count period, those students will generate zero dollars for that very year despite our sizable investment in the school and a teacher contract that I cannot break.

Alaska Statute, Section 14.17.450. School size factor. (b) If the ADM in a school is less than 10, those students shall be included in the ADM of the school in that district with the lowest ADM...

What that means is that those 9 students are counted in with a school that just made the 10-student standard and no, it does not mean if we had 2 schools of 9 that we get to count them as 1 school total. What it means is that we count it as 19 students somewhere and there is zero additional funding until you have 20 students. With count being determined for the year already in session, in November we can easily see the loss of $365,000 about nine months after we hired the teacher, who we cannot now fire, and purchased fuel and supplies. In fact, if we lose the tenth student on the last day of count, we have 9.95 students and no funding. No rational business would carry the risk of any school approaching 10 students and we should close them all. There is simply no way to predict right now what the count will be next October. There are many ways to crash these numbers. Let me identify **a few that have closed our schools before**.

- The PFD coming in October. This impact is magnified if the PFD is large.
- Any family crisis, death, legal issues, custody battles, job problems.
- Correspondence Programs. They can provide Internet and phone service to an isolated float house, causing a student to transfer as late as the last day of count.
- Alaskan Boarding Schools raid the count and close schools.
- Neighboring districts can and do run a bus into our district to raid students.
- Neighboring districts have paid mileage to parents taking our students to their district.
- Not knowing if we have funding and having to hire late. Many of our late hires have not even finished the year.

If the goal is to close as many small schools as possible, don't mess with a thing as we are doing a pretty good job of that across the state. If our goal is to provide a quality education to the students of Alaska or to retain our communities, then we need to find solutions to this issue. I know this is a daunting task for you. Many legislators view small schools as black holes sucking funding from their own more worthy constituents. I do not know what to suggest to you for failing schools, just don't let them throw successful programs under the bus.

As a district, we feel an obligation to keep communities whole. Once a school closes, the community crumbles and becomes summer home for mostly out-of-state visitors that bring little to the economy. Business ventures quickly fail, resulting in a skeleton town with no one to pay for maintenance or repairs. In our own district, this has

happened to Hyder, Myers Chuck and is about to happen in Port Protection. Year-round resident numbers plummet and families move when schools close. Seven other communities in our district hang by a thread. We are in a part of the state with some economic potential. We keep building roads and infrastructure, but I am not sure I see the point if we do not try to support viable communities.

We advocate for an addition to the safety net provided for district-wide drops in student count. The existing plan does not address the financial consequences of dropping below ten students at a specific site if district numbers did not fall as well. **Our recommendation is 90%-80%-70% funding, based on the number of students at that small site.** In this scenario, a school with between 9 students would receive 90% funding, a school with between 8 students would receive 80% funding and a school with between 7 students would receive 70% funding. We can't predict what the numbers will be during the count period, let alone any other time of year. One day it may be 12, a week later it could be 8, then it might climb to 14 before the month is out. No one can tell. We can't know that just because the student count drops to nine one year that a school will not recover. I can promise that just my suggestion that we are thinking of closing a school stops new students from coming and starts an exodus of those who can afford to attend elsewhere. I can also promise that if I have an exceptional teacher and I commit to a school, families begin to appear as if by magic. If I hesitate, that exceptional teacher is gone like a shot and everything crashes. Our teacher in whale Pass just told me that projections for next fall are for between 6 and 14 students. How can you plan for that?

How you could help

- **Rein in these correspondence programs and the perks they offer parents**
- **Not allow money to follow the student for commuters to another district or Boarding School**
- **Adjust the existing safety net in Section 14.17.410. Public School Funding to protect small schools with the 90-80-70 plan**
- **Let us know our funding first thing in the session**
- **Stop thinking we can keep doing more with less. We crossed that threshold a while ago**

Issue 5: Housing

We are all aware of problems with teacher housing in remote sites. We need a means to address this issue ourselves. We have staff and students capable of building housing units. We can't seem to acquire funding through AHFC and we simply cannot afford to build housing units their way. We don't have the funds to pay the required wages and to jump through the hoops, as we could never charge the rents needed to recover the costs to the district. We need access to funding that would support constructing these units ourselves. Programs like Habitat for Humanity only come with ideas and encouragement. Someone has to have the money. Teachers are living in trailers now we could not even give away. We hardly need $200,000.00 dollar units. They would be happy to be done with black mold, firetraps and water that does not freeze.

It is not just about teacher housing. The real handicap for community growth in southeast Alaska is affordable housing. Families want to move here, but reasonable housing is not available. Both housing issues need to be addressed.

How you can help

Look for ways to encourage the construction of housing for teachers and for new families outside of the AHFC model.

Issue 6: Push to form a Borough

Prince of Wales Island is a poster child for a borough. We cannot make that happen. Much like the tenure issue, there is nothing we can do about it without stronger legislative intervention. If left to nature, Ketchikan and Wrangell will eventual nibble at the island to get at mining revenues and avoid the communities and associated costs (Ketchikan grabbed up half of our district including the National Forest Receipts, but refused to annex the one community, Hyder, with a school that needed funding). I do not believe there will be any statistical evidence to suggest forming a borough would reduce the costs of schools, as union power increases and some type of administration is still required at each site. (It would be hard not to notice which districts you asked this week to explain their budgets and union contracts) Do you think it a coincidence that they have trouble holding down their unions? The bigger they get, the more they will drive the train. I have not noticed any better success with state unions.

It does save money for the state, as the borough must now cover some of the district's costs. People did not move to these more remote areas to vote new taxes upon themselves. Unless someone at your level is going to step up and force the issue, it will not happen except by predatory neighbors.

If we were looking to combine districts, we have nothing in common with larger schools like Craig, Klawock, Wrangell or Ketchikan. We would do better to combine with districts that are not even on our island. With technology, distance is not the issue that it once was. We have much more in common with Hydaburg, Chatham, Hoonah and Pelican School Districts, but the rules keep us from considering consolidating districts. There are enormous costs connected to combining districts. Unions will demand the highest salary scale; curriculum will need attention, and the energy to make it happen will require much time and energy. We could not afford to pursue combining districts even if it were possible.

How you can help

Find a way to make it possible for small districts to combine and encourage sharing of services.

Provide funds so it does not simply become an additional financial hardship to jump through all of the hoops.

Either force the borough or stop suggesting it is the district's fault that we don't have one.

Issue 7: Governor's Performance Scholarship Program

We have spent years trying to build electives back into our schools. In one quick moment the Governor's Scholarship swept those out the door. While this was an unintended consequence, it is obvious that the old system worked fine for district's that have few graduates from each site. While not every student feels the need for the extra science or math, the flood to other classes left elective classes too small to justify financially. This risks the loss of students that are the hardest to serve and puts our graduation rates at greater risk. While our graduation rates are outstanding, would you care to guess which students we lose? It is not the students racing to these additional required core classes. My favorite part is that now I have hired additional staff for these required classes, while I cannot figure out what to do with tenured teachers that "were" teaching the classes students wanted to be in and which kept them in school.

For small schools, the system was not broken to start with. It would seem to be targeted at districts that already were able to offer more classes so that more than 10% of their seniors could secure funding. It will not improve graduation rates in small schools and will have the opposite effect. We are fine with the program. You cannot expect students to rise to low expectations, but there are always unintended consequences if you try to address specific problems whether they are problems for SISD or different problems for Anchorage.

You have a difficult task and I applaud your efforts to sort it all out in a world where no good deed goes unpunished. Thank you for your tireless efforts.

Sincerely,

Lauren Burch
Superintendent
Southeast island School District

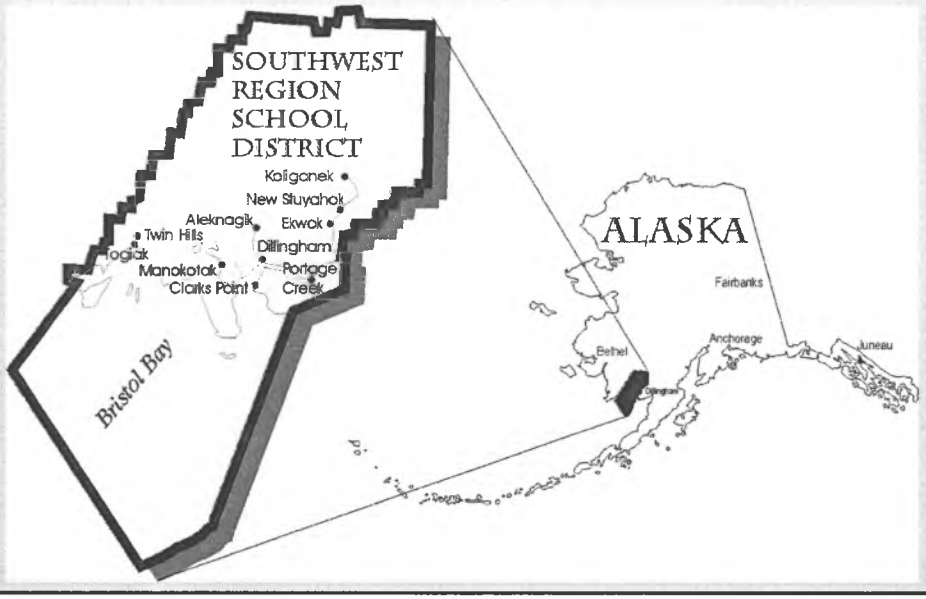
Southwest Region School District

Presentation to the House Education Committee
March 12, 2012 - 8:00AM

David J. Piazza

1

Southwest Region School District



REAA

- Approximately 632 Students
- Four K-8 Schools
  - Koliganek - 62
  - Manokotak - 121
  - New Stuyahok - 151
  - Togiak - 229
- Four K-12 Schools
  - Aleknagik - 31
  - Clarks Point - 11
  - Ekwok - 11
  - Twin Hills - 16
- Portage Creek Closed 2006
- Seven Member School Board
- Local advisory Community School Committees

3

Board Goals

- Establish Long Term Vision (School Improvement-STEPP)
- Board Professional Development (Budget)
- Focus on better communication with parents and communities
- Provide consistency between schools
- Academic growth for ALL students

4

Bristol Bay Visioning
Alaska STEPP

EDUCATION

What is the most important way education should prepare the youth in this community for their lives?

37%	Graduating with skills needed for success in college or vocational schools
30%	Developing adaptable skills for living and working anywhere
20%	Knowing how to think things through and solve problems

Families are our children's first teachers. My top choice for creating successful students is to:

44%	Teach, show, and live what we expect for them
21%	Get our children to school on time, fed and well-rested
18%	Read to our children at home every day, especially from birth to age 5

The best way to create excellent schools is:

41%	We communicate with our schools to reflect local values and priorities
30%	Schools/districts offer higher-level courses to prepare students for college
17%	Families and community members welcome school staff to the community

Alaska STEPP
Steps Toward Educational Progress and Partnership

5

AASB School Climate and Connectedness Survey

2. High Expectations

	Strongly Agree	Agree	Agree Some, Disagree Some	Disagree	Strongly Disagree	Mean
High Expectations: Collated Results	42%	35%	19%	3%	1%	4.15

3. School Safety

	Strongly Agree	Agree	Agree Some, Disagree Some	Disagree	Strongly Disagree	Mean
School Safety: Collated Results	39%	32%	19%	6%	4%	3.95

5. Respectful Climate

	Strongly Agree	Agree	Agree Some, Disagree Some	Disagree	Strongly Disagree	Mean
Respectful Climate: Collated Results	18%	39%	31%	8%	5%	3.58

6

Regional Coordination Efforts

* Bristol Bay SD
* Dillingham City SD
* Lake & Peninsula SD
* Southwest Alaska Vocational & Education Center

* Southwest Region SD
* Bristol Bay Area Health Corporation
* University of Alaska - Bristol Bay Campus

7

New Schools

"Chief" Ivan Blunka School - New Stuyahok (2009)

Togiak School (2004)

Manokotak 'Nunaniq' School (2001)

8

Koliganek Construction

9

High Quality Staff

Kyle Casper
Teacher
of the Year

Denise Coopchiak
Instructional Aide
of the Year

Martha Foster
Classified Staff Member
of the Year

Three of six
30-Year Employees

Anuska Ayojiak
Grace Gamechuk
Tatianna Andrew

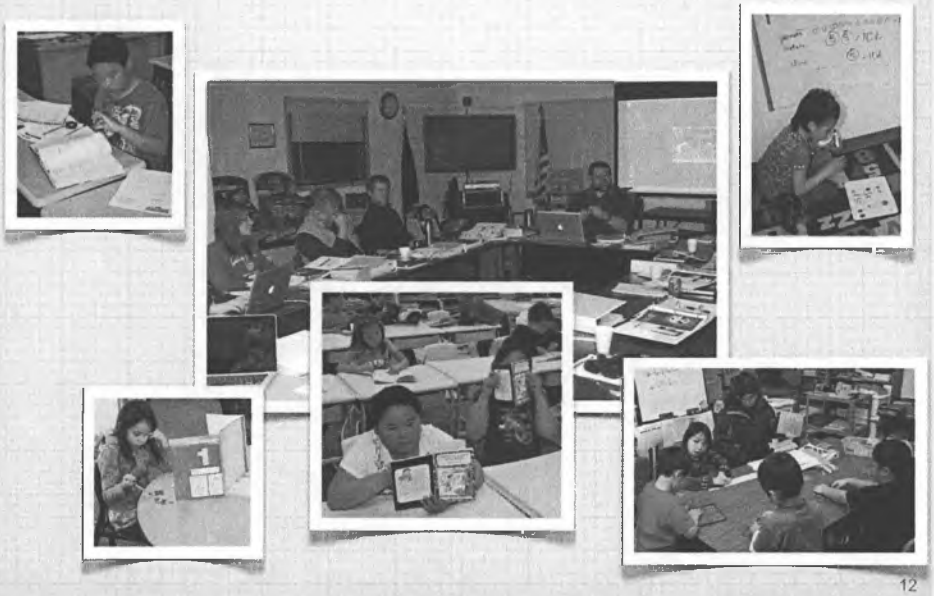
10

Recent Graduates

* 32 HS Diploma's
* 10 Certificates
* 3 December 2011 mid-year diplomas awarded

11

Curriculum Development



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Instructional Aide Inservice

13

1-To-1 Technology

* 9-12 Take Home Laptops
* 6-8 Classroom Use Laptops
* K-5 Desktop Units (Almost 1-to-1)

14

Yup'ik Instruction Language & Culture

High School
Yup' ik Instruction

Elementary
End of Year Ceremony

15

Youth Leadership

School Council
Lunch Time Meeting

Youth Leadership Summit
Debate Workshop

16

School Lunch

Food Service
Compliance Training

Fresh Fruit &
Vegetable Program

Serving
Lunch

17

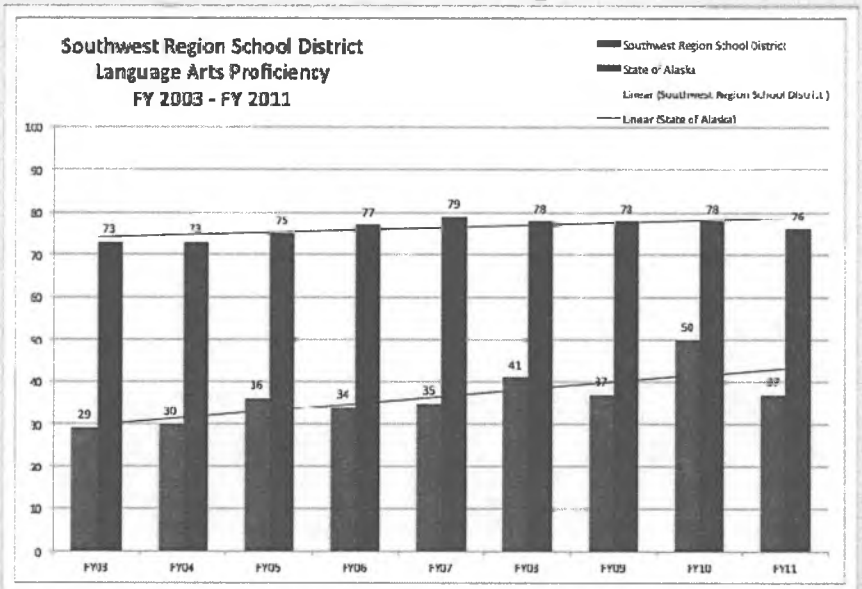
Fish for Kids Program

Staff and students from Head Start, Dillingham City Schools, Southwest Region Schools and Peter Pan Seafoods

Sophie Walcott, New Stuyahok
Got Fish?

18

LA Proficiency Rates



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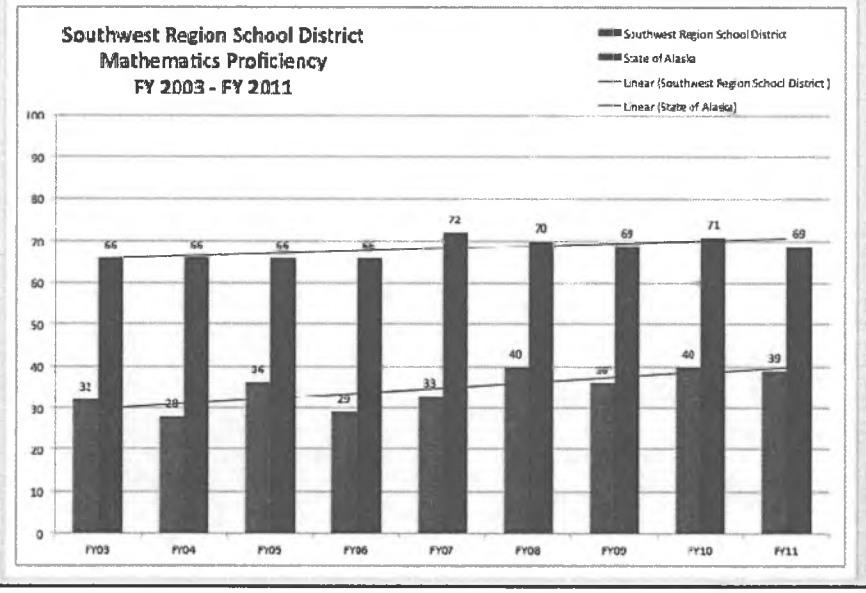
Math Proficiency Rates



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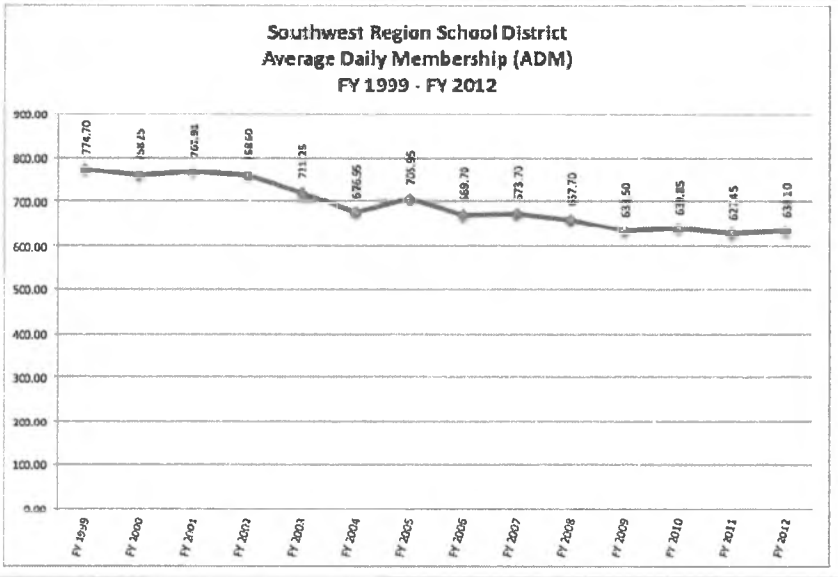
Student Enrollment Trends



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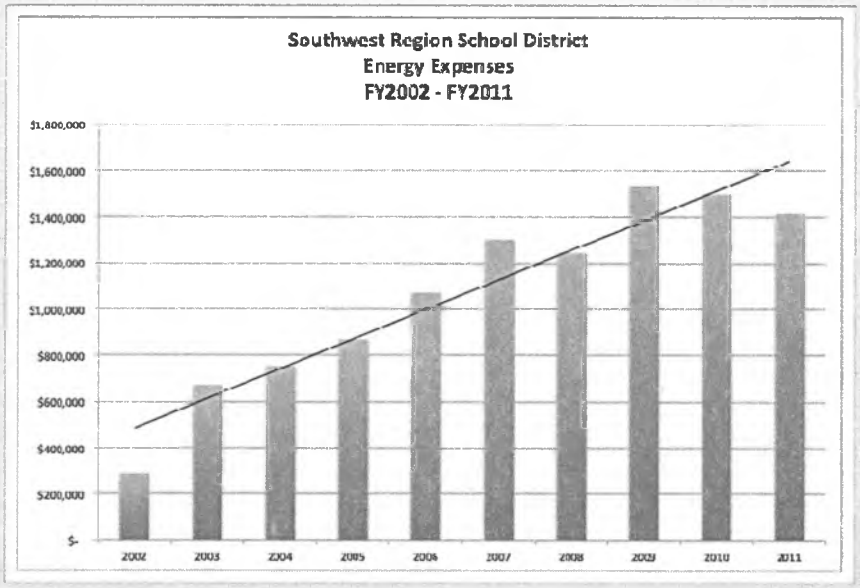
Closing Schools

Clarks Point School

22

Energy Expenses



23

Increased Transportation Costs

* Less Student Participation
* Less On-Site Travel by District Office Personnel.
* Less Goods to cover increased shipping costs.

24

Staff Reductions

Well Stocked Libraries

25

Instructional Program Challenges

* No Coordinated Arts Programs
* No MS/HS Music Programs
* Vocational Education Classes are limited to Wood and Metal Shop
* No Business Education, Home Economics, Health Occupation, or Fisheries

26

Adequate Educational Funding

2011 Promotion Ceremony at
William "Sonny" Nelson (Ekwok) K-8 School

27

School Board

Kay Andrews
President

Marie Paul
Vice President

Ferdinand Sharp
Secretary/Treasurer

Steven Gosuk, Jr.
Member

Helen Gregorio
Member

Wassillie Gust
Member

Wassillie Wonhola
Member

Contact

Southwest Region
School District
P.O. Box 90
Dillingham, AK 99576

(888) 478-7977
(907) 842-5287

superintendent@swrsd.org

Mission

The Southwest Region School District is committed to all students receiving an education that continuously affirms human diversity, that validates the history and culture of all ethnic groups, that is based on high expectation for academic success for every student, and that encourages students and parents active participation.

28

Leading the Way

Northwest Arctic Borough School District

"Educating Our Children to Lead Successful Lives"

P.O. Box 264 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

Mission:

To graduate students with the skills and confidence to be good citizens.

Vision:

"To be a leader in Pre-K – 14 education based on student achievement and graduation rates."

March 14, 2012

House Education Committee
Testimony: Star of the Northwest Magnet School

Dear Honorable Education Committee Members:

I was honored to be able to have this opportunity to be able to tell you about the excellent working relationship that the Northwest Arctic Borough School District has with the Alaska Technical Center (ATC) and Chukchi College (extension of the University of Alaska, Fairbanks). This is an exemplary K-12 and post-secondary cooperative association that enriches opportunities for high school students.

Enclosed, please see the 9 minute video entitled, "Star of the Northwest" that I would like you to watch this morning. Also, there are 10 copies of our "Star of the Northwest Magnet School" booklet so each committee member can have one.

I am sorry not to be there in person with you this morning, but I will be in town this coming Friday and hope to see you.

We are remodeling the Alaska Technical Center with money the legislature appropriated, over the last 2 years, so it can serve high school as well as adult students in its programs, and be the *Star of the Northwest*. Chukchi College has been a great partner in offering classes taught by university staff, school district teachers, or ATC instructors with students receiving dual high school/college credit and vocational certificate hours.

The three "magnets" of the Star of the Northwest are Process Technology, Health Care, and Public School Teaching. After the video I will be pleased to answer any questions you might have.

Sincerely Yours,

Norman Eck

Norman Eck, Ph.D.
Superintendent

STAR OF THE NORTHWEST
MAGNET SCHOOL

A Unique School

Star of the Northwest Magnet School will be Alaska's first dedicated statewide residential high school and post-secondary institution.

The Northwest Arctic Borough School District is taking a creative approach to addressing the need for specialized education in rural Alaska by establishing a unique new school in Kotzebue. Star of the Northwest Magnet School will provide students in grades 11-14 with curricula tailored to preparing them for careers in rural Alaska's high-demand fields, such as health care, resource development and education.

Rural Alaska is characterized by small, isolated communities that each rely on one school to provide a general curriculum for all students K-12. Although career opportunities exist in and near these communities, small, rural high schools are unable to provide students with the specialized education necessary to qualify for those opportunities.

Star of the Northwest Magnet School is open to students from anywhere in Alaska, but its primary purpose is to give rural students access to high-quality academic and vocational programs that are often absent or insufficient in their local schools. With that in mind, the school will eventually build a dormitory to house students from remote villages.

This new school maximizes existing educational resources and capitalizes on a successful, long-standing partnership within the Northwest Arctic Borough School District that includes Kotzebue High School, Alaska Technical Center and Chukchi College, which is a community campus of the University of Alaska Fairbanks College of Rural and Community Development.

A Creative Solution

The district envisions Star of the Northwest Magnet School as a catalyst that will prepare rural students for careers in Alaska's classrooms, health clinics, hospitals and resource development industry. This new school will produce generations of teachers and professionals who were born and raised in rural communities and, therefore, are more likely to stay in their villages to form a stable foundation of long-term educators, health care providers and technical experts.

By combining career-oriented curricula with campus housing, Star of the Northwest will be a uniquely valuable facility that strengthens Alaska's workforce by developing the talents of rural students.

What is a Magnet School?

A magnet school is a public school that has a specialized curriculum or courses focused on specific areas. The term "magnet" refers to the fact that such a school attracts students from outside the school district in which it is located.

A magnet school gives each student the freedom and opportunity to concentrate on a single discipline, rather than a generalized course of study. This gives students the same opportunities urban students have to access advanced and specialized programs that provide a head start on their chosen careers.

According to the U.S. Department of Education, in many communities, magnet schools are the highest-performing schools in their systems. In general, they are known for higher student achievement, increased parent and community involvement, and staff and curricular coherence.

Alaska continues to import over 70% of its education workforce. On average, teacher turnover in rural communities exceeds 20%, double the rate in urban communities.

The Star of the Northwest Magnet School Advantage

Most public schools offer a standardized curriculum to provide all students with a general, broad-based education. Star of the Northwest Magnet School allows students to concentrate on one discipline, much like a college major.

This tailored approach allows the school to attract highly qualified educators who have expert knowledge in specific areas. In addition, the school has access to uniquely valuable resources because it has multifaceted support from federal and state agencies, borough departments, and private and Native corporation organizations.

Star of the Northwest Magnet School utilizes the following resources:

- Strategic plan
- Dedicated career and technical education staff
- Community infrastructure
- World-class mine nearby
- Regional hub community
- Support of regional corporation (NANA)
- Pre-K-14 governance of all operational services
- Federal investment
- State investment

High School and College in One

Star of the Northwest Magnet School has a unique structure in that the coursework covers the last two years of high school and continues for two years of post-secondary education, leading to an associate's degree (i.e. grade 14). Classroom study is combined with hands-on or field study through cooperation with several regional partners.

Education

- Instructional aide
- Early childhood aide
- K-12 teacher

The Northwest Arctic Borough School District is a member of the Future Educators of Alaska program. In addition to academic coursework, Star of the Northwest Magnet School students gain experience in classrooms.

Health care is the state's largest growth industry, expected to add more than 7,000 jobs by 2018.

Health care

- Prep for nursing school (to become a registered nurse)
- Aide
- Orderly
- Attendant
- Personal care assistant
- Home care assistant
- Medical coding technician
- Certified nurse's assistant

Star of the Northwest Magnet School partners with Maniilaq Association to provide students with hands-on experience in hospitals, doctors' offices and village medical clinics.

Process Technology

- Millwright
- Mill operator
- Welder
- Commercial driver
- Construction (various trades)

As a part of the Northwest Arctic Borough School District, Star of the Northwest Magnet School partners with Red Dog Mine, which allows students to get hands-on technical education and serve apprenticeships at the mine.

Progress to Date

Star of the Northwest Magnet School has opened its doors and is educating students on a limited basis. However, until funding is in place and a dormitory is built, the school cannot fulfill its primary function of housing and educating students from rural communities.

The school and district have made outstanding progress towards their goal of establishing Alaska's most innovative and effective magnet school. The curricula have been developed and are currently being implemented. The federal government has provided funding through a $1.5 million Expanding Horizons grant and construction is underway on shop and classroom space with $14 million in funding from the state of Alaska.

The next step is to move forward with plans to construct a 100-student dormitory.

Admission

Admission to Star of the Northwest Magnet School is granted upon approval of a student's application and differs from other public schools in that enrollment is limited to students entering 11th grade. The application and enrollment process will be consistent with Alaska's residential high schools.

Student Activities

Star of the Northwest Magnet School 11th and 12th grade students are enrolled as full-time students at Kotzebue High School and have equal opportunity to participate in all KHS programs and activities.

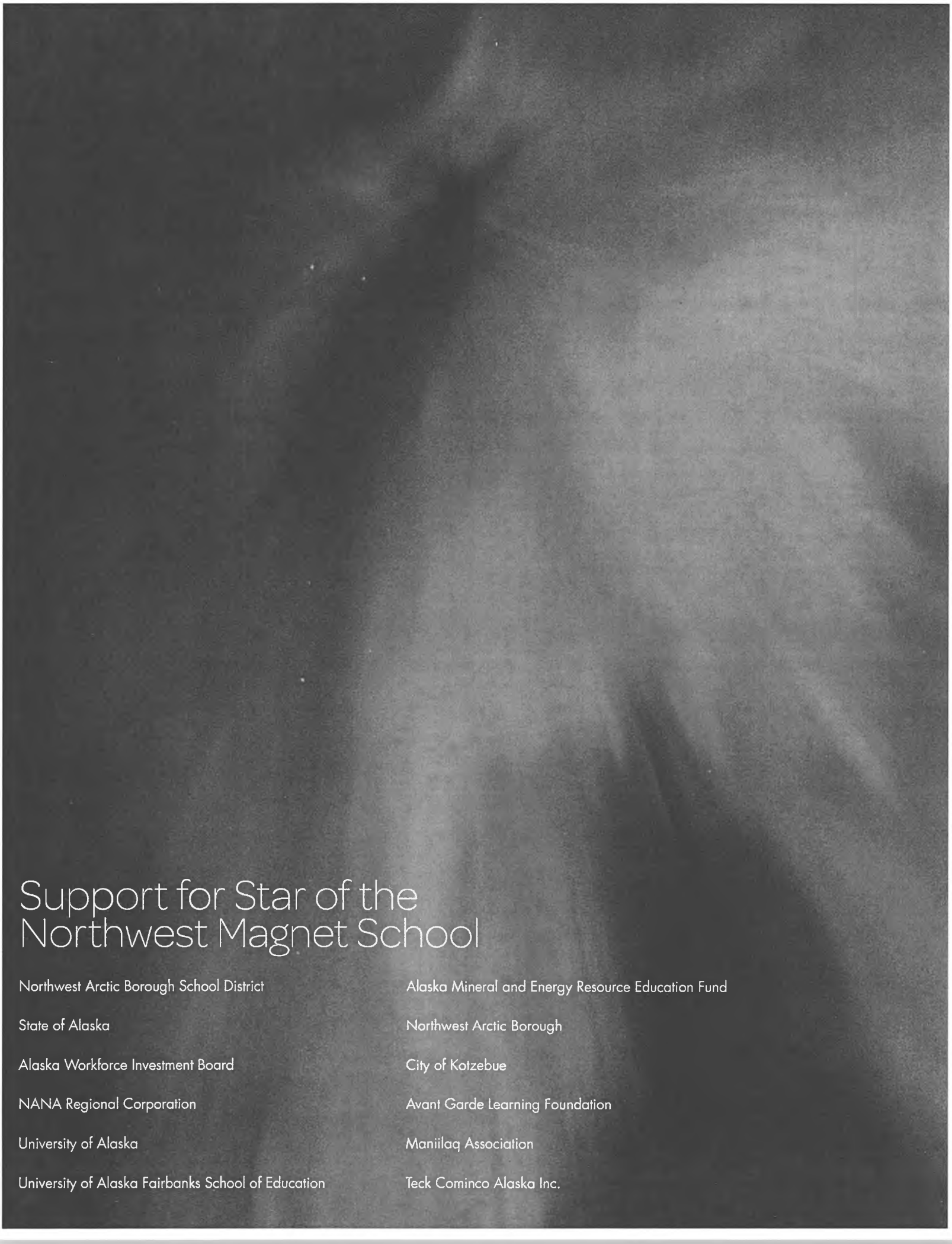
Jobs in the mining industry are among the highest-paying in the state and are often located in rural areas, where employment need is the greatest.

Long-Term Benefits

The long-term benefits of an innovative magnet school that prepares rural students for lasting careers will be critical to improving the economies and quality of living in both rural communities and the state overall.

At its full level of enrollment, Star of the Northwest Magnet School will graduate 50 students from high school and 50 or more students from Alaska Technical Center and Chukchi College programs every year. These graduates will provide a steady stream of qualified employees for Alaska's health care, resource development and education workforce.

Star of the Northwest Magnet School is positioned to both improve the lives of individual students and help the state grow its economy by inspiring Alaska's best and brightest to live and work right here at home.



Support for Star of the Northwest Magnet School

Northwest Arctic Borough School District

State of Alaska

Alaska Workforce Investment Board

NANA Regional Corporation

University of Alaska

University of Alaska Fairbanks School of Education

Alaska Mineral and Energy Resource Education Fund

Northwest Arctic Borough

City of Kotzebue

Avant Garde Learning Foundation

Maniilaq Association

Teck Cominco Alaska Inc.

VALDEZ CITY SCHOOL DISTRICT

Where the Mountains meet the Sea

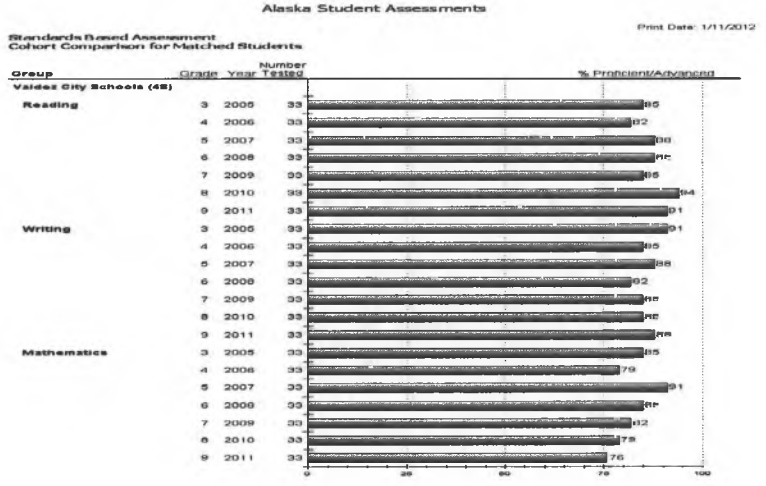
322 inches of Snow by January 13, 2012!

Demographics

Ethnicity	White	Black	Hispanic	Asian-Pac Isle	Native American	Alaska Native	Multi-racial
Percent	71%	1%	4%	2%	3%	17%	2%

- 17 % of the student population are Identified Special Needs
- 28 % of the student population are Economically Disadvantaged

Sophomore class SBA results since 3rd grade



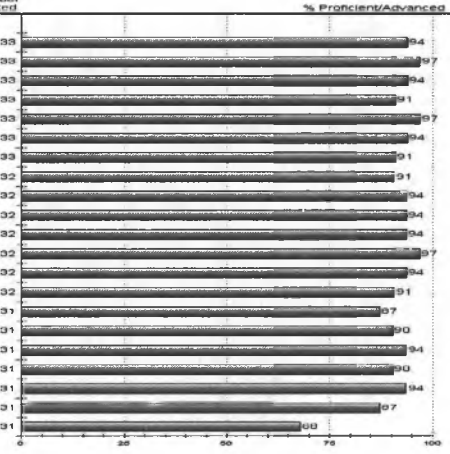
Junior class SBA results since 4th grade

Alaska Student Assessments

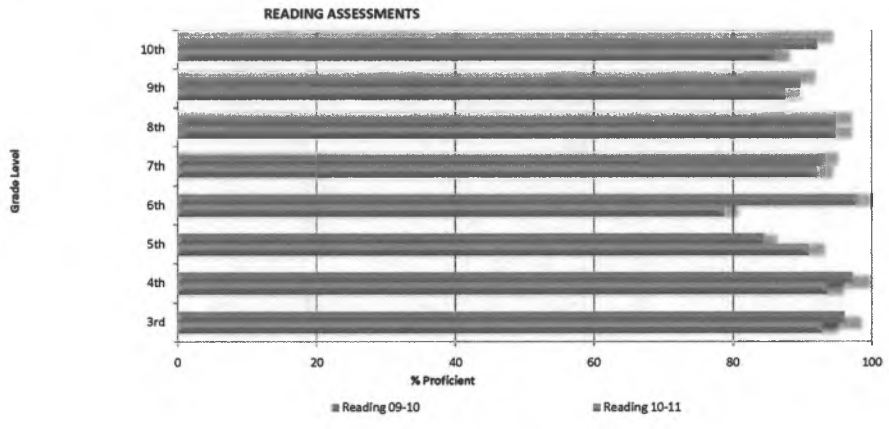
Print Date: 1/11/2012

Standards Based Assessment
Cohort Comparison for Matched Students

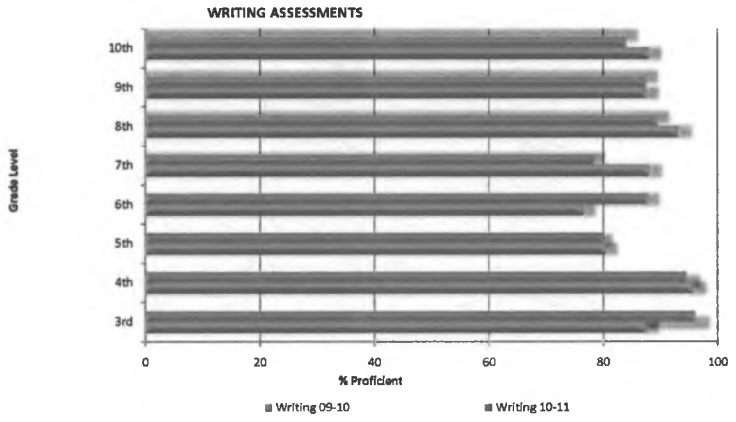
Group	Grade	Year	Number Tested	% Proficient/Advanced
Valdez City Schools (48)				
Reading	4	2005	33	94
	5	2006	33	97
	6	2007	33	94
	7	2008	33	91
	8	2009	33	97
	9	2010	33	94
	10	2011	33	91
Writing	4	2005	32	91
	5	2006	32	94
	6	2007	32	94
	7	2008	32	94
	8	2009	32	97
	9	2010	32	94
	10	2011	32	91
Mathematics	4	2005	31	87
	5	2006	31	90
	6	2007	31	94
	7	2008	31	90
	8	2009	31	94
	9	2010	31	87
	10	2011	31	68



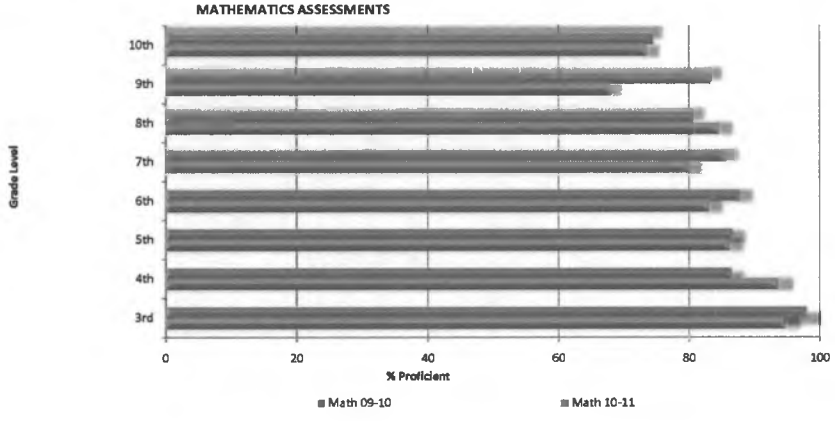
District Report Card Data



District Report Card Data



District Report Card Data



VHS 2010-2011 Graduation Rate

Attendance & Graduation Rates		
Student Subgroups	**Attendance Rate** *State Target 85%*	**Graduation Rate** *State Target 55.58%*
ALL STUDENTS	93.1%	88.3%
Female	92.76%	96%
Male	93.07%	86%
African Americans	90.77%	N/A
Alaska Native/American Indian	91.75%	85%
Asian/Pacific Islander	94.04%	N/A
Caucasian	93.24%	94%
Hispanic	94.68%	50%
Multi-Ethnic	89.23%	0%
Economically Disadvantaged	91.18%	82%
NOT Economically Disadvantaged	93.58%	91%
Students with Disabilities	91.65%	100%
Students WITHOUT Disabilities	93.18%	86%
LEP Students	94.77%	N/A
NOT LEP Students	92.92%	88.2%
Migrant students	91.76%	92%
NOT Migrant students	93.60%	87%

Four Years of Financial Information

	FY 10	FY 11	FY 12	FY 13
City	7,400,333	7,918,329	7,918,329	7,918,329
State	4,116,492	4,327,702	4,521,562	4,264,215
Total	11,516,825	12.246,031	12,439,891	12,182,544
Students	671	676	676	665
Utilities	795,880	926,217	1,144,057	1,3772,868

Quality Teachers providing quality instruction

- Over half of our teaching staff has been in Valdez over 16 years.
- The vast majority of teachers have their Master's Degrees in education.
- Our teachers are always looking for possible changes to enhance the education of the student of Valdez.
- Our school district is currently investigating the possibility of a four day school week.

Valdez High School

- Current enrollment is 225 and has been relatively steady the last 4 years
- Students receive 5 hours 36 minutes of daily instruction
- A Career Center was established in 1999 to counsel students on career and post secondary choices
- Career and Technical Education classes have been expanded in response to student interest and industry needs
- VHS began offering dual credit classes in partnership with Prince William Sound Community College in 1995
- Surveys are given to alumni after 5 years out of VHS to track their success and gather information on their opinions on how VHS had prepared them for their future endeavors.

Gilson Junior High

- School Motto is "Success is the only Option"
- Current enrollment is 99, and has declined slightly the last 4 years
- Grades 7 and 8 are housed in our oldest building which was constructed after the 1964 Earthquake when the town was moved
- Students receive 5 hours and 50 minutes of instruction each day due to shortened lunch and an added MARS (Mentoring, Advisory, Reading, Study Skills) time
- Student get the choice of having core curriculum taught in single sex or mixed classes
- There is one period of electives, each run a semester
- Each student has a personal education plan where they establish their goals and develop a plan to achieve those goals
- After the Bell Program tutors students afterschool
- 2010-2011, the class of 2015 (55 students) raised their SBA scores an average of 139.4 points/student in two years. 64% of students met the national and presidential fitness challenge.

Hermon Hutchens Elementary

- Current enrollment is 350 and has been relatively steady the last 4 years
- Grade levels are pre-K through 6th
- Pre-K is our early intervention strategy for developmentally delayed children ages 3 – 5 allowing some typical peers to attend
- Kindergarten is a full day model
- There are either 2 or 3 classes per grade level
- Students receive 5 hours and 35 minutes of daily instruction
- The smallest class size is 17 and largest is 25
- Extra enrichment classes include Technology, PE, Positive Action, Library, and Music
- Identified students are given intervention in reading, math, writing and small group counseling
- Enrichment is provided by the Extended Learning Opportunities Teacher (G/T)

Curriculum and Professional Development

Curriculum Development Model

- Review curriculum for top three schools in the nation. - Blue Ribbon Schools of Excellence
- Use State/National Standards as guide
- Use the developed 6 year curriculum cycle to ensure current research and best practices are employed
- Provide ongoing training for teachers to correctly implement new strategies and material
- Hire top notch teachers and keep them trained continually
- Excellent materials, effective delivery, alignment with state, national standards, and effective articulation through the grade levels is a MUST
- Keep targeting student learning needs through a variety of assessment strategies and keep finding new ways to do this

VCSD Instructional Time

GRADE LEVELS	HOURS /DAY	HOURS /WEEK	STATE REQRD HOURS /WEEK	HOURS OVER STATE REQRD	HOURS/ YEAR ABOVE STATE REQRD	# DAYS PUT IN ABOVE STATE REQRD
K	5H 40MN	25H 40MN	20	5H 40MN	204	51
1-3	5H 35MN	26H 55MN	20	6H 55MN	249	62.25
4-6	5H 35MN	26H 55MN	25	1H 55MN	69	13.8
7-8	5H 50MN	28H 10MN	25	3H 10MN	114	22.8
9-12	5H 36MN	27H	25	2 H	72	14.4

Thank you for allowing us the opportunity to showcase our Schools

Questions...?

Wrangell Public Schools

Wrangell Public Schools would like to thank the Alaska Legislature for your continued support of our students!

Excel to your potential!

Wrangell Public Schools – What are we doing right?

Presented by:
Rinda Howell, School Board Member

Joel Cole, Lorenzo Silva and Blaine Wilson Wrangell High School Students

February 13, 2012

Thank you for the new playground at Evergreen Elementary School!!!

Wrangell High School
One-to-One Laptop Program

Smart Boards as Instructional Tools

Career & Technical Education

Concurrent Enrollment/ College Courses

- CNA (Certified Nurses Assistant)
- EMT (Emergency Medical Technician)
- ETT (Emergency Trauma Technician)
- English 111
- English 211
- Math 107
- Math 108
- Math 200
- Welding I
- Welding 2
- Woodworking

Show us the results!

	Reading	Writing	Math
3rd Grade	90% or more proficient or advanced	90% or more proficient or advanced	90% or more proficient or advanced
6th Grade	90% or more proficient or advanced	90% or more proficient or advanced	85% proficient or advanced
9th Grade	90% or more proficient or advanced	80% or more proficient or advanced	76% proficient or advanced

High School Graduation Rate

- Wrangell High School had a 93% Graduation Rate in 2010-2011
- This is an increase of 2% from 2009-2010

Questions and Contact Information

- Rich Rhodes, Ed.D., Superintendent 907-874-2347
- rrhodes@wrangellschools.org

HB

5

<TARGET><BILL>HB 5</BILL><SUBJECT>HB
5</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS0018\D
Mischel
2/10/11

Recinded

CS FOR HOUSE BILL NO. 5( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE KELLER

A BILL

FOR AN ACT ENTITLED

"An Act requiring school districts to develop and require a history of American constitutionalism course and examination in secondary schools in the state; and providing for an effective date."

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

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SHORT TITLE. This Act may be known as the American Constitutionalism History Literacy Act.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

LEGISLATIVE FINDINGS. The legislature finds that

(1) the adoption of the Declaration of Independence, the Articles of Confederation, the Constitution of the United States, and the Bill of Rights were seminal events in the history of the United States of America;

(2) American constitutionalism represents this country's greatest gift to human freedom; its ideals, ideas, and institutions have influenced different people in different lands at different times;

(3) an early understanding of American constitutionalism empowers students to make rational, evidence-based decisions regarding their civic judgments, rights, and duties;

(4) a number of historical written documents that appeared over a span of 15 years continue to serve to define our national identity and our constitutional republic form of government: the Declaration of Independence, the first state constitutions, the Articles of Confederation, the Constitution of the United States, the Federalist Papers, and the Bill of Rights; a general understanding of the philosophies and historical context that generated those documents is an essential element in the education of Alaska students;

(5) the Citizens' Advisory Task Force on Civics Education Policy, in its report dated January 2008, made a strong case for improving civics education; this Act should be applied in the context of school district response to the recommendations in the report.

* **Sec. 3.** AS 14.14 is amended by adding a new section to read:

Sec. 14.14.095. Secondary school history of American constitutionalism course and examination. (a) The chief school administrator of a school district shall develop and submit to the governing body of a school district for approval a syllabus for a one-semester course and final examination in the history of American constitutionalism to be taught to all students enrolled in grade 12 in the district. An approved syllabus must ensure and test students' understanding of the history of American constitutionalism as portrayed in the Declaration of Independence, the first state constitutions, the Articles of Confederation, the Constitution of the United States, the Federalist Papers, the Bill of Rights, and other historical documents produced in the founding of our constitutional republic model of government.

(b) A district may not issue a secondary school diploma to a student who does not successfully complete the course and examination described in (a) of this section. A school district may not grant a waiver of this requirement.

(c) In this section, "district" has the meaning given in AS 14.17.990.

* **Sec. 4** This Act takes effect July 1, 2012.

27-LS0018\E
Mischel
2/24/11

CS FOR HOUSE BILL NO. 5( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE KELLER

A BILL

FOR AN ACT ENTITLED

"An Act requiring school districts to develop and require completion of a history of American constitutionalism curriculum segment and examination; and providing for an effective date."

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

* **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SHORT TITLE. This Act may be known as the American Constitutionalism History Literacy Act.

* **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

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(2) American constitutionalism represents this country's greatest gift to human freedom; its ideals, ideas, and institutions have influenced different people in different lands at different times;

(3) an early understanding of American constitutionalism empowers students to make rational, evidence-based decisions regarding their civic judgments, rights, and duties;

(4) a number of historical written documents that appeared over a span of 15 years continue to serve to define our national identity and our constitutional republic form of government: the Declaration of Independence, the first state constitutions, the Articles of Confederation, the Constitution of the United States, the Federalist Papers, and the Bill of Rights; a general understanding of the philosophies and historical context that generated those documents is an essential element in the education of Alaska students;

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* **Sec. 3.** AS 14.14 is amended by adding a new section to read:

Sec. 14.14.095. Secondary school requirement; history of American constitutionalism. (a) The chief school administrator of a school district shall develop and submit to the governing body of a school district for approval a syllabus for a curriculum segment and final examination in the history of American constitutionalism to be taught to all students enrolled in the district. An approved syllabus must ensure a students' understanding of the history of American constitutionalism as portrayed in the Declaration of Independence, the first state constitutions, the Articles of Confederation, the Constitution of the United States, the Federalist Papers, the Bill of Rights, and other historical documents produced in the founding of our constitutional republic model of government.

(b) A district may not issue a secondary school diploma to a student who does not successfully complete the curriculum segment and examination described in (a) of this section. A school district may not grant a waiver of this requirement.

(c) In this section, "district" has the meaning given in AS 14.17.990.

* **Sec. 4.** This Act takes effect July 1, 2012.

FISCAL NOTE

Original Bill

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB5**
() Publish Date

Identifier (file name) HB5-EED-TLS-2-4-11
Title "An Act requiring a standardized statewide history of American constitutionalism curriculum and a secondary..."
Sponsor Representative Keller
Requester House Education

Dept. Affected Education & Early Development
Appropriation Teaching & Learning Support
Allocation Student & School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel	295.1						
Contractual	1,425.0		1,445.0	1,517.3	1,593.1	1,672.8	1,756.4
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**1,720.1**	**0.0**	**1,445.0**	**1,517.3**	**1,593.1**	**1,672.8**	**1,756.4**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	1,720.1		1,445.0	1,517.3	1,593.1	1,672.8	1,756.4
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**1,720.1**	**0.0**	**1,445.0**	**1,517.3**	**1,593.1**	**1,672.8**	**1,756.4**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version

Prepared by Cynthia Curran, Director
Division Teaching & Learning Support
Approved by Michael Hanley
Commissioner

Phone 465-2857
Date/Time 2/4/2011 4:05PM
Date 2/4/2011

(Revised 12/29/2010 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB5

Analysis

Sec. 3. AS 14.03 amendments:
Sec. 14.03.072. Statewide history of American constitutionalism curriculum and examination; annual report;
Sec. 4. AS 14.03.075(a) is amended to read: (a) A student may not be issued a secondary school diploma unless the student passes a competency examination in the areas of reading, English, ***history of American constitutionalism...***
Section 14.03.072 would require the department to revise the current Government and Citizenship content standards; create Performance Standard Grade Level Expectations (PSGLE) for these standards, and, create a Standards Based Assessment (SBA), specifically only measuring strand B of the current standards.

American Constitutionalism Standards development estimated cost for grades 4, 8, and 10 are $84,300 (four statewide meetings).
Item review, cut score determination estimated at $84,300 (four statewide meetings).
SBA development and implementation in 4, 8, and 10 is estimated at $645,000.

In addition to the SBA requirement, the High School Graduation Qualifying Exam (HSGQE) would have to be modified to include this strand.
The HSGQE grade 10 estimated additional assessment cost is $390,000.
Grade 11 and 12 estimated additional assessment cost is $390,000.

Beginning FY2012, estimated annual assessment cost: $665,000 (grades 4, 8, and 10); HSGQE $780,000.

Establishing FY2012 as the base year to begin assessments, an annual cost increase estimate of 5% has been added to FY2014 - FY2017 for the test contract administration.

New Fiscal Note for Committee Substitute

FISCAL NOTE Draft

Went from $1.7M to zero shift from State of AK to Local District

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version CSHB5
() Publish Date

Identifier (file name) HB005CS-EED-TLS-2-15-11
Dept. Affected Education & Early Development
Title "An Act requiring school districts to develop and require a history..."
Appropriation Teaching & Learning Support
Allocation Student & School Achievement
Sponsor Representative Keller
Requester House Education Committee
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

This version of the bill places the responsibility with the local school districts to develop the curriculum with a final examination requirement and does not impact the state administered Standards Based Assessments nor the High School Graduation Qualifying Exam.

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching & Learning Support — Date/Time 2/15/2011 9:15AM
Approved by Mike Hanley — Date 2/15/2011
Commissioner

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB5

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

Adopted

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: CSHB 5(EDC)
(H) Publish Date: 3/31/11

Identifier (file name) HB005CS-EED-TLS-2-15-11
Title: "An Act requiring school districts to develop and require a history..."
Sponsor: Representative Keller
Requester: House Education Committee

Dept. Affected: Education & Early Development
Appropriation: Teaching & Learning Support
Allocation: Student & School Achievement
OMB Component Number: 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost _____

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

This version of the bill places the responsibility with the local school districts to develop the curriculum with a final examination requirement and does not impact the state administered Standards Based Assessments nor the High School Graduation Qualifying Exam.

Prepared by: Cynthia Curran, Director — Phone: 465-2857
Division: Teaching & Learning Support — Date/Time: 2/15/2011 9:15AM
Approved by: Mike Hanley, Commissioner — Date: 2/15/2011

(Revised 1/27/2011 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB 5(EDC)

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

HOUSE COMMITTEE REPORT

(7)
Date Referred to Committee: January 18, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3/30/11

The EDUCATION Committee considered: **HB 5**

HOUSE BILL NO. 5
"An Act requiring a standardized statewide history of American constitutionalism curriculum and a secondary school history of American constitutionalism examination in public schools in the state; and providing for an effective date."

HB 5 CONSTITUTIONAL HISTORY CURRICULUM

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* House Bill 5 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR _____ **[ ] Same Title [✓] New Title**

[ ] attach amendments
[ ] add new referral to _____ Committee
[ ] Letter of Intent _____ Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Peggy Wilson	WILSON	X			
	Pruitt	X			
Paul A Seaton	Seaton	X	X		
	FEIGE				X
Chair:	Dick	✓			
Chair:					

ALASKA STATE LEGISLATURE

Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
Phone (907) 373-1842
Fax: (907) 373-4729

Session:
State Capitol Building
Juneau, Alaska 99801-1182
Phone: (907) 465-2186
Fax: (907) 465-3818

REPRESENTATIVE WES KELLER
DISTRICT 14

House Bill 5
Sponsor Statement

"An Act requiring a standardized statewide history of American constitutionalism curriculum and a secondary school history of American constitutionalism examination in public schools in the state; and providing for an effective date."

The Spanish American philosopher George Santayana once said, "Those who cannot remember the past are condemned to repeat it."[1] It would be an unthinkable tragedy to repeat the human oppression that existed before our country's greatest gift to humankind: The gift of awareness that we all have fundamental rights that belong to us by virtue of the fact that we are human and that the only valid government is what is allowed by the governed. These and other profound foundational truths need to be understood and preserved.

House Bill 5 presumes we are in danger of forgetting, and requires American History education to include teaching of "**American Constitutionalism**" as defined by six founding documents that established the most prosperous and powerful nation on earth: the Declaration of Independence; Early State Constitutions; the Articles of Confederation; The US Constitution, the Federalist, and the Bill of Rights.

HB 5 requires Alaska School Districts to teach American Constitutionalism and to monitor and report student learning. It also requires the Department of Education to provide a curriculum and a standard student proficiency measurement tool as a resource to be made available to school districts. Presumably, this curriculum, and even the testing process, will be efficiently made available digitally, on-line, in a format that will be usable to students, teachers, and school administrators anywhere in Alaska, any time of the day. School districts would have the option of using these resources as a curriculum or as a supplement to enhance existing district curricula to enable compliance.

Students will be required to demonstrate a level of proficiency as part of their exit exam. The Department will provide a report on the effectiveness of this mandate in it's annual communication with the Governor and Legislature.

The goal of House Bill 5 is to keep Alaska and America strong and to preserve the principles that have provided the greatest prosperity and liberty this world has ever known.

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[1] *Life of Reason, Reason in Common Sense, Scribner's, 1905, page 284"*

ALASKA STATE LEGISLATURE

Interim:
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Wasilla, Alaska 99654
Phone (907) 373-1842
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Session:
State Capitol Building
Juneau, Alaska 99801-1182
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REPRESENTATIVE WES KELLER
DISTRICT 14

Committee Substitute for House Bill 5
Sponsor Statement

"An Act requiring a standardized statewide history of American constitutionalism curriculum and a secondary school history of American constitutionalism examination in public schools in the state; and providing for an effective date."

The Spanish American philosopher George Santayana once said, "Those who cannot remember the past are condemned to repeat it."[1] It would be an unthinkable tragedy to repeat the human oppression that existed before our country's greatest gift to humankind: The gift of awareness that we all have fundamental rights that belong to us by virtue of the fact that we are human and that the only valid government is what is allowed by the governed. These and other profound foundational truths need to be understood and preserved.

CS for House Bill 5 presumes we are in danger of forgetting, and requires American History education to include teaching of "**American Constitutionalism**" as defined by six founding documents that established the most prosperous and powerful nation on earth: the Declaration of Independence; Early State Constitutions; the Articles of Confederation; The US Constitution, the Federalist, and the Bill of Rights.

CSHB 5 requires Alaska's School Districts to teach American Constitutionalism and assure student's knowledge in this discipline. District administrators and school boards will establish a curriculum and a standard student proficiency measurement tools. Presumably, the majority of established curriculum material is available digitally, on-line, in a format that will be usable to students, teachers, and school administrators anywhere in Alaska, any time of the day. School districts will have the option of using these resources as a curriculum or as a supplement to enhance existing district curricula to enable compliance. Students will be required to demonstrate a level of proficiency in a final exam at the conclusion of the course.

The goal of CS for House Bill 5 is to keep Alaska and America strong and to preserve the principles that have provided the greatest prosperity and liberty this world has ever known.

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[1] *Life of Reason, Reason in Common Sense, Scribner's, 1905, page 284"*

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REPRESENTATIVE WES KELLER
DISTRICT 14

MEMO

To: Members of the Alaska Legislature

Date: February 15, 2011

Re: Sectional of CS for House Bill 5 (27-LS0018\D)

CS for House Bill 5 is broken into four sections:

1. Established the title of the Act.

2. Legislative Findings that stress the importance of the founding documents to this country. Those documents include the Declaration of Independence, the first state's constitutions, the Articles of Confederation, the Constitution of the United States, the Federalists Papers and the Bill of Rights. It is critical that students understand these documents and their historical context as part of their education.

3. Local school districts will establish a one semester course and final exam that represents one-half credit during the senior year of high school on these documents and historical context which will supplement the U.S. government course also taught in the senior year.

4. Effective date

E-Mail: Representative_Wes_Keller@legis.state.ak.us
Call Juneau Toll free: (800) 468-2186
Website: www.akrepublicans.org/keller/

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REPRESENTATIVE WES KELLER
DISTRICT 14

MEMO

To: Members of the House Education Committee

Fm: Representative Wes Keller

By: Jim Pound

Date: March 01, 2011

Re: Response to questions on Constitutionalism

Members of the Committee asked on Friday for a definition of Constitutionalism of which I indicated it is a fairly common term. We conducted some research using both legal and search engines. A simple Google Search generated nearly 2-million potential references. Based on research using legal and generic on-line search engines Constitutionalism is a commonly used term in both professional and non-professional circles.

This memorandum provides several scholarly examples of the discussion of Constitutionalism that should provide answers to the committee questions in preparation for the next hearing and passage from committee of CSHB 5.

If we can be of any assistance please do not hesitate to call.

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Thank you

In his book Constitutionalism, political scientist and constitutional scholar David Fellman (1907 – 2003), writes:

> "Constitutionalism is descriptive of a complicated concept, deeply imbedded in historical experience, which subjects the officials who exercise governmental powers to the limitations of a higher law. Constitutionalism proclaims the desirability of the rule of law as opposed to rule by the arbitrary judgment or mere fiat of public officials.... Throughout the literature dealing with modern public law and the foundations of statecraft the central element of the concept of constitutionalism is that in political society government officials are not free to do anything they please in any manner they choose; they are bound to observe both the limitations on power and the procedures which are set out in the supreme, constitutional law of the community. It may therefore be said that the touchstone of constitutionalism is the concept of limited government under a higher law."

Professor Fellman continues:

> "Whatever particular form of government a constitution delineates, however, it serves as the keystone of the arch of constitutionalism, except in those countries whose written constitutions are mere sham. Constitutionalism as a theory and in practice stands for the principle that there are—in a properly governed state—limitations upon those who exercise the powers of government, and that these limitations are spelled out in a body of higher law which is enforceable in a variety of ways, political and judicial. This is by no means a modern idea, for the concept of a higher law which spells out the basic norms of a political society is as old as Western civilization. That there are standards of rightness which transcend and control public officials, even current popular majorities, represents a critically significant element of man's endless quest for the good life.")

(David Fellman, "Constitutionalism"), vol 1, p. 485, 491-92 (1973-74)

Constitutionalism goes far beyond what can be perceived as just a legal term as it is in fact an "ism". We fully understand this concept since most of what we deal with in our daily lives involves beliefs. When you sit in a committee room or on the floor, you are surrounded by individuals with their beliefs, "isms" if you will. On a larger scale, the question that needs to be asked; What is the United States of America? What was the Soviet Union or is the Peoples Republic of China other than an "ism"? We believe our form of government is the best in the world and are very glad to export it to other countries by various means.

Constitutionalism in this country is not an unknown evil. Our founding documents created a nation that by world standards are is fairly new, although their roots can be traced back to even the Roman Empire.

> Constitutionalism has prescriptive and descriptive uses. Law professor Gerhard Casper captured this aspect of the term in noting that: "Constitutionalism has both descriptive and prescriptive connotations. Used descriptively, it refers chiefly to the historical struggle for constitutional recognition of the people's right to 'consent' and certain other rights, freedoms, and privileges.... Used prescriptively ... its meaning incorporates those features of government seen as the essential elements of the ... Constitution."
>
> **Leonard Levy, ed., *Encyclopedia of the American Constitution*, (Gerhard Casper, "Constitutionalism"), vol 2, p. 473, 473 (1986) ISBN 9780028648804**

Understanding of the two applications of constitutionalism is further explored by the following authors:

Descriptive use

One example of constitutionalism's descriptive use is law professor Bernard Schwartz's 5 volume compilation of sources seeking to trace the origins of the Federal bill of rights. Beginning with English antecedents going back to the Magna Carta (1215), Schwartz explores the presence and development of ideas of individual freedoms and privileges through colonial charters and legal understandings. Then, in carrying the story forward, he identifies revolutionary declarations and constitutions, documents and judicial decisions of the Confederation period and the formation of the federal Constitution. Finally, he turns to the debates over the federal Constitution's ratification that ultimately provided mounting pressure for a federal bill of rights. While hardly presenting a "straight-line," the account illustrates the historical struggle to recognize and enshrine constitutional rights and principles in a constitutional order.

Bernard Schwartz, *The Roots of the Bill of Rights* (5 vols., Chelsea House Publisher, 1980) [ISBN 9780877542070].

Prescriptive use

In contrast to describing what constitutions are, a prescriptive approach addresses what a constitution should be. As presented by Canadian philosopher Wil Waluchow, constitutionalism embodies "the idea ... that government can and should be legally limited in its powers, and that its authority depends on its observing these limitations. This idea brings with it a host of vexing questions of interest not only to legal scholars, but to anyone keen to explore the legal and philosophical foundations of the state."

***Stanford Encyclopedia of Philosophy*, Wil Waluchow (Constitutionalism) (Intro Jan 2001 (revised Feb 20, 2007).**

Conclusion

As indicated earlier in this memo, the term Constitutionalism is, in the right circles a very common term. The concept dates back to Roman times but begins to be more properly defined by today's standards in the Magna Carta (1215). Historically, the United States' is founded on documents generally created during a 15 year period of time. These documents represent the true law of the land and rule of law. It is critical that our youth have a working knowledge of these documents, what they mean to this country, and how they should be read. Like many historical documents it takes an interpretative ability to read and fully understand the intent in the writing style of the time. Three hundred years from now people will do the same thing with our words. The key to interpretation is not to second guess the intent but to look at it from the perspective in which it is written.

Committee Substitute for House Bill Five will give our children the opportunity to learn how to review, understand, and lead using our countries founding documents. Public comment on the bill will go far beyond these halls, as it will trickle down to school boards around the state. What will end up in the classroom may look very much different than what we are visualizing. Some districts may impose a strict set of guidelines and examinations as they feel it is that important. Others may feel it is only a supplement to their current curriculums. The key is Constitutionalism will be in the forefront, and Alaskan's will be the leaders in bringing the goals of this country back to life.

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
RESOLUTION NO. 11-011

A RESOLUTION OF THE MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT RECOMMENDING CIVICS BE A REQUIRED COURSE IN ALASKA'S PUBLIC HIGH SCHOOLS

WHEREAS, the United States Constitution is the fundamental law of the United States; and

WHEREAS, too many people in the United States fail tests of civic literacy; and

WHEREAS, many high school students know little of our founding fathers and their contributions to our country and way of life; and

WHEREAS, the percentage of eligible voters voting in local and State elections is unacceptably low; and

WHEREAS, fewer than half of all people in the United States can name the three branches of the United States Government or know the differences and duties; and

WHEREAS, our democratic process and republican form of government are at risk due to the low voter turnout; and

WHEREAS, research shows that an increase in civic knowledge, including that of the United States Constitution, supporting documents such as the Declaration of Independence and the Bill of Rights almost invariably leads to the beneficial use of that knowledge; and

WHEREAS, research shows that greater civic learning leads to more active citizenship, and people in the United States who fulfill their civic obligations beyond voting are more knowledgeable about their country's history and institutions:

NOW THEREFORE BE IT RESOLVED, it is the position of the Matanuska-Susitna Borough School District that:

1. High school students across Alaska should be required to take at least .5 credit of civics that focuses on learning about the Alaska Constitution, the United States Constitution and documents such as the Declaration of Independence, the Bill of Rights and the Federalist Papers, acknowledgment of these historic documents which constitute the very foundation of our state and country, is critical to being an responsible citizen and that this class also includes non-partisan and detailed information about the branches and functions of local, state and US government; their differences, the duties of elected officials and the judiciary, public elections, political parties and duties of US citizens as voters, and

2. Upon reaching voting age, high school seniors should engage in civic learning activities on an issue of importance to them to demonstrate their understanding of their rights and responsibilities as citizens of the United States;

NOW THEREFORE BE IT FURTHER RESOLVED, it is also the position of the Matanuska-Susitna Borough School District that the State of Alaska adopt by law the requirement that each high school student be required to successfully complete .5 credit of civics with the founding documents as a basis of such a requirement as a condition for graduation.

ADOPTED by the Matanuska-Susitna Borough School Board this 2nd day of February, 2011.

Michael Dunleavy, Board President

Kenneth Stephen Burnley, Ph.D., Superintendent

ATTEST:

Stacy Escobedo, Board Secretary

From: James Mabry [redacted]
Sent: Wednesday, February 09, 2011 6:46 PM
To: Rep. Wes Keller
Subject: Constitutional Studies

Hello,
Love your idea about teaching kids about our founding documents. ... I posted the bit below on KTUU's website. Thought you might appreciate my thoughts about "the cost".

First, This is a great idea. Not only would it help our society in general but it will make liberals flop and twitch... which will be worth the effort to do it!
Second, what the heck? How much would it cost??? You don't need much as far as class materials go. You don't need any special facilities, etc. Get on the web and get some public domain materials and go for it.
Of course, the real problem is very few public school teachers know diddly squat about the material, so that will be a problem. Bring in guest teachers working as volunteers. I could prep for the first class in a few hours time and do rather well at it. It all is just one big combination of vocabulary and mindset. Money, as an item that needs much consideration for this, is a laughable ruse to delay.

My two cents, mileage varies. Good Luck To You!
Thanks for your efforts.
James Mabry
Anchorage

Chief Justice Walter L. Carpeneti
Closing Comments To The First Session of The Twenty-Seventh Alaska Legislature
March 9,2011

... I would like to close these remarks with a note about a topic that in recent years has become, I believe, central to our democracy: the need to foster civic education and engagement in America ... for the young people who will carry them forward into the future. As citizens in a democracy, we all have a responsibility to understand how our government functions and the role we each play in the success of our country. Yet a recent national poll found that while over two-thirds of America can name at least one judge on the TV program "American Idol", less than one third can name the three branches of government! **James Madison**, the founding father often hailed as the father of the U.S. Constitution, anticipated the challenge of educating for democracy by reminding us that ***"knowledge will forever govern ignorance, and a people who mean to be their own governors must arm themselves with the power which knowledge gives."***

...I would like to conclude today with an invitation to each of you--- legislators and... anyone watching this speech--- to join me in the effort to instill in our young people the same knowledge and respect for the laws and institutions of our country that we are all privileged to share. Log on to ***civics.org*** and check out the games, web quests, and lesson plans for yourself. And, after you have done that, let the educators in your communities know about the opportunity and urge them to visit the website and use it in their classrooms... Check it out.

... **Thomas Jefferson** said ***that "the qualifications for self government are not innate.... [T]hey are the result of habit and long training."***. As we work together to advance cost-effective justice, we must remember that the greatest guarantee of a strong future for all three branches of government is a citizenry that understands and embraces the fundamental principles of democracy.

Mister President, Mister Speaker, Thank You...

Chapter 04
Statewide Goals

4 AAC 04.010. Purposes and responsibilities

(a) This chapter sets out statewide goals for public education, and adopts, by reference, content standards for several subject areas, and performance standards for reading, writing, and mathematics.

(b) The purposes of the goals are to

(1) encourage the school districts to envision and develop local educational plans that are unique to each district's culture, geography, and climate, and that will graduate world-class students;

(2) empower the public with the knowledge that the skills and subjects included in this chapter are of great importance to education so that the public can participate in local educational planning with more authority and effect; and

(3) set standards against which the public, school districts, teachers, and students can measure the quality of education that students receive.

(c) The content standards and goals referred to in this chapter identify student abilities that evidence mastery of a subject area. The content standards are not graduation requirements or components of a curriculum, but they establish what constitutes excellent educational results. The content standards and goals are intentionally broad to allow a school district to tailor its curriculum to the conditions, goals, and expectations of its community. A school district board, working with the public, teachers, and students shall choose and implement effective teaching strategies so that its students will achieve high performance in a subject area. These strategies should be reflected in

(1) the development, selection, and implementation of the school district board policies;

(2) the curriculum and assessment required by 4 AAC 05.080; and

(3) teaching methodology, textbooks and instructional materials, and management practices.

History: Eff. 6/24/93, Register 126; am 1/4/95, Register 133; am 3/2/2000, Register 153
Authority: AS 14.03.015 AS 14.03.120 AS 14.07.020 AS 14.07.050 AS 14.07.060 AS 14.07.165

4 AAC 04.020. Skills for graduating students

(a) A goal of the state public school system is to graduate students who will

(1) possess a broad knowledge base;

(2) communicate effectively;

(3) use technology skills;

(4) think logically and critically;

(5) be healthy;

(6) recognize, value and use creativity;

(7) be responsible and ethical citizens and community members; and

(8) be enthusiastic learners.

(b) The department's publication, *World-Class Students Graduation Outcomes*, as revised as of March 19, 2009, is adopted by reference. The goals expressed in *World-Class Students Graduation Outcomes* represent goals of the state public school system.

History: Eff. 6/24/93, Register 126; am 12/13/2009, Register 192
Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060 AS 14.07.165

Editor's note: A copy of *World-Class Students Graduation Outcomes*, adopted by reference in 4 AAC 04.020(b) may be obtained by writing to the Department of Education and Early Development, 801 W. 10th St., Suite 200, Juneau, AK 99801-1894.

4 AAC 04.030. Subjects

A goal of the state public school system is to provide a working knowledge of

(1) English;

(2) mathematics;

(3) science;

(4) geography;

(5) history;

(6) skills for a healthy life;

(7) government and citizenship;

(8) fine arts;

(9) technology; and

(10) world languages.

History: Eff. 6/24/93, Register 126
Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060 AS 14.07.165

4 AAC 04.140. Content standards

(a) The content standards for the subjects listed in this subsection, as set out in the department's publication entitled *Alaska Standards: Content and Performance Standards for Alaska Students*, as revised as of March 2006, are adopted by reference. The subjects are

(1) English/language arts;
(2) mathematics;
(3) science;
(4) geography;
(5) government and citizenship;
(6) history;
(7) skills for a healthy life;
(8) arts;
(9) world languages;
(10) technology; and
(11) employability.

(b) The content standards for physical education, as set out in the department's publication entitled *Alaska Physical Education Standards*, as revised as of March 9, 2010, are adopted by reference.

History: Eff. 3/2/2000, Register 153; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 8/18/2010, Register 195
Authority: AS 14.03.015 AS 14.03.120 AS 14.07.020 AS 14.07.060 AS 14.07.165

Sec. 14.03.075. Secondary student competency testing.

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

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

(c) Notwithstanding (a) of this section,

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

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

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

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

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

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

(2) the student's attendance record; and

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

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

(1) pre-examination study materials; and

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

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

(g) In this section,

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

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

((1 ch 58 SLA 1997; am 2 ch 94 SLA 2001; am 24 ch 35 SLA 2003; am 14 ch 41 SLA 2009))

Administrative Code. - For statewide student assessment, see 4 AAC 6, art. 4.

Effect of amendments. The 2001 amendment rewrote subsections (a) and (b) and added subsections (c)-(g). The amendment to subsections (a) and (b) by section 2, ch. 94, SLA 2001 amended those subsections before they became effective. Sections 7 and 11, ch. 94, SLA 2001 amend 3, ch. 58, SLA 1997 to make this entire section effective February 1, 2004.

The 2003 amendment, effective February 1, 2004, at the end of paragraph (1) of subsection (g), substituted "in AS 14.30.350" for "'children with disabilities' in AS 14.30.350".

The 2009 amendment, effective June 21, 2009, in (g), rewrote (g)(2), which read, "'individualized education program team' has the meaning given in AS 14.30.350."

Effective dates. Section 3, ch. 58, SLA 1997 made this section effective January 1, 2002. However, 7, ch. 94, SLA 2001 changes the effective date of the section to February 1, 2004.

Editor's notes. AS 14.30.350, cited in (g)(2) of this section, was repealed by 41, ch. 67, SLA 2001.

AUTHENTICATED
U.S. GOVERNMENT
INFORMATION
GPO

Companion Bill S. 504

108TH CONGRESS
1ST SESSION

H. R. 1078

To establish academies for teachers and students of American history and civics and a national alliance of teachers of American history and civics, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MARCH 4, 2003

Mr. WICKER introduced the following bill; which was referred to the Committee on Education and the Workforce

---

A BILL

To establish academies for teachers and students of American history and civics and a national alliance of teachers of American history and civics, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "American History and Civics Education Act of 2003".

SEC. 2. DEFINITIONS.

In this Act:

(1) AMERICAN HISTORY AND CIVICS.—The term "American history and civics" means the key events,

key persons, key ideas, and key documents that shaped the institutions and democratic heritage of the United States.

(2) CHAIRPERSON.—The term "Chairperson" means the Chairperson of the National Endowment for the Humanities.

(3) INSTITUTION OF HIGHER EDUCATION.—The term "institution of higher education" has the meaning given the term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(4) KEY DOCUMENTS.—The term "key documents" means the documents that established or explained the foundational principles of democracy in the United States, including the United States Constitution and the amendments to the Constitution (particularly the Bill of Rights), the Declaration of Independence, the Federalist Papers, and the Emancipation Proclamation.

(5) KEY EVENTS.—The term "key events" means the critical turning points in the history of the United States (including the American Revolution, the Civil War, the world wars of the twentieth century, the civil rights movement, and the major court decisions and legislation) that contributed to

extending the promise of democracy in American life.

(6) KEY IDEAS.—The term "key ideas" means the ideas that shaped the democratic institutions and heritage of the United States, including the notion of equal justice under the law, freedom, individualism, human rights, and a belief in progress.

(7) KEY PERSONS.—The term "key persons" means the men and women who led the United States as founding fathers, elected officials, scientists, inventors, pioneers, advocates of equal rights, entrepreneurs, and artists.

(8) NONPROFIT EDUCATIONAL INSTITUTION.—The term "nonprofit educational institution"—

(A) means—

(i) an institution of higher education; or

(ii) a nonprofit educational research center; and

(B) includes a consortium of entities described in subparagraph (A).

(9) STATE.—The term "State" means each of the 50 States and the District of Columbia.

SEC. 3. PRESIDENTIAL ACADEMIES FOR TEACHING OF AMERICAN HISTORY AND CIVICS.

(a) ESTABLISHMENT.—From amounts appropriated under subsection (j), the Chairperson shall award grants, on a competitive basis, to nonprofit educational institutions to establish Presidential Academies for Teaching of American History and Civics (in this section referred to as "Academies") that shall offer workshops for teachers of American history and civics—

(1) to learn how better to teach the subjects of American history and civics; and

(2) to strengthen such teachers' knowledge of such subjects.

(b) APPLICATION.—

(1) IN GENERAL.—A nonprofit educational institution that desires to receive a grant under this section shall submit an application to the Chairperson at such time, in such manner, and containing such information as the Chairperson may require.

(2) CONTENTS.—An application submitted under paragraph (1) shall—

(A) include the criteria the nonprofit educational institution intends to use to determine which teachers will be selected to attend workshops offered by the Academy;

(B) identify the individual the nonprofit educational institution intends to appoint to be the primary professor at the Academy; and

(C) include a description of the curriculum to be used at workshops offered by the Academy.

(c) NUMBER OF GRANTS.—Except as provided in subsection (e)(2)(B), the Chairperson shall award not more than 12 grants to different nonprofit educational institutions under this section.

(d) DISTRIBUTION.—In awarding grants under this section, the Chairperson shall ensure that such grants are equitably distributed among the geographical regions of the United States.

(e) GRANT TERMS.—

(1) IN GENERAL.—Grants awarded under this section shall be for a term of 2 years.

(2) GRANTS AFTER FIRST TWO YEARS.—Upon completion of the first 2-year grant term, the Chairperson shall—

(A) renew a grant awarded under this section to a nonprofit educational institution for one more term of 2 years; or

(B) award a new grant to a nonprofit educational institution having an application ap-

proved under this section for a term of 2 years, notwithstanding the 12 grant award maximum under subsection (c).

(f) USE OF FUNDS.—

(1) WORKSHOPS.—

(A) IN GENERAL.—A nonprofit educational institution that receives a grant under this section shall establish an Academy that shall offer a workshop during the summer, or during another appropriate time, for kindergarten through grade 12 teachers of American history and civics—

(i) to learn how better to teach the subjects of American history and civics; and

(ii) to strengthen such teachers' knowledge of such subjects.

(B) DURATION OF WORKSHOP.—A workshop offered pursuant to this section shall be approximately 2 weeks in duration.

(2) ACADEMY STAFF.—

(A) PRIMARY PROFESSOR.—Each Academy shall be headed by a primary professor identified in the application submitted under subsection (b) who shall—

(i) be accomplished in the field of American history and civics; and

(ii) design the curriculum for and lead the workshop.

(B) CORE TEACHERS.—Each primary professor shall appoint an appropriate number of core teachers. At the direction of the primary professor, the core teachers shall teach and train the workshop attendees.

(3) SELECTION OF TEACHERS.—

(A) IN GENERAL.—

(i) NUMBER OF TEACHERS.—Each year, each Academy shall select approximately 300 kindergarten through grade 12 teachers of American history and civics to attend the workshop offered by the Academy.

(ii) FLEXIBILITY IN NUMBER OF TEACHERS.—An Academy may select more than or fewer than 300 teachers depending on the population in the region where the Academy is located.

(B) TEACHERS FROM SAME REGION.—In selecting teachers to attend a workshop, an Academy shall select primarily teachers who

teach in schools located in the region where the Academy is located.

(C) TEACHERS FROM PUBLIC AND PRIVATE SCHOOLS.—An Academy may select teachers from public schools and private schools to attend the workshop offered by the Academy.

(g) COSTS.—

(1) IN GENERAL.—Except as provided in paragraph (2), a teacher who attends a workshop offered pursuant to this section shall not incur costs associated with attending the workshop, including costs for meals, lodging, and materials while attending the workshop.

(2) TRAVEL COSTS.—A teacher who attends a workshop offered pursuant to this section shall use non-Federal funds to pay for such teacher's costs of transit to and from the Academy.

(h) EVALUATION.—Not later than 90 days after completion of all of the workshops assisted in the third year grants are awarded under this section, the Chairperson shall conduct an evaluation to—

(1) determine the overall success of the grant program authorized under this section; and

(2) highlight the best grantees' practices in order to become models for future grantees.

(i) NON-FEDERAL FUNDS.—A nonprofit educational institution receiving Federal assistance under this section may contribute non-Federal funds toward the costs of operating the Academy.

(j) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section $7,000,000 for each of fiscal years 2004 through 2007.

SEC. 4. CONGRESSIONAL ACADEMIES FOR STUDENTS OF AMERICAN HISTORY AND CIVICS.

(a) ESTABLISHMENT.—From amounts appropriated under subsection (j), the Chairperson shall award grants, on a competitive basis, to nonprofit educational institutions to establish Congressional Academies for Students of American History and Civics (in this section referred to as "Academies") that shall offer workshops for outstanding students of American history and civics to broaden and deepen such students' understanding of American history and civics.

(b) APPLICATION.—

(1) IN GENERAL.—A nonprofit educational institution that desires to receive a grant under this section shall submit an application to the Chairperson at such time, in such manner, and containing such information as the Chairperson may require.

(2) CONTENTS.—An application submitted under paragraph (1) shall—

(A) include the criteria the nonprofit educational institution intends to use to determine which students will be selected to attend workshops offered by the Academy;

(B) identify the individual the nonprofit educational institution intends to appoint to be the primary professor at the Academy; and

(C) include a description of the curriculum to be used at workshops offered by the Academy.

(c) NUMBER OF GRANTS.—Except as provided in subsection (e)(2)(B), the Chairperson shall award not more than 12 grants to different nonprofit educational institutions under this section.

(d) DISTRIBUTION.—In awarding grants under this section, the Chairperson shall ensure that such grants are equitably distributed among the geographical regions of the United States.

(e) GRANT TERMS.—

(1) IN GENERAL.—Grants awarded under this section shall be for a term of 2 years.

(2) GRANTS AFTER FIRST TWO YEARS.—Upon completion of the first 2-year grant term, the Chairperson shall—

(A) renew a grant awarded under this section to a nonprofit educational institution for one more term of 2 years; or

(B) award a new grant to a nonprofit educational institution having an application approved under this section for a term of 2 years, notwithstanding the 12 grant award maximum under subsection (c).

(f) USE OF FUNDS.—

(1) WORKSHOPS.—

(A) IN GENERAL.—A nonprofit educational institution that receives a grant under this section shall establish an Academy that shall offer a workshop during the summer, or during another appropriate time, for outstanding students of American history and civics to broaden and deepen such students' understanding of American history and civics.

(B) DURATION OF WORKSHOP.—A workshop offered pursuant to this section shall be approximately 4 weeks in duration.

(2) ACADEMY STAFF.—

(A) PRIMARY PROFESSOR.—Each Academy shall be headed by a primary professor identified in the application submitted under subsection (b) who shall—

(i) be accomplished in the field of American history and civics; and

(ii) design the curriculum for and lead the workshop.

(B) CORE TEACHERS.—Each primary professor shall appoint an appropriate number of core teachers. At the direction of the primary professor, the core teachers shall teach the workshop attendees.

(3) SELECTION OF STUDENTS.—

(A) IN GENERAL.—

(i) NUMBER OF STUDENTS.—Each year, each Academy shall select approximately 300 eligible students to attend the workshop offered by the Academy.

(ii) FLEXIBILITY IN NUMBER OF STUDENTS.—An Academy may select more than or fewer than 300 eligible students depending on the population in the region where the Academy is located.

(B) ELIGIBLE STUDENTS.—A student shall be eligible to attend a workshop offered by an Academy if the student—

(i) is recommended by the student's secondary school principal (or other head of such student's secondary school) to attend the workshop; and

(ii) will be a junior or senior in a public or private secondary school in the academic year following attendance at the workshop.

(C) STUDENTS FROM SAME REGION.—In selecting students to attend a workshop, an Academy shall select primarily students who attend secondary schools located in the region where the Academy is located.

(g) COSTS.—

(1) IN GENERAL.—Except as provided in paragraph (2), a student who attends a workshop offered pursuant to this section shall not incur costs associated with attending the workshop, including costs for meals, lodging, and materials while attending the workshop.

(2) TRAVEL COSTS.—A student who attends a workshop offered pursuant to this section shall use

non-Federal funds to pay for such student's costs of transit to and from the Academy.

(h) EVALUATION.—Not later than 90 days after completion of all of the workshops assisted in the third year grants are awarded under this section, the Chairperson shall conduct an evaluation to—

(1) determine the overall success of the grant program authorized under this section; and

(2) highlight the best grantees' practices in order to become models for future grantees.

(i) NON-FEDERAL FUNDS.—A nonprofit educational institution receiving Federal assistance under this section may contribute non-Federal funds toward the costs of operating the Academy.

(j) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section $14,000,000 for each of fiscal years 2004 through 2007.

SEC. 5. NATIONAL ALLIANCE OF TEACHERS OF AMERICAN HISTORY AND CIVICS.

(a) ESTABLISHMENT.—

(1) IN GENERAL.—From amounts appropriated under subsection (e), the Chairperson shall award a grant to an organization for the creation of a national alliance of elementary school and secondary school teachers of American history and civics.

(2) PURPOSE.—The purpose of the national alliance is—

(A) to facilitate the sharing of ideas among teachers of American history and civics; and

(B) to encourage best practices in the teaching of American history and civics.

(b) APPLICATION.—An organization that desires to receive a grant under this section shall submit an application to the Chairperson at such time, in such manner, and containing such information as the Chairperson may require.

(c) GRANT TERM.—A grant awarded under this section shall be for a term of 2 years and may be renewed after the initial term expires.

(d) USE OF FUNDS.—An organization that receives a grant under this section may use the grant funds for any of the following:

(1) Creation of a website on the Internet to facilitate discussion of new ideas on improving American history and civics education.

(2) Creation of in-State chapters of the national alliance, to which individual teachers of American history and civics may belong, that sponsors American history and civics activities for such teachers in the State.

(3) Seminars, lectures, or other events focused on American history and civics, which may be sponsored in cooperation with, or through grants awarded to, libraries, States' humanities councils, or other appropriate entities.

(c) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this section $4,000,000 for each of fiscal years 2004 through 2007.

○

H.R.1078
Latest Title: American History and Civics Education Act of 2003
Sponsor: Rep Wicker, Roger F. [MS-1] (introduced 3/4/2003) Cosponsors (213)
Related Bills: S.504
Latest Major Action: 3/24/2003 Referred to House subcommittee. Status: Referred to the Subcommittee on Education Reform.

SUMMARY AS OF:
3/4/2003--Introduced.

American History and Civics Education Act of 2003 - Directs the Chairperson of the National Endowment for the Humanities (NEH) to award competitive grants to nonprofit educational institutions to establish: (1) Presidential Academies for Teaching of American History and Civics to offer workshops for teachers of American history and civics; and (2) Congressional Academies for Students of American History and Civics to offer workshops for outstanding students of American history and civics.

Directs the NEA Chairperson to award a grant to an organization for the creation of a national alliance of elementary school and secondary school teachers of American history and civics.

H.R.1078
Latest Title: American History and Civics Education Act of 2003
Sponsor: Rep Wicker, Roger F. [MS-1] (introduced 3/4/2003) Cosponsors (213)
Related Bills: S.504
Latest Major Action: 3/24/2003 Referred to House subcommittee. Status: Referred to the Subcommittee on Education Reform.

COSPONSORS(213), ALPHABETICAL [followed by Cosponsors withdrawn]: (Sort: by date)

Rep Abercrombie, Neil [HI-1] - 6/11/2003
Rep Aderholt, Robert B. [AL-4] - 6/19/2003
Rep Alexander, Rodney [LA-5] - 6/11/2003
Rep Bachus, Spencer [AL-6] - 7/17/2003
Rep Baker, Richard H. [LA-6] - 6/11/2003
Rep Ballance, Frank W., Jr. [NC-1] - 6/19/2003
Rep Ballenger, Cass [NC-10] - 6/19/2003
Rep Bartlett, Roscoe G. [MD-6] - 6/12/2003
Rep Barton, Joe [TX-6] - 6/19/2003
Rep Bass, Charles F. [NH-2] - 6/19/2003
Rep Beauprez, Bob [CO-7] - 6/19/2003
Rep Bell, Chris [TX-25] - 6/11/2003
Rep Bereuter, Doug [NE-1] - 7/17/2003
Rep Biggert, Judy [IL-13] - 7/15/2003
Rep Blackburn, Marsha [TN-7] - 6/11/2003
Rep Blumenauer, Earl [OR-3] - 6/11/2003
Rep Blunt, Roy [MO-7] - 7/17/2003

Rep Boehlert, Sherwood [NY-24] - 7/17/2003
Rep Bonilla, Henry [TX-23] - 7/18/2003
Rep Bonner, Jo [AL-1] - 6/11/2003
Rep Bono Mack, Mary [CA-45] - 6/11/2003
Rep Boozman, John [AR-3] - 6/11/2003
Rep Boucher, Rick [VA-9] - 6/11/2003
Rep Bradley, Jeb [NH-1] - 6/11/2003
Rep Brown, Henry E., Jr. [SC-1] - 6/11/2003
Rep Brown-Waite, Ginny [FL-5] - 6/11/2003
Rep Burgess, Michael C. [TX-26] - 6/19/2003
Rep Burns, Max [GA-12] - 6/19/2003
Rep Burr, Richard [NC-5] - 6/19/2003
Rep Camp, Dave [MI-4] - 6/11/2003
Rep Cantor, Eric [VA-7] - 6/12/2003
Rep Cardin, Benjamin L. [MD-3] - 7/17/2003
Rep Chocola, Chris [IN-2] - 6/19/2003
Rep Clyburn, James E. [SC-6] - 6/19/2003
Rep Coble, Howard [NC-6] - 7/18/2003
Rep Cole, Tom [OK-4] - 6/19/2003
Rep Cooper, Jim [TN-5] - 6/11/2003
Rep Costello, Jerry F. [IL-12] - 7/17/2003
Rep Cox, Christopher [CA-48] - 6/11/2003
Rep Cramer, Robert E. (Bud), Jr. [AL-5] - 6/11/2003
Rep Crenshaw, Ander [FL-4] - 6/19/2003
Rep Cubin, Barbara [WY] - 6/19/2003
Rep Culberson, John Abney [TX-7] - 6/19/2003
Rep Cunningham, Randy (Duke) [CA-50] - 7/15/2003
Rep Davis, Artur [AL-7] - 6/19/2003
Rep Davis, Lincoln [TN-4] - 6/11/2003
Rep Davis, Tom [VA-11] - 6/19/2003
Rep DeMint, Jim [SC-4] - 6/19/2003
Rep Diaz-Balart, Lincoln [FL-21] - 6/11/2003
Rep Diaz-Balart, Mario [FL-25] - 6/11/2003
Rep Dicks, Norman D. [WA-6] - 7/17/2003
Rep Doolittle, John T. [CA-4] - 6/19/2003
Rep Doyle, Michael F. [PA-14] - 3/10/2004
Rep Duncan, John J., Jr. [TN-2] - 6/11/2003
Rep Ehlers, Vernon J. [MI-3] - 7/17/2003
Rep Emerson, Jo Ann [MO-8] - 6/11/2003
Rep Engel, Eliot L. [NY-17] - 6/11/2003
Rep English, Phil [PA-3] - 6/19/2003
Rep Farr, Sam [CA-17] - 7/15/2003
Rep Fattah, Chaka [PA-2] - 6/19/2003
Rep Feeney, Tom [FL-24] - 6/11/2003
Rep Foley, Mark [FL-16] - 7/17/2003
Rep Forbes, J. Randy [VA-4] - 6/19/2003
Rep Ford, Harold E., Jr. [TN-9] - 6/11/2003
Rep Fossella, Vito [NY-13] - 6/19/2003
Rep Franks, Trent [AZ-2] - 6/11/2003
Rep Frelinghuysen, Rodney P. [NJ-11] - 7/17/2003
Rep Frost, Martin [TX-24] - 6/11/2003
Rep Gallegly, Elton [CA-24] - 7/15/2003
Rep Garrett, Scott [NJ-5] - 6/24/2003
Rep Gerlach, Jim [PA-6] - 6/19/2003
Rep Gilchrest, Wayne T. [MD-1] - 7/9/2003
Rep Gillmor, Paul E. [OH-5] - 6/19/2003
Rep Gingrey, Phil [GA-11] - 7/17/2003
Rep Gordon, Bart [TN-6] - 6/11/2003
Rep Granger, Kay [TX-12] - 6/19/2003
Rep Greenwood, James C. [PA-8] - 6/19/2003
Rep Grijalva, Raul M. [AZ-7] -

7/22/2003
Rep Gutknecht, Gil [MN-1] - 6/12/2003
Rep Harman, Jane [CA-36] - 6/11/2003
Rep Harris, Katherine [FL-13] - 6/11/2003
Rep Hart, Melissa A. [PA-4] - 7/17/2003
Rep Hastings, Alcee L. [FL-23] - 7/18/2003
Rep Hastings, Doc [WA-4] - 6/19/2003
Rep Haves, Robin [NC-8] - 7/15/2003
Rep Hayworth, J. D. [AZ-5] - 6/11/2003
Rep Hefley, Joel [CO-5] - 6/11/2003
Rep Hensarling, Jeb [TX-5] - 6/12/2003
Rep Herger, Wally [CA-2] - 7/15/2003
Rep Hill, Baron P. [IN-9] - 7/17/2003
Rep Honda, Michael M. [CA-15] - 6/11/2003
Rep Hostettler, John N. [IN-8] - 6/19/2003
Rep Hoyer, Steny H. [MD-5] - 6/19/2003
Rep Hulshof, Kenny C. [MO-9] - 7/17/2003
Rep Hyde, Henry J. [IL-6] - 6/11/2003
Rep Isakson, Johnny [GA-6] - 6/19/2003
Rep Jackson-Lee, Sheila [TX-18] - 6/12/2003
Rep Janklow, William J. [SD] - 6/19/2003
Rep Jenkins, William L. [TN-1] - 6/11/2003
Rep John, Christopher [LA-7] - 6/11/2003
Rep Johnson, Nancy L. [CT-5] - 7/17/2003
Rep Jones, Stephanie Tubbs [OH-11] - 9/29/2004
Rep Jones, Walter B., Jr. [NC-3] - 6/16/2003
Rep Kaptur, Marcy [OH-9] - 6/19/2003
Rep Keller, Ric [FL-8] - 6/19/2003
Rep Kelly, Sue W. [NY-19] - 6/11/2003
Rep Kennedy, Patrick J. [RI-1] - 6/19/2003
Rep Kind, Ron [WI-3] - 7/17/2003
Rep Kingston, Jack [GA-1] - 6/11/2003
Rep Kleczka, Gerald D. [WI-4] - 6/11/2003
Rep Knollenberg, Joe [MI-9] - 7/15/2003
Rep Kucinich, Dennis J. [OH-10] - 7/17/2003
Rep Larsen, Rick [WA-2] - 6/24/2003
Rep LaTourette, Steven C. [OH-14] - 7/17/2003
Rep Lewis, Ron [KY-2] - 6/11/2003
Rep Lipinski, William O. [IL-3] - 6/19/2003
Rep LoBiondo, Frank A. [NJ-2] - 6/19/2003
Rep Lofgren, Zoe [CA-16] - 6/11/2003
Rep Lowey, Nita M. [NY-18] - 7/15/2003
Rep Lucas, Ken [KY-4] - 7/17/2003
Rep Majette, Denise L. [GA-4] - 6/19/2003
Rep McCotter, Thaddeus G. [MI-11] - 6/19/2003
Rep McDermott, Jim [WA-7] - 6/11/2003
Rep McHugh, John M. [NY-23] - 7/17/2003
Rep McIntyre, Mike [NC-7] - 6/11/2003
Rep Menendez, Robert [NJ-13] - 6/19/2003
Rep Mica, John L. [FL-7] - 6/19/2003
Rep Millender-McDonald, Juanita [CA-37] - 6/11/2003
Rep Miller, Candice S. [MI-10] - 6/19/2003
Rep Miller, Gary G. [CA-42] - 6/19/2003
Rep Mollohan, Alan B. [WV-1] - 6/11/2003
Rep Murphy, Tim [PA-18] - 6/19/2003

Rep Murtha, John P. [PA-12] - 6/11/2003
Rep Myrick, Sue Wilkins [NC-9] - 6/19/2003
Rep Neal, Richard E. [MA-2] - 6/11/2003
Rep Nethercutt, George R., Jr. [WA-5] - 6/11/2003
Rep Neugebauer, Randy [TX-19] - 6/19/2003
Rep Ney, Robert W. [OH-18] - 6/19/2003
Rep Norwood, Charles W. [GA-9] - 7/15/2003
Rep Nunes, Devin [CA-21] - 7/15/2003
Rep Olver, John W. [MA-1] - 7/15/2003
Rep Osborne, Tom [NE-3] - 7/17/2003
Rep Ose, Doug [CA-3] - 6/24/2003
Rep Pastor, Ed [AZ-4] - 6/11/2003
Rep Payne, Donald M. [NJ-10] - 6/19/2003
Rep Pearce, Stevan [NM-2] - 6/11/2003
Rep Pence, Mike [IN-6] - 6/11/2003
Rep Peterson, Collin C. [MN-7] - 6/19/2003
Rep Peterson, John E. [PA-5] - 6/19/2003
Rep Petri, Thomas E. [WI-6] - 6/19/2003
Rep Pickering, Charles W. "Chip" [MS-3] - 6/11/2003
Rep Platts, Todd Russell [PA-19] - 6/19/2003
Rep Pomeroy, Earl [ND] - 7/18/2003
Rep Porter, Jon C. [NV-3] - 6/11/2003
Rep Portman, Rob [OH-2] - 7/17/2003
Rep Price, David E. [NC-4] - 6/11/2003
Rep Pryce, Deborah [OH-15] - 6/11/2003
Rep Putnam, Adam H. [FL-12] - 6/11/2003
Rep Radanovich, George [CA-19] - 7/24/2003
Rep Renzi, Rick [AZ-1] - 6/11/2003
Rep Rogers, Harold [KY-5] - 6/11/2003
Rep Rogers, Mike D. [AL-3] - 6/11/2003
Rep Rogers, Mike J. [MI-8] - 6/11/2003
Rep Ros-Lehtinen, Ileana [FL-18] - 6/19/2003
Rep Ross, Mike [AR-4] - 6/11/2003
Rep Ruppersberger, C. A. Dutch [MD-2] - 6/19/2003
Rep Rush, Bobby L. [IL-1] - 6/18/2003
Rep Ryan, Timothy J. [OH-17] - 6/11/2003
Rep Sanchez, Loretta [CA-47] - 6/16/2003
Rep Sandlin, Max [TX-1] - 6/11/2003
Rep Schakowsky, Janice D. [IL-9] - 6/11/2003
Rep Schrock, Edward L. [VA-2] - 7/18/2003
Rep Scott, David [GA-13] - 6/16/2003
Rep Scott, Robert C. "Bobby" [VA-3] - 6/19/2003
Rep Sensenbrenner, F. James, Jr. [WI-5] - 6/11/2003
Rep Serrano, Jose E. [NY-16] - 6/19/2003
Rep Sessions, Pete [TX-32] - 6/19/2003
Rep Shadegg, John B. [AZ-3] - 6/19/2003
Rep Shays, Christopher [CT-4] - 7/18/2003
Rep Shimkus, John [IL-19] - 6/11/2003
Rep Shuster, Bill [PA-9] - 6/11/2003
Rep Simmons, Rob [CT-2] - 7/18/2003
Rep Simpson, Michael K. [ID-2] - 6/19/2003
Rep Slaughter, Louise McIntosh [NY-28] - 9/17/2003
Rep Solis, Hilda L. [CA-32] - 7/8/2003
Rep Souder, Mark E. [IN-3] - 6/18/2003
Rep Spratt, John M., Jr. [SC-5] -

9/24/2003
Rep Stupak, Bart [MI-1] - 6/19/2003
Rep Sweeney, John E. [NY-20] - 7/15/2003
Rep Tanner, John S. [TN-8] - 6/11/2003
Rep Taylor, Gene [MS-4] - 6/11/2003
Rep Terry, Lee [NE-2] - 6/11/2003
Rep Thomas, William M. [CA-22] - 6/11/2003
Rep Thompson, Mike [CA-1] - 6/11/2003
Rep Thornberry, Mac [TX-13] - 7/9/2003
Rep Tiahrt, Todd [KS-4] - 6/11/2003
Rep Tiberi, Patrick J. [OH-12] - 6/19/2003
Rep Turner, Jim [TX-2] - 6/11/2003
Rep Udall, Mark [CO-2] - 6/11/2003
Rep Udall, Tom [NM-3] - 7/17/2003
Rep Upton, Fred [MI-6] - 7/17/2003
Rep Visclosky, Peter J. [IN-1] - 6/19/2003
Rep Vitter, David [LA-1] - 7/15/2003
Rep Walden, Greg [OR-2] - 6/12/2003
Rep Wamp, Zach [TN-3] - 6/11/2003
Rep Weldon, Curt [PA-7] - 7/15/2003
Rep Weller, Jerry [IL-11] - 6/19/2003
Rep Whitfield, Ed [KY-1] - 7/17/2003
Rep Wilson, Heather [NM-1] - 6/19/2003
Rep Wilson, Joe [SC-2] - 6/24/2003
Rep Wolf, Frank R. [VA-10] - 6/19/2003
Rep Wynn, Albert Russell [MD-4] - 6/19/2003
Rep Young, C.W. Bill [FL-10] - 6/12/2003
Rep Sullivan, John [OK-1] - 6/11/2003(withdrawn - 7/20/2004)
Rep Barrett, J. Gresham [SC-3] - 6/11/2003(withdrawn - 11/19/2003)
Rep Tancredo, Thomas G. [CO-6] - 6/11/2003(withdrawn - 10/15/2003)
Rep King, Steve [IA-5] - 6/19/2003(withdrawn - 5/6/2004)
Rep Weldon, Dave [FL-15] - 6/19/2003(withdrawn - 12/8/2003)
Rep Musgrave, Marilyn N. [CO-4] - 6/19/2003(withdrawn - 9/17/2003)
Rep Kline, John [MN-2] - 6/24/2003(withdrawn - 9/25/2003)
Rep Miller, Jeff [FL-1] - 7/15/2003(withdrawn - 10/1/2003)
Rep Akin, W. Todd [MO-2] - 7/17/2003(withdrawn - 9/17/2003)
Rep Bishop, Rob [UT-1] - 7/17/2003(withdrawn - 11/19/2004)
Rep Pitts, Joseph R. [PA-16] - 7/18/2003(withdrawn - 9/25/2003)

S.504
Latest Title: American History and Civics Education Act of 2003
Sponsor: Sen Alexander, Lamar [TN] (introduced 3/4/2003) Cosponsors (37)
Related Bills: H.R.1078
Latest Major Action: 7/21/2003 Referred to House subcommittee. Status: Referred to the Subcommittee on Select Education.
Senate Reports: 108-71

S.504
Latest Title: American History and Civics Education Act of 2003
Sponsor: Sen Alexander, Lamar [TN] (introduced 3/4/2003) Cosponsors (37)
Related Bills: H.R.1078
Latest Major Action: 7/21/2003 Referred to House subcommittee. Status: Referred to the Subcommittee on Select Education.
Senate Reports: 108-71

SUMMARY AS OF:
6/20/2003--Passed Senate amended. (There are 2 other summaries)

American History and Civics Education Act of 2003 - Directs the National Endowment for the Humanities (NEH) to award competitive grants to educational institutions to establish: (1) Presidential Academies for Teaching of American History and Civics to offer workshops for teachers of American history and civics; and (2) Congressional Academies for Students of American History and Civics to offer workshops for outstanding students of American history and civics.

Requires such Academies to describe how they will include teachers and students from schools receiving assistance for educationally disadvantaged children under the Elementary and Secondary Education Act of 1965, particularly those schools with high concentrations of students from low-income families.

Directs the NEH to award a grant to an organization for the creation of a national alliance of elementary school and secondary school teachers of American history and civics.

S.504

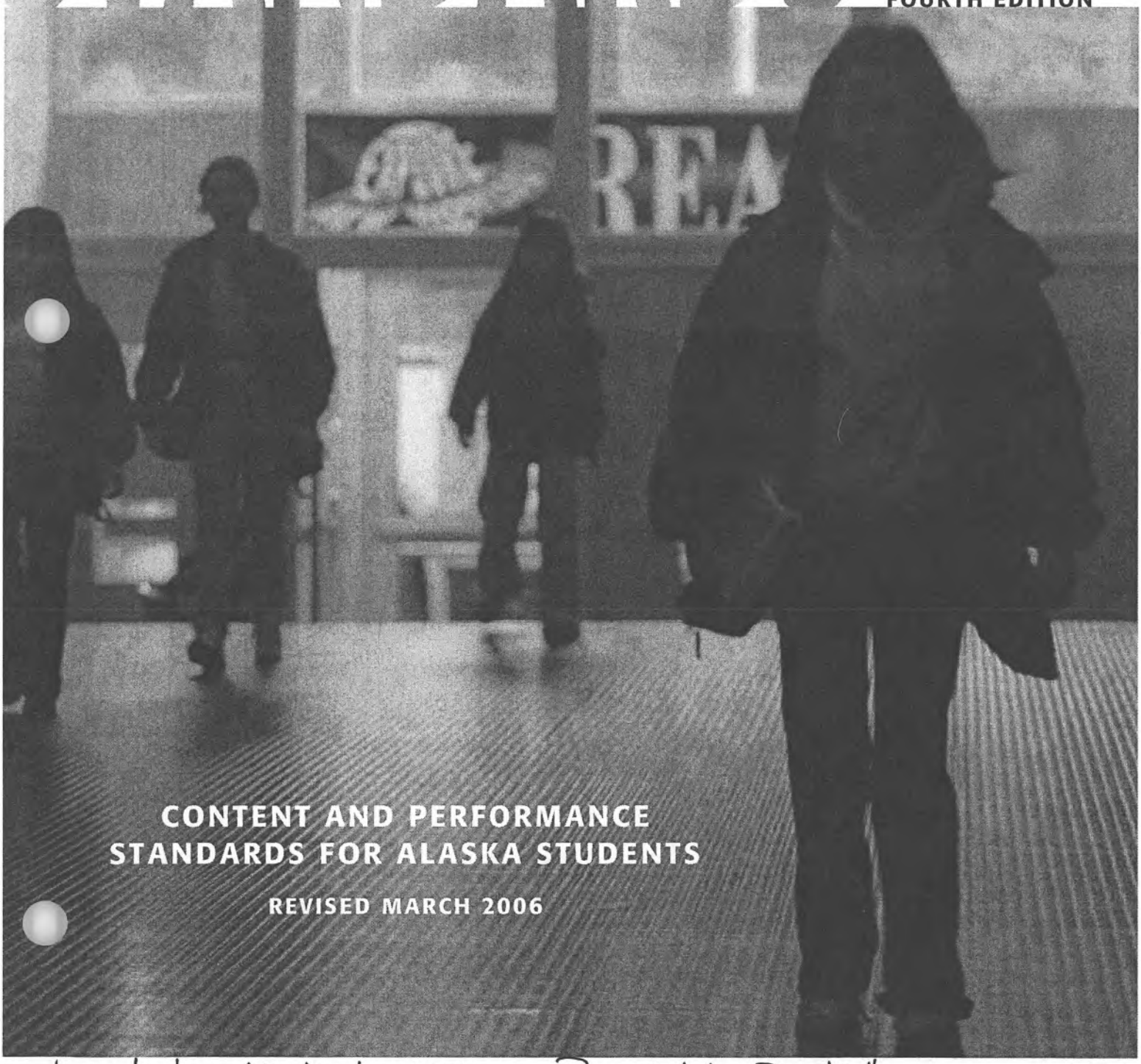
COSPONSORS(37), ALPHABETICAL [followed by Cosponsors withdrawn]: (Sort: by date)

Sen Akaka, Daniel K. [HI] - 6/19/2003
Sen Bingaman, Jeff [NM] - 6/19/2003
Sen Burns, Conrad R. [MT] - 5/14/2003
Sen Byrd, Robert C. [WV] - 4/10/2003
Sen Chambliss, Saxby [GA] - 3/20/2003
Sen Clinton, Hillary Rodham [NY] - 6/19/2003
Sen Cochran, Thad [MS] - 4/2/2003
Sen Coleman, Norm [MN] - 3/4/2003
Sen Cornyn, John [TX] - 3/4/2003
Sen Dayton, Mark [MN] - 6/19/2003
Sen DeWine, Mike [OH] - 3/21/2003
Sen Dodd, Christopher J. [CT] - 3/4/2003
Sen Ensign, John [NV] - 6/19/2003
Sen Enzi, Michael B. [WY] - 3/4/2003
Sen Feinstein, Dianne [CA] - 6/19/2003
Sen Frist, William H. [TN] - 3/4/2003
Sen Grassley, Chuck [IA] - 6/9/2003
Sen Gregg, Judd [NH] - 3/4/2003
Sen Inhofe, James M. [OK] - 3/4/2003
Sen Inouye, Daniel K. [HI] - 6/19/2003
Sen Kennedy, Edward M. [MA] - 3/20/2003
Sen Kerry, John F. [MA] - 6/19/2003
Sen Kohl, Herb [WI] - 6/19/2003
Sen Landrieu, Mary L. [LA] - 6/19/2003
Sen Lautenberg, Frank R. [NJ] - 6/20/2003
Sen Levin, Carl [MI] - 6/19/2003
Sen Lieberman, Joseph I. [CT] - 6/19/2003
Sen Miller, Zell [GA] - 3/6/2003
Sen Murkowski, Lisa [AK] - 3/5/2003
Sen Murray, Patty [WA] - 6/19/2003
Sen Nickles, Don [OK] - 3/4/2003
Sen Reed, Jack [RI] - 6/19/2003
Sen Reid, Harry [NV] - 3/4/2003
Sen Santorum, Rick [PA] - 3/4/2003
Sen Sessions, Jeff [AL] - 3/18/2003
Sen Stevens, Ted [AK] - 3/4/2003
Sen Warner, John [VA] - 3/5/2003

ALASKA STANDARDS

STANDARDS

FOURTH EDITION



CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS

REVISED MARCH 2006

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Home > Individual liberty cannot survive a republic of dunces

By *Mark Tapscott*
Created *Mar 9 2011 - 9:05pm*

Individual liberty cannot survive a republic of dunces

In an era noteworthy for Muslim terrorists plotting future 9/11s and nukes in the hands of fanatical nut jobs like Iran's Mahmoud Ahmadinejad and North Korea's Kim Jong il, you might think there couldn't possibly be a more serious problem to ponder.

You would be wrong.

Consider what happened recently when the Intercollegiate Studies Institute gave a 60-question civic literacy test to more than 28,000 college students:

"Less than half knew about federalism, judicial review, the Declaration of Independence, the Gettysburg Address, and NATO. And this was a multiple-choice test, with the answers staring them right in the face," said political scientist Richard Bake, co-chairman of ISI's Civic Literacy Board.

"Ten percent thought that 'we hold these truths to be self-evident, that all men are created equal' came from the Communist Manifesto," Bake added during a recent interview with my *Examiner* colleague Barbara Hollingsworth.

Even the smart kids at Harvard failed the test, scoring on average 69, which is a D. Since the vast majority of the students tested are products of public schools, the results represent a comprehensive indictment of public education, the National Education Association and the American Federation of Teachers.

These are the people who year after year graduate classes in which one of every four kids cannot read at even a basic level. If you can't read the Constitution, or the Declaration, or The Federalist Papers, you won't understand their essential concepts or why they represent so much wisdom.

When even our elite colleges and universities aren't teaching the next generation the basic concepts of the American republic like federalism or the difference between Thomas Jefferson and Karl Marx, it ought to be obvious that American public education is failing American democracy.

Does anybody on America's college faculties remember or care that once liberty is lost, it is almost never regained?

As with so much else, James Madison captures in a wonderfully succinct couple of sentences the profoundly serious implications of raising a generation that is politically crippled by its gross civic ignorance. Madison wrote of the difference between Europe and America, saying: "In Europe, charters of liberty have been granted by power. America has set the example ... of charters of power granted by liberty."

If you don't grasp how Madison's simple equation makes all the difference in the world for the manner in which this country is governed, then you probably don't understand why liberals and conservatives disagree on just about everything that is fundamental to contemporary public policy.

Take health care. Liberals love the European welfare state, epitomized by Britain's National Health Service, aka a "single-payer system" or the "public option." That is why Obamacare erects hundreds of new bureaucratic agencies to regulate every detail of health care research, delivery and pricing.

That includes hiring thousands of new Internal Revenue Service agents to enforce the individual mandate federal District Judge Roger Vinson just declared unconstitutional. And those 1,040 waivers granted so far under Obamacare are the modern illustration of those European "charters of liberty ... granted by power."

For conservatives, the ideal health care reform is embodied in the Health Savings Account that puts the power of choice in the hands of individuals. That makes insurance providers compete to satisfy customers instead of government bureaucrats.

The bureaucrats are limited to enforcing contracts honestly made and assuring sufficient transparency of services and products to enable individuals to make informed choices. Or, as Madison would say, those with liberty grant a limited charter of power to government to do specific things and only those things.

But a generation that is not taught to recognize the irreconcilable differences represented by the Declaration of Independence and the Communist Manifesto, between Madison and Marx, the Federalist Papers and Rules for Radicals is doomed to be ruled, not to rule.

Individual liberty will not long survive in a republic of civic dunces.

Mark Tapscott is editorial page editor of The Washington Examiner and proprietor of Tapscott's CopyDesk blog on washingtonexaminer.com

The Patriot Post · http://patriotpost.us (http://patriotpost.us)

Handouts, Morality and Common Sense

By Walter E. Williams · Wednesday, March 9, 2011

Whether Americans realize it or not, the last decade's path of congressional spending is unsustainable. Spending must be reined in, but what spending should be cut? The Republican majority in the House of Representatives fear being booted out of office and are understandably timid. Their rule for whom to cut appears to be: Look around to see who are the politically weak handout recipients.

The problem is that those cuts won't put much of a dent in overall spending. The absolute last thing a Republican or Democrat congressmen wants to do is to cut handouts to, and thereby anger, recipients who vote in large numbers. To spare myself ugly mail, I'm not going to mention that handout group, but members of Congress know of whom I speak.

More than 200 House members and 50 senators have co-sponsored a balanced budget amendment to our Constitution. A balanced budget amendment is no protection against the growth of government and the loss of our liberties. Estimated federal tax revenue for 2011 is $2.2 trillion and federal spending is $3.8 trillion leaving us with a $1.6 trillion deficit. The budget could be balanced simply by taking more of our earnings, making us greater congressional serfs. True protection requires an amendment limiting congressional spending.

You say, "OK, Williams, what would be your rule for getting our fiscal house in order?" We need a rule that combines our Constitution with simple morality and plain common sense. I think it immoral for Congress to forcibly take one American's earnings and give them to another American to whom they do not belong. If a person did the same thing privately, he'd be convicted of theft and jailed. We might ask ourselves whether acts that are clearly immoral and despicable when done privately are any less so when done by Congress. Close to two-thirds of the federal budget, so-called entitlements, represent what thieves do: redistribute income.

Some people might say, "Williams, the programs that you'd cut are vital to the welfare of our nation!" When someone says that, I always ask what did we do before. For example, our nation went from 1787 to 1979 and during that interval produced some of the world's most highly educated people without a Department of Education. Since the department's creation, American primary and secondary education has become a joke among industrialized nations.

What about the Department of Energy; how much energy has it produced?

From our founding in 1787 to 1965, our nation went from a Third World status to building the world's mightiest first-class cities such as New York, Chicago, Los Angeles, Detroit and Philadelphia without the benefit of Department of Housing and Urban Development (HUD). After HUD was created in 1965, many of our formerly great cities are in decline. No one is saying that HUD is responsible for the decline, but neither was HUD responsible for their rise.

There is a distinct group of Americans who bear a large burden for today's runaway government. You ask, "Who are they?" It's the so-called "greatest generation." When those Americans were born, federal spending as a percentage of GDP was about 3 percent, as it was from 1787 to 1920 except during war. No one denies the sacrifices made and the true greatness of a generation of Americans who suffered through our worst depression, conquered the meanest tyrants during World War II and later managed to produce a level of wealth and prosperity heretofore unknown to mankind.

But this generation of Americans also laid the political foundation for the greatest betrayal of our nation's core founding principle: limited federal government exercising only constitutionally enumerated powers. It was on their watch that the foundation was laid for today's massive federal spending that tops 25 percent of GDP.

A good part of that generation is still alive. Before they depart, they might do their share to help us have a federal government exercising only constitutionally enumerated powers.

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Links

HB

6

<TARGET><BILL>HB 6</BILL><SUBJECT>HB 6</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS0027\D
Mischel
2/9/11

CS FOR HOUSE BILL NO. 6( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GRUENBERG, Peggy Wilson

A BILL

FOR AN ACT ENTITLED

"An Act authorizing the governor to remove or suspend a member of the Board of Regents of the University of Alaska for good cause; and establishing a procedure for the removal or suspension of a regent."

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

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

LEGISLATIVE FINDINGS AND PURPOSES. (a) The legislature finds that

(1) the framers of the Constitution of the State of Alaska intended to insulate the University of Alaska and the Board of Regents from politics, but did not intend to immunize the University of Alaska and the Board of Regents from appropriate nonpolitical legislative and executive branch oversight;

(2) the legislature has the power to pass laws that pertain to the University of Alaska; and

(3) under AS 14.40.170(b)(1). the legislature has delegated to the Board of

Regents the power to regulate itself, but the Board of Regents has not adopted self-governance rules that authorize the board to remove or suspend a regent in appropriate circumstances.

(b) The purposes of AS 14.40.155, added by sec. 2 of this Act, are to

(1) clarify that the governor may remove a regent only with good cause;

(2) prescribe a due process procedure under which the governor may remove a regent for good cause;

(3) prescribe a due process procedure under which, in certain circumstances, the governor may suspend a regent; and

(4) accomplish each of the above purposes in a manner that ensures the University of Alaska and the Board of Regents remain insulated from politics.

* **Sec. 2.** AS 14.40 is amended by adding a new section to read:

Sec. 14.40.155. Suspension and removal of regents. (a) The governor may, after providing notice and an opportunity for a hearing, suspend a member of the Board of Regents while final disposition is pending on

(1) a criminal complaint, presentment, information, or indictment involving a felony in any jurisdiction;

(2) an information or formal criminal charges of a misdemeanor described under (g)(3) of this section;

(3) allegations of an ethics violation described under (g)(1) of this section under consideration by the Alaska Public Offices Commission; or

(4) allegations of malfeasance or nonfeasance in office described under (g)(4) of this section under consideration by the governor.

(b) The governor may remove a member of the Board of Regents for good cause by providing to the member an accusation and an opportunity for a hearing and judicial review.

(c) Notwithstanding the procedure under AS 44.62.390, a regent who has been suspended under (a) of this section may, at any time, request a hearing to

(1) defend against the grounds for the suspension stated in the accusation; or

(2) lift the suspension.

(d) The governor may delegate the conduct of a hearing under this section to the office of administrative hearings under AS 44.64.030(b). If a hearing is requested, the hearing officer may prepare a proposed decision under AS 44.62.500(b) to

(1) remove a regent based on clear and convincing evidence of good cause for removal;

(2) not remove a regent; or

(3) continue a suspension or lift a suspension of a regent.

(e) AS 44.62.330 - 44.62.630 applies to all proceedings under this section.

(f) After a final decision by the governor that removes a regent for good cause under (b) of this section, the governor shall file with the lieutenant governor a copy of the allegations made against the former regent, the governor's findings on each of the allegations, and a complete record of the removal proceedings.

(g) In this section, "good cause" means

(1) a violation of AS 39.52 (Alaska Executive Branch Ethics Act);

(2) conviction of a felony in any jurisdiction;

(3) conviction of a misdemeanor in any jurisdiction if the misdemeanor involves

(A) dishonesty;

(B) breach of trust; or

(C) the University of Alaska;

(4) malfeasance or nonfeasance in office, including

(A) misconduct in office;

(B) an inability to serve;

(C) neglect of duty;

(D) incompetence;

(E) unjustified failure to perform the duties of the Board of Regents;

(5) misconduct resulting in the revocation or suspension of a professional or occupational license issued under state law;

(6) failure to possess the qualifications of a regent under AS 14.40.130.

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

read:

APPLICABILITY. AS 14.40.155, added by sec. 2 of this Act, applies to all conduct and acts occurring before, on, or after the effective date of this Act.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSHB 6(EDC)
(H) Publish Date: 2/23/11

Identifier (file name) HB006-UA-Sysbra-2-9-11
Title: Removing a Regent
Sponsor: Representative Gruenberg
Requester: House Education

Dept. Affected: University of Alaska
Appropriation: University of Alaska
Allocation: Sysbra
OMB Component Number: 1296

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by: Michelle Rizk
Division: Statewide Budget, University of Alaska
Phone: 450-8187
Date/Time: 2/9/11 1:00 PM

Approved by: Michelle Rizk
Statewide Budget, University of Alaska
Date: 2/9/11 1:00 PM

(Revised 1/27/2011 OMB)

FISCAL NOTE #2

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB 6(EDC)

Analysis

HB6 will have a zero fiscal impact on the Univeristy of Alaska

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB 6**
() Publish Date

HB006-DOA-OAH-02-07-11
Title: An Act authorizing governor to remove university regent
Sponsor: Representative Gruenberg & Representative Wilson
Requester: House Education

Dept. Affected: Administration
Appropriation: Centralized Administrative Services
Allocation: Office of Administrative Hearings
OMB Component Number: 2771

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Travel	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Commodities	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Capital Outlay	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Grants	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CHANGE IN REVENUES	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1003 GF Match	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1037 GF/Mental Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other (please identify)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost 0.0

POSITIONS

Full-time	**0.0**	0.00	0	0	0	0	0
Part-time	0.0	0	0	0	0	0	0
Temporary	0.0	0	0	0	0	0	0

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version.

Prepared by: Terry L. Thurbon, Chief Administrative Law Judge — Phone 465-1886
Division: Office of Administrative Hearings — Date/Time 02/07/2011 11:39 a.m.
Approved by: John Cramer, Deputy Commissioner — Date
Department of Administration

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 6

Analysis

This bill authorizes the governor to remove a member of the University of Alaska Board of Regents for good cause and establishes procedures for removal. The procedures include an opportunity for a hearing. Under section 2, the hearing function could be delegated by the governor to the office of administrative hearings. Removals likely would be infrequent. OAH, therefore, does not anticipate that this bill would result in an appreciable increase in caseload and expectsto be able to provide any hearing-related services required with existing authorized personnel. The cost to OAH of performing the services would be recovered from the Office of the Governor through interagency receipts, based on the time commitment required for hearings.

[redacted]OUSE COMMITTEE REPO[redacted]

(7)
Date Referred to Committee: January 18, 2011 **FURTHER REFERRALS: Judiciary**

Date of Committee Action: 2/21/11

The EDUCATION Committee considered: **HB 6**

HOUSE BILL NO. 6
"An Act authorizing the governor to remove or suspend a member of the Board of Regents of the University of Alaska for good cause; and establishing a procedure for the removal or suspension of a regent."
HB 6 REMOVING A REGENT

Recommends it be replaced with [ ] HCS *or* [✓] CS for House Bill 6 **(EDC)**
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR _____ **[✓] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	UA			✓
	ADM			✓

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Wilson	WILSON	X			
Paul Seaton	Seaton	X			
	[redacted]	[redacted]			
	FEIGE	X			
Chair:					
Chair:	Dick	X			

Member

Standing Committees:
Judiciary
Rules
State Affairs
Transportation

Alaska State Legislature

House of Representatives

Representative Max F. Gruenberg, Jr.
House District 20
Anchorage (Mountain View, Russian Jack, East Anchorage)
House Minority Floor Leader

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Rep.Max.Gruenberg@legis.state.ak.us

House Bill 6:
Removing a Regent
Sponsor Statement

This bill creates a statutory due process procedure under which the governor may suspend or remove a University of Alaska regent for good cause.

This bill is in response to a 2007 incident in which a regent was federally indicted on multiple counts of fraud. He refused to resign his position until impeachment proceedings began. The board of regents' by-laws do not set forth a procedure remove a regent. The legislative legal counsel has concluded that regents serve at the pleasure of the governor and thus can be removed. An informal attorney general's opinion states that the governor does not have the authority to remove a regent without cause. That AG opinion concluded that the governor does have the authority to remove a regent so long as cause is established and due process granted.

It should be noted that during the 25th legislature letters were sent to the board of regents asking that it, under the authority of 14.40.170(b)(1), adopt procedures for the removal and/or suspension of a regent, but it has not done so.

It is important to acknowledge that the constitution does bear upon this bill due to the governor's powers being enumerated in Article III of the Alaska Constitution while the board of regents is established in Article VII, section 6. The Alaska Supreme Court has ruled that the UA is subject to a degree of legislative control. For example, the legislature can, without approval of the regents, dispose of UA land. Additionally, the legislature has, through law, provided the UA with a broad degree of autonomy; however, this implies the UA is still subject to laws enacted by the legislature. The legislature has been given broad authority under the constitution, indeed the only constitutional constraints on the power of the legislature to make laws regarding other agencies of the State of Alaska deal with the rules of court and the repeal of initiatives. In effect this legislation provides a check upon the powers of the university.

This bill secures the state's interest and the university's interest. This legislation will keep a cloud from hovering over the UA in a future scenario in which a regent must be removed or suspended for cause.

AS 14.40.155(e) states that the Administrative Procedures Act (AS 44.62.330-44.62.630) applies to all of the proceedings of this section.

AS 14.40.155(f) sets out that the governor must file a copy of the allegations against the regent, the findings of the governor, and a complete record of the removal proceedings with the lieutenant governor.

Because this law deals with the conduct of the board of regents during their entire term in office it must apply retroactively to ensure that past violations do not go unchecked. **Section 3**[3] is an applicability clause that allows AS 14.40.155 to apply to conduct occurring before, on or after the effective date of this Act.

[3] Page 3, line 31 through page 4, lines 1-3

Member

Standing Committees:
Judiciary
Rules
State Affairs
Transportation

Alaska State Legislature
House of Representatives

Representative Max F. Gruenberg, Jr.
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Anchorage (Mountain View, Russian Jack, East Anchorage)
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Rep.Max.Gruenberg@legis.state.ak.us

House Bill 6:
Removing a Regent
Sectional Analysis

Section 1[1] sets forth the legislative findings and purposes of the bill. The legislature finds that the framers of the Alaskan Constitution intended to insulate the University of Alaska from politics, that the legislature delegated the power of self-governance to the UA under AS 14.40.170(b), and that the legislature has the power to create a statutory procedure for the to remove a regent for good cause. The purposes of the bill are to clarify that the governor may remove a regent for good cause, and that the governor may not remove a regent in the absence of good cause. Finally, the legislative findings in this section affirm the political insulation of the university and the board of regents.

Section 2[2] adds a new section, AS 14.40.155, to AS 14.40 the chapter that governs the University of Alaska's Board of Regents. AS 14.40.155 is patterned after other statutory removal procedures for other boards, including the workers compensation appeals commission. See AS 23.30.007(j).

AS 14.40.155(a) sets forth the procedure for the governor to remove a regent for good cause. The governor must provide the regent with the reasons for removal, and an opportunity for a hearing with at least 30 days notice. Good cause is defined in subsection (g) to include a violation of the Executive Branch Ethics Act, a conviction of a felony, conviction of a misdemeanor involving a crime of dishonesty or the University of Alaska, nonfeasance in office, or failure to continue to meet the qualification requirements of a regent.

AS 14.40.155(b) requires the governor to file with the lieutenant governor a complete record of the removal proceedings, including a decision detailing the governor's findings.

AS 14.40.155(c) and (e) detail the procedure for the governor to suspend a regent. The governor must provide the regent with notice and an opportunity to be heard. The governor may suspend a regent who has been indicted for a felony, charged with a misdemeanor for a crime involving dishonesty or the University of Alaska, or for allegations of nonfeasance in office. However, the suspension may be lifted following a dismissal of the allegations at the hearing.

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[1] Page 1, lines 5-14 through page 2, lines 1-16
[2] Page 2, lines 17-31 through page 3, lines1-28

AS 14.40.155(d) allows a suspended regent to request a hearing to lift the suspension. AS 14.40.155(f) permits the governor to delegate the conduct of the hearing to the Office of Administrative Hearings.

Because this law deals with the conduct of the board of regents during their entire term in office it must apply retroactively to ensure that past violations do not go unchecked. **Section 3**[3] is an applicability clause that allows AS 14.40.155 to apply to conduct occurring before, on or after the effective date of this Act.

[3] Page 3, lines 29-31 through page 4, line 1

Member

Standing Committees:
Judiciary
Rules
State Affairs
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Alaska State Legislature
House of Representatives

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House Bill 6:
Removing a Regent
Sectional Analysis for CS for HB 6 ( ) (27-LS0027\D)

Section 1[1] sets forth the legislative findings and purposes of the bill. The legislature finds that the framers of the Alaskan Constitution intended to insulate the University of Alaska from politics, that the legislature delegated the power of self-governance to the UA under AS 14.40.170(b), and that the legislature has the power to create laws that pertain to the university. The purposes of the bill are to clarify that the governor may only remove a regent with good cause and that the governor must afford a regent due process in the proceedings dealing his or her removal or suspension. Finally, the legislative findings in this section affirm the political insulation of the university and the board of regents.

Section 2[2] adds a new section, AS 14.40.155, to AS 14.40 the chapter that governs the University of Alaska's Board of Regents. AS 14.40.155 is patterned after other statutory removal procedures for other boards, including the workers compensation appeals commission. See AS 23.30.007(j).

AS 14.40.155(a) sets forth the procedure for the governor to suspend a regent for good cause . The governor must provide the regent with notice and an opportunity for a hearing. Good cause is defined in subsection (g) to include a violation of the Executive Branch Ethics Act, a conviction of a felony, conviction of a misdemeanor involving a crime of dishonesty or the University of Alaska, malfeasance or nonfeasance in office, or failure to continue to meet the qualification requirements of a regent.

AS 14.40.155(b) allows the governor to remove a regent for good cause by providing the regent with an accusation and opportunity for a hearing and judicial review.

AS 14.40.155(c) details the procedure for a regent to either defend against a possible suspension or lift a suspension once it has been imposed.

AS 14.40.155(d) permits the governor to delegate the conduct of the hearing to the Office of Administrative Hearings. The standard of proof to be used in the hearing for removal for "good cause" is "clear and convincing," one of the highest standards.

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[1] Page 1, lines 5-14 through page 2, lines 1-11
[2] Page 2, lines 12-31 through page 3, lines1-30

AS 14.40.155(e) states that the Administrative Procedures Act (AS 44.62.330-44.62.630) applies to all of the proceedings of this section.

AS 14.40.155(f) sets out that the governor must file a copy of the allegations against the regent, the findings of the governor, and a complete record of the removal proceedings with the lieutenant governor.

Because this law deals with the conduct of the board of regents during their entire term in office it must apply retroactively to ensure that past violations do not go unchecked. **Section 3**[3] is an applicability clause that allows AS 14.40.155 to apply to conduct occurring before, on or after the effective date of this Act.

[3] Page 3, line 31 through page 4, lines 1-3

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Alaska State Legislature

House of Representatives

Representative Max F. Gruenberg, Jr.
House District 20
Anchorage (Mountain View, Russian Jack, East Anchorage)
House Minority Floor Leader

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House Bill 6:
Removing a Regent
Explanation of changes between
HB 6 (27-LS0027\A) to CS for HB 6 ( ) (27-LS0027\D)

There are a number of changes between the "A" and "D" versions, including minor grammatical and stylistic changes, and substantive changes.

There was one major change to **Section 1** of the bill. Subsection (a) paragraph (3) of the "A" version (page 2 lines 2-7) was deleted and subsection (a) paragraph (2) of the "D" version (page 1 lines 12-13) was added. The effect of this change is to show that the legislature has legislative authority over the University of Alaska.

There were a few changes to **Section 2** of the bill. Subsection (e) of the "A" version (page 3 lines 7-10) was deleted, as with the addition of new subsections and language in the "D" version it was unnecessary. Specifically, with designation that the proceedings in this section fall under the guidelines of the Administrative Procedures Act, the language in subsection (e) was not needed.

The other major change to **Section 2** of the "A" version was a reordering of the subsections to better reflect the flow of the proceedings.

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MEMORANDUM January 28, 2011

SUBJECT: Separation of powers issue (HB 6; Work Order No. 27-LS0027\A)

TO: Representative Alan Dick
Chair of the House Education Committee
Attn: Sheila Peterson

FROM: Jean M. Mischel
Legislative Counsel

You have asked about the possibility of a separation of powers issue resulting from the restrictions and procedures for removal of a member of the University Board of Regents provided for in HB 6. You have also asked about the similarity of the issue for the Board of Trustees of the Alaska Permanent Fund Corporation whose members are subject to removal only for cause as provided under AS 37.13.070(a). The constitutional authority of the legislature to restrict or otherwise control the removal or suspension of a regent appointed by the governor is the subject of considerable debate. Unlike boards and commissions controlled by art. III, sec. 26 of the constitution, nothing in art. VII, sec. 3, which establishes the Board of Regents, provides for legislative control over removal of the regents and, therefore, the governor's removal authority appears to be unrestricted.

Article VII, sec. 3 provides:

> The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. . . .

A limitation on removal of some executive officers may be interposed by law, but arguably only as to persons who hold appointment under art. III, sec. 26 of the state constitution. Article III, sec. 26 states:

> When a board or commission is at the head of a principal department or a regulatory or quasi-judicial agency, its members shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session, *and may be removed as provided by law*. . . .

(Emphasis added) The removal of a public member of the Board of Trustees of the Permanent Fund Corporation is the subject of AS 37.13.070(a), which provides:

> The governor may remove a public member of the board from office only for cause. A removal by the governor must be in writing and must state

> the reason for the removal. A member who is removed by the governor may not participate in board business and may not be counted for purposes of establishing a quorum after the member receives written notice of removal from the governor.

A 2004 amendment to the statute that was proposed by the governor added the word "public" and the phrase "only for cause" to the first sentence.

In addition, in the past the Board of Trustees of the Alaska Permanent Fund Corporation was subject to legislative confirmation under former AS 24.20.206(1), which provided:

> Sec. 24.20.206. DUTIES. The Legislative Budget and Audit Committee shall:
>
> (1) report to the legislature its recommendations relating to the confirmation of appointees to the Board of Trustees of the Alaska Permanent Fund Corporation; . . .

AS 24.20.206(1) was enacted as part of the 1980 Act, ch. 18, SLA 1980, establishing the Alaska Permanent Fund Corporation and providing for legislative oversight of the permanent fund. AS 37.13.050 originally contained the confirmation requirement also, but that was amended out in 1982 and, apparently, a conforming amendment to AS 24.20.206(1) was overlooked until 2003 when it was repealed.

The Alaska Permanent Fund Corporation is established as a public corporation under AS 37.13.040. Our position is that legislative confirmation and removal may not be required for the members of the board of directors of a public corporation because they are not described in art. III, sec. 26 of the state constitution.[1]

---

[1] The Alaska constitutional convention proceedings (ACCP) are helpful in determining whether a public corporation could be considered a "regulatory board," subject to legislative control. The convention specifically addressed the relationship between sec. 26 and the University of Alaska, a public corporation, and public corporations generally. Discussion of sec. 26 includes this statement by Delegate Sundborg:

> This whole section applies only to three classes of agencies. It applies to principal departments of the state, to regulatory bodies and quasi-judicial bodies. It is inconceivable to me that no matter what the legislature did it could ever put the University of Alaska under one of those three headings, and I am very much afraid here that if we read in here an exception saying that it shall not apply to the University of Alaska, that it would apply or that it could be construed to apply to any other state corporation because we had not excepted that from the language.

ACCP, at p. 2257.

Even with the additional legislative authority over sec. 26 boards, the Alaska Supreme Court interpreted that authority very narrowly. When the Court was faced with the question of the extent of legislative authority over sec. 26 boards and commissions, the Court found that the confirmation power of the legislature provided in art. III, secs. 25 (principal department heads) and 26, is merely a limited delegation of the executive appointment power to the legislature and stated:

> As to this issue, we think the provision of Sections 25 and 26 of Article III are clear and unambiguous. Thus, we conclude that Sections 25 and 26 mark the full reach of the delegated, or shared, appointive function to Alaska's legislative branch of government.

Bradner v. Hammond, 553 P.2d 1, 7 (Alaska 1976).

The University's status as a "body corporate" does not imply a legislative role in removal of a regent apart from the impeachment process available to the legislature as to all civil officers. Though the University, alone in the constitution, expressly holds corporate status, the Alaska Supreme Court has said that members of other public corporations established by law, such as the Board of Trustees of the Alaska Permanent Fund Corporation, serve at the pleasure of the governor. (Walker v. Alaska State Mortgage Association, 416 P.2d 245 (Alaska 1966)) The Court stated:

> The Association's three board members from the Board of Commissioners of the Alaska Housing Authority are appointed by the governor and serve at his pleasure. Therefore, the governor is empowered to remove any member of the governing board of the Association at his pleasure.

Id. at 250 (citations omitted).

I think it is unlikely that the restrictions placed on removal of a member of either the Board of Trustees of the Permanent Fund Corporation or the Board of Regents will be challenged and that a court would uphold them if challenged. The missing language in art. VII, sec. 3 of the constitution and the status as a public corporation both suggest that the membership of the Board of Regents is uniquely controlled by the governor; the public corporation status of the Board of Trustees of the Alaska Permanent Fund Corporation indicates that legislative restrictions on removal are vulnerable under the 1966 Alaska Supreme Court precedent. I am aware, however, of an informal attorney general opinion that suggests in a footnote, without any judicial support, that the legislature currently has some authority over removal of a regent in addition to its

---

Delegate Walsh stated that after checking with a couple of attorneys he believed that the University of Alaska was not subject to the requirements of sec. 26 because it was a public corporation. ACCP, at p. 2246. Delegate Riley stated the he believed that the University of Alaska was clearly beyond the reach of sec. 26. ACCP, at p. 2248. A similar comment was made by Delegate V. Rivers while entertaining questions about the Committee on the Executive Branch's report. ACCP, at p. 2033-34.

impeachment authority. I do not know how a court would view the kind of intrusion proposed in HB 6 into the governor's appointment and removal authority, but perhaps the court would be persuaded by the governor's support of this concept.

If I may be of further assistance, please advise.

JMM:ljw
11-047.ljw

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MEMORANDUM April 17, 2007

SUBJECT: Removal of a University Regent (HB 237)
(Work Order No. 25-LS0839\A)

TO: Representative Bob Lynn
Attn: Nancy Manly

FROM: Jean M. Mischel
Legislative Counsel

You asked whether the governor may remove a University regent. In my opinion, the answer is yes. In fact, the constitutional authority of the legislature to restrict or otherwise control the removal or suspension of a regent by the governor is the subject of considerable debate. Unlike boards and commissions controlled by art. III, sec. 26 of the constitution, nothing in art. VII, sec. 3, which establishes the Board of Regents, provides for legislative control over removal of the regents and therefore the governor's removal authority appears to be unrestricted.

Article VII, sec. 3 provides:

> The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session . . . .

A limitation on removal of some executive officers may be interposed by law, but arguably only as to persons who hold appointment under art. III, sec. 26 of the state constitution. Article III, sec. 26 states:

> When a board or commission is at the head of a principal department or a regulatory or quasi-judicial agency, its members shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session, *and may be removed as provided by law* . . . .

Even with the additional legislative authority over sec. 26 boards, the Alaska Supreme Court interpreted that authority very narrowly. When the Court was faced with the question of the extent of legislative authority over sec. 26 boards and commissions, the Court found that the confirmation power of the legislature provided in art. III, secs. 25 (principal department heads) and 26, is merely a limited delegation of the executive appointment power to the legislature and stated:

> As to this issue, we think the provision of Sections 25 and 26 of Article III are clear and unambiguous. Thus, we conclude that Sections 25 and 26

> mark the full reach of the delegated, or shared, appointive function to Alaska's legislative branch of government. (Bradner v. Hammond, 553 P.2d 1, 7 (Alaska 1976))

The University's status as a "body corporate" does not imply a legislative role in removal of a regent (apart from the impeachment process available to the legislature as to all civil officers). Though the University, alone in the constitution, expressly holds corporate status, the Alaska Supreme Court has said that members of other public corporations established by law serve at the pleasure of the governor. (Walker v. Alaska State Mortgage Association, 416 P.2d 245 (Alaska 1966)) The Court stated:

> The Association's three board members from the Board of Commissioners of the Alaska Housing Authority are appointed by the governor and serve at his pleasure. Therefore, the governor is empowered to remove any member of the governing board of the Association at his pleasure.

Id. at 240 (citations omitted).

I am aware of a recent informal attorney general opinion that suggests in a footnote that the legislature has some authority over removal of a regent without any judicial support for that position. The addition of legislative control over suspension of a regent is even more questionable. I do not know how a court would view the kind of intrusion proposed in HB 237 into the governor's appointment and removal authority, but perhaps the court would be persuaded by the governor's support of this concept.

If I may be of further assistance, please advise.

JMM:med
07-247.med

MEMORANDUM

State of Alaska
Department of Law

To: Talis J. Colberg
Attorney General

Thru: Craig J. Tillery
Deputy Attorney General

From: Michael A. Barnhill
Assistant Attorney General
Labor and State Affairs Section

Date: February 2, 2007

File No: 663-06-0103

Tel. No.: (907) 465-3600

Fax: (907) 465-2520

Subject: Governor's Power to Remove a University of Alaska Regent

We have been asked whether the Governor has the power to remove a University of Alaska regent without cause. In our view, the answer is no.

We acknowledge that this question has been posed to different counsel and different conclusions reached. Legislative counsel has concluded in a written opinion that regents serve at the pleasure of the governor and may be removed at any time. University of Alaska counsel has concluded in a verbal opinion that a regent may be removed only through impeachment by the legislature.

For the reasons set forth below, we do not fully agree with the conclusions of either legislative counsel or university counsel. That being said, we do agree with both legislative counsel and university counsel that impeachment is an option that may be pursued in order to remove a regent. But we disagree with university counsel that it is the only option.

The basis for our views is grounded primarily in the constitution and discussions of the framers regarding the University of Alaska during the constitutional convention. We start there.

I. Historical Background

The University of Alaska was created by the territorial legislature in 1935. ch. 49, SLA 1935. The Board of Regents was created at that time as well, with the governor empowered to appoint regents subject to confirmation by a joint session of the legislature. *Id.* at sec. 3. The term of a regent was eight years and a regent was to serve "until their successors are appointed and have qualified." *Id.* The original statute made no mention

of how a regent should be removed. This law has essentially remained unchanged through today, though the number of regents was increased to eleven in 1975. *See* AS 14.40.120; 14.40.140; AS 14.40.150.

From the University's inception through statehood we are aware of no instance of a governor removing a regent prior to the end of a regent's term. We recognize that it is possible such could have happened, but it would take further historical research to determine this.

The constitutional convention considered the University of Alaska several times during the course of the convention. Before considering these passages, however, it is important to understand that the territory of Alaska had suffered from a fragmented executive branch with several elected officials and multiple governing boards designed to erode the power of the federally appointed governor. A fundamental goal of the convention was to establish a strong governor who was completely in control of the executive branch of government.[1]

During the consideration of the executive branch article, however, concerns were raised regarding the appropriate place for the University of Alaska within the constitutional design for the new government. These concerns were often expressed in terms of the need to insulate education from politics. Alaska Constitutional Convention Proceedings at 2043, 2246. During the discussions of the provisions that ultimately

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[1] Delegate Fischer later wrote, "[Territorial] government was neither responsible nor responsive to the people. As a result, convention delegates were ready to make basic structural changes so the people could hold the governor wholly responsible for the conduct of state administration." V. Fischer, Alaska's Constitutional Convention at 106 (1975).

became sections 25 and 26 of Article III,[2] questions were raised concerning the extent to which these sections governed appointments to the Board of Regents. The chair of the Executive Branch Committee, Victor Rivers, and a member of that Committee, Katherine Nordale, both responded that section 26 of Article III only applied to "principal departments" and that the University of Alaska was not a principal department. Alaska Constitutional Convention Proceedings at 2034, 2037, 2246. Therefore, in their mind, the University of Alaska did not fall under section 26 of Article III.

Other delegates, however, remained concerned that in order to insulate the University from politics it needed to be made explicit that the University was not subject to section 26 of Article III. In particular, certain delegates were concerned that if section 26 did apply to the University, that the Board of Regents' appointment of a president would be subject to approval by the governor. Accordingly, these delegates sought to amend section 26 to state that the provision did not apply to the University of Alaska. Alaska Constitutional Convention Proceedings at 2245-2258. Ultimately, these attempts failed because the members of the Executive Branch committee persuaded the convention that section 26 simply did not apply to the University of Alaska. Alaska Constitutional Convention Proceedings at 2246, 2257. Moreover, several delegates noted that a separate article was being drafted to govern the University of Alaska. *Id.* at 2247-48, 2250, 2255.

During the debate, some delegates expressed observations as to the status of the University. The chair of the Executive Committee, Victor Rivers, stated that the Executive Branch article would have no impact on the University:

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[2] Section 25. Department Heads. The head of each principal department shall be a single executive unless otherwise provided by law. He shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session, and shall serve at the pleasure of the governor, except as otherwise provided in this article with respect to the secretary of state.

Section 26. Boards and Commissions. When a board or commission is at the head of a principal department or a regulatory or quasi-judicial agency, its members shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session, and may be removed as provided by law. They shall be citizens of the United States. The board or commission may appoint a principal executive officer when authorized by law, but the appointment shall be subject to the approval of the governor.

> Walsh: May I ask a question, Mr. Rivers? I think to clarify in the minds of several people here it might be well for me, that [as] one of those serving on the Board of Regents of the University of Alaska, composed of eight members, and the Board of Regents select the President of the University. The governor, as I understand it, does not have the power of the removal of the president of the University. It is a matter for the Board. Would this situation change that, Mr. Rivers?
>
> Rivers: No, in regard to the University, this would not affect their present setup. They are a private corporation, or rather a nonprofit corporation, and under the specific law providing for their make-up, and you would still have a board of regents appointed by the governor and confirmed by the legislature, and the powers as you now have them would be identical to what they now are as I visualize them.

Id. at 2033-34. Delegate Taylor stated that the "University is not a part of the Territorial government whatsoever; it is an independent agency." *Id.* at 2253. Notably, Delegate Nordale expressed the view that by explicitly putting the University in a separate article it would "make it very clear that it can never be dissolved and that it is not part of the executive branch of government." *Id.* at 2256.

Later in the convention, the Executive Branch committee proposed language regarding the University. Chair Rivers introduced the language as follows:

> Mr. President, you have heard the reading of this article and it was considered important that in the constitution there be included an article of this type. It gives the University, as a corporate body, the authority to receive and hold property which will be granted to them under the enabling act. It also gives them the authority for administering and disposing of that according to law. It sets up the board of regents and the governing body of the University, and I think the main point of this article has is that constitutionally the University of Alaska shall be the only state university in Alaska.

Id. at 2792. Perhaps notably, the Executive Branch committee saw fit to clear the language of the proposed article with the President of the University prior to bringing it to the floor of the convention.[3] *Id.*

II. Analysis

With this summary of the constitutional history of the University in mind, we think it is fair to draw the following conclusions. First, the convention intended to create a very strong governor with full appointive power. Second, despite the strong governor model, the convention nevertheless intended to insulate the University from politics, including the governor. Third, the convention intended that the University would not be subject to section 26 of Article III of the Alaska Constitution. Fourth, the convention intended to constitutionalize the existence of the University. Finally, some members of the convention believed that the University resided outside the executive branch of government in 1955 and that the constitution preserved that status.[4]

Nowhere in the convention minutes is there any discussion regarding removal of a regent.[5] But the above conclusions are sufficient to give us pause that the governor's power to remove certain executive branch appointees without cause extends to the University Board of Regents. This view is consistent with the views previously expressed by this office. In 1979, we opined:

> Under the state constitution, the University of Alaska is 'governed' by the Board of Regents. Alaska Const., art. VII, § 3. The regents are appointed by the governor, subject to confirmation by the legislature. Id. They serve for terms of eight years. Thus, while the regents are appointed by and are responsible to the governor, they do not serve at his pleasure but rather for fixed terms, and they may, therefore, be

---

[3] In other words, it is doubtful that President Patty, the University president at the time, would have approved this language if he thought it allowed the governor to remove a regent without cause.

[4] By observing this latter point, we do not conclude that in fact the convention succeeded in fully removing the University from the executive branch.

[5] Though at one point, Chair Rivers states that "[t]he law could provide no doubt for means of removal . . ." *Id.* at 2255-56. He appears to be referring to the chief executive of the University, not the regents, however.

> removed from office solely for cause. 67 C.J.S. Officers § 120 (1978); 63 Am. Jur.2d Public Officers and Employees § 189 (1972). As a result, the governor's supervision over the university is made distinctly indirect. Unless the members of the Board of Regents commit acts of malfeasance, misfeasance, or nonfeasance sufficient to constitute cause for their removal, the governor possesses no check upon them and no power to direct their activities.

1979 Inf. Op. Att'y Gen. 1 (Jan. 23; J-66-103-79). We have reiterated this view over the years[6] and see no reason to stray from it today.

For the reasons expressed above, the University is accorded unique constitutional status. We must be mindful of these reasons when considering the applicability of Alaska Supreme Court precedents. A number of these cases have been cited by other counsel, but we doubt that a court would find them controlling on the issue of whether the governor may remove a regent without cause. For instance, *Walker v. Alaska State Mortgage Assoc.*, 416 P.2d 245 (Alaska 1966) does not involve the University of Alaska, but rather pertains to a board of a public corporation that does not have a unique constitutional status. The cases involving the University do not have issues that directly implicate the political independence of the University, one of the reasons for the University's unique constitutional status. *See, e.g., University of Alaska v. Nat'l Aircraft Leasing,* 536 P.2d 121 (Alaska 1975) (University is instrumentality of state for purposes of sovereign immunity); *McGrath v. University of Alaska,* 813 P.2d 1370 (Alaska 1991) (legislature may subject University to Administrative Procedures Act). Instead, we think a court if faced with the issue of whether the governor may remove a regent without cause would be more likely to focus on the constitutional history of the University set forth above.

Finally, legislative counsel contends that under AS 39.05.060(d) regents serve at the pleasure of the governor and may be removed at any time. This interpretation is at odds with the express intention of the constitutional convention that the University be insulated from politics. Moreover, review of the fairly lengthy legislative history of this statute demonstrates that the legislature never intended AS 39.05.060(d) to reach the

---

[6] In 1998, an assistant attorney general stated that, "Regents are considered to be sort of in a class by themselves. We've always advised the governor that it's inadvisable to remove the regents at a change of an administration. Legal complications may ensue." 1998 Anchorage Daily News (quoting AAG James Baldwin).

Board of Regents. This statute was originally enacted as part of the State Organization Act of 1959, under which the executive branch of the new State of Alaska was formed. *See* ch. 64, SLA 1959. The University of Alaska is not within the scope of this Act—it was not mentioned in the Act and was left out of the organization of the executive branch accomplished by this Act. *Id.* When initially enacted, AS 39.05.060 only referred to boards that were explicitly mentioned in the State Organization Act of 1959. While the scope of AS 39.05.060 has both expanded and contracted over the years, it has never been broadened to include the Board of Regents.[7]

In summary, we conclude that the Governor may only remove a regent if cause is established, preferably at a hearing prior to removal. We would be happy to address in another memo the evidence necessary to establish cause, and the criteria for an appropriate hearing process.

MAB:ajh

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[7] We note, however, that it may be possible for the legislature to provide for removal of a regent through enactment of a statute consistent with the constitution. Such a statute would have to preserve the University's politically independent constitutional status and probably could only provide for removal if it were for some cause that was established at a hearing prior to removal.

Westlaw.

AK ST § 31.05.007 Page 1

AS 31.05.007

c
ALASKA STATUTES
Title 31. Oil and Gas.
Chapter 05. Alaska Oil and Gas Conservation Act.
Article 1. Administration.

Sec. 31.05.007 Term of office; vacancy; removal.

(a) The term of office of each member is six years. A commissioner, upon the expiration of a term, shall continue to hold office until a successor is appointed and qualified.

(b) A vacancy arising in the office of a commissioner shall be filled by appointment by the governor and confirmed by the legislature in joint session, and, except as provided in AS 31.05.080(4), an appointee selected to fill a vacancy shall hold office for the balance of the full term for which the predecessor on the commission was appointed.

(c) A vacancy in the commission does not impair the authority of a quorum of commissioners to exercise all the powers and perform all the duties of the commission.

(d) The governor may **remove** a commissioner from office for cause including but not limited to incompetence, neglect of duty or misconduct in office. A commissioner, to be **removed** for **cause**, shall be given a copy of the charges and afforded an opportunity to be publicly **heard** in person or by counsel in the commissioner's own **defense** upon not less than 10 days' notice. If a commissioner is **removed** for cause, the governor shall file with the lieutenant governor a complete statement of all charges made against the commissioner and the governor's finding based on the charges, together with a complete record of the proceedings.

(§ 1 ch 158 SLA 1978; am § 10 ch 168 SLA 1990; am § 10 ch 80 SLA 1996)

HISTORICAL NOTES

Opinions of attorney general. -- For a discussion of the effect of the term "appointed and qualified" as set out in (a) of this section to appointment to the commission, see June 8, 1995, Op. Atty. Gen.

A. S. 31.05.007, AK ST § 31.05.007

Current through all 2006 Legislation, Annotations current through Opinions Decided as of July 1, 2006.

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AK ST § 08.04.030 Page 1

AS 08.04.030

ALASKA STATUTES
Title 8. Business and Professions.
Chapter 04. Accountants.
Article 1. Board of Public Accountancy.

Sec. 08.04.030 Removal of members.

The governor shall **remove** any member of the board whose certificate or license has been revoked or suspended. The governor may, after hearing, **remove** any member for neglect of duty or other just **cause**.

(§ 2(2) ch 187 SLA 1960; am § 2 ch 66 SLA 1997)

HISTORICAL NOTES

Delayed amendment of section. -- Under §§ 4 and 58, ch. 16, SLA 2006, effective January 1, 2008, this section will read as follows: "Removal of members. The governor shall **remove** any member of the board whose license has been revoked or suspended. The governor may, after hearing, **remove** any member for neglect of duty or other just **cause**."

HISTORICAL NOTES

Effect of amendment. -- The 1997 amendment, effective July 1, 1997, rewrote this section.

A. S. 08.04.030, AK ST § 08.04.030

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AK ST § 04.06.070 Page 1

AS 04.06.070

C
ALASKA STATUTES
Title 4. Alcoholic Beverages.
Chapter 06. Alcoholic Beverage Control Board.

Sec. 04.06.070 Appointment and removal of director.

The governor shall appoint a director to serve as the executive officer of the board. The board may remove the director at its pleasure, and the governor may remove the director for misconduct, misfeasance, or malfeasance in office. The governor may not remove the director unless the director is given a copy of the charges and afforded an opportunity to be publicly heard, in person or by counsel, in defense against the charges upon at least 10 days' notice. If the director is removed for cause, the governor shall file with the lieutenant governor a complete statement of all charges made against the director and the findings based on the charges, together with a complete record of any hearing.

(§ 1 ch 131 SLA 1980)

A. S. 04.06.070, AK ST § 04.06.070

Current through all 2006 Legislation, Annotations current through Opinions Decided as of July 1, 2006.

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AK ST § 42.04.020 Page 1

AS 42.04.020

C
ALASKA STATUTES
Title 42. Public Utilities and Carriers.
Chapter 04. Regulatory Commission of Alaska.
Article 1. Commission and Staff.

Sec. 42.04.020 Commissioners.

(a) The commission consists of five commissioners appointed by the governor and confirmed by the legislature in joint session. To qualify for appointment as a commissioner, a person must be a member in good standing of the Alaska Bar Association or have a degree from an accredited college or university with a major in engineering, finance, economics, accounting, business administration, or public administration. Actual experience for a period of five years in the practice of law or in the field of engineering, finance, economics, accounting, business administration, or public administration is equivalent to a degree.

(b) The term of office of each member is six years. A commissioner, upon the expiration of a term, shall continue to hold office until a successor is appointed and qualified.

(c) A vacancy arising in the office of a commissioner shall be filled by appointment by the governor and confirmed by the legislature in joint session, and, except as provided in AS 39.05.080(4), an appointee selected to fill a vacancy shall hold office for the balance of the full term for which the predecessor on the commission was appointed.

(d) A vacancy in the commission does not impair the authority of a quorum of commissioners to exercise all the powers and perform all the duties of the commission.

(e) The governor may remove a commissioner from office for cause, including incompetence, neglect of duty, inability to serve, or misconduct in office or because the member, while serving on the commission, is convicted of a misdemeanor for violating a statute or regulation related to public utilities or is convicted of a felony. A commissioner, to be **removed** for **cause**, shall be given a copy of the charges and afforded an opportunity to be publicly **heard** in person or by counsel in the commissioner's own **defense** upon not less than 10 days' notice. If a commissioner is **removed** for cause, the governor shall file with the lieutenant governor a complete statement of all charges made against the commissioner and the governor's finding based on the charges, together with a complete record of the proceedings.

(f) Members of the commission are in the exempt service and are entitled to a monthly salary equal to Step C, Range 26, of the salary schedule in AS 39.27.011(a) for Juneau, Alaska. The chair of the commission is entitled to a monthly salary equal to Step C, Range 27, of the salary schedule in AS 39.27.011(a) for Juneau, Alaska.

(g) Each commissioner, before entering upon the duties of office, shall take and subscribe to the oath prescribed for principal officers of the state.

(§ 1 ch 25 SLA 1999)

A. S. 42.04.020, AK ST § 42.04.020

Current through all 2006 Legislation, Annotations current through Opinions

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Westlaw.

AK ST § 08.01.020 Page 1

AS 08.01.020

C
ALASKA STATUTES
Title 8. Business and Professions.
Chapter 01. Centralized Licensing.

Sec. 08.01.020 Board organization.

Board members are appointed by the governor and serve at the pleasure of the governor. Unless otherwise provided, the governor may designate the chair of a board, and all other officers shall be elected by the board members. Unless otherwise provided, officers of a board are the chair and the secretary. A board may provide by regulation that three or more unexcused absences from meetings are cause for removal.

(§ 1 ch 59 SLA 1966; am § 2 ch 94 SLA 1987)

A. S. 08.01.020, AK ST § 08.01.020

Current through all 2006 Legislation, Annotations current through Opinions Decided as of July 1, 2006.

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END OF DOCUMENT

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HB

15

<TARGET><BILL>HB 15</BILL><SUBJECT>HB
15</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS0130\M
Mischel
2/17/11

CS FOR HOUSE BILL NO. 15( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DOOGAN, Kerttula, Johnson, Muñoz, Gruenberg

A BILL

FOR AN ACT ENTITLED

"An Act relating to prevention and evaluation of and liability for concussions in student athletes."

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

* **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

CONCUSSIONS IN STUDENT ATHLETES; FINDINGS. The legislature finds that

(1) concussions rank among the most commonly reported traumatic brain injuries in children and adolescents who participate in sports and recreational activities;

(2) the United States Centers for Disease Control and Prevention estimates that as many as 3,900,000 concussions occur each year in the United States as a result of sports and recreational activities;

(3) a concussion is caused by a blow to or jarring of the head or body that causes the brain to move rapidly inside the skull, resulting in a mild to severe traumatic brain injury, which may occur with or without loss of consciousness, and may disrupt normal brain

function;

(4) a concussion may occur during an organized or unorganized sport or recreational activity as a result of a fall or from players colliding with each other or another obstacle;

(5) the risk of catastrophic injury or death from a concussion or other head injury increases when the injury is not properly evaluated and managed, and the athlete is allowed to continue to participate in sports or recreational activities following the concussion;

(6) although voluntary nationwide guidelines for managing concussion in sports recommend assessing concussions on an individual basis, with gradual return to play, athletes continue to be returned to play prematurely, putting them at risk for greater injury or death.

* **Sec. 2.** AS 14.30 is amended by adding new sections to article 3 to read:

Sec. 14.30.142. Concussions in student athletes: prevention and reporting. (a) The governing body of a school district shall consult with the Alaska School Activities Association to develop and publish guidelines and other information to educate coaches, student athletes, and parents of student athletes regarding the nature and risks of concussions. Guidelines developed under this section must include a description of the risks of return to play and standards for return to play, including the procedures required under (c) and (d) of this section.

(b) A school shall annually provide to a student and the parent or guardian of a student who is under 18 years of age written information on the nature and risks of concussions. A student may not participate in school athletic activities unless the student and the parent or guardian of a student who is under 18 years of age have signed a verification of receipt of the information required under this subsection.

(c) A student who is suspected of having sustained a concussion during a practice or game shall be immediately removed from the practice or game.

(d) A student who has been removed from participation in a practice or game for suspicion of concussion may not return to play until the student has been evaluated and cleared for participation in writing by a qualified person who has received training and is currently certified in the evaluation and management of concussions. In this subsection, "qualified person" means either a

(1) licensed health care provider; or

(2) person who is acting at the direction and under the supervision of a licensed physician.

(e) A person who conducts an evaluation under (d) of this section and who is not paid for conducting the evaluation may not be held liable for civil damages resulting from an act or omission during the evaluation, except that the person may be held liable for reckless or intentional misconduct and for gross negligence.

Sec. 14.30.143. Concussions in student athletes: school district immunity. (a) A school district may not be held liable for an injury to or the death of a person resulting from the action or inaction of a person employed by or under contract with a nonprofit youth organization if

(1) the action or inaction occurred on school property during the delivery of services by the district or organization;

(2) the organization is under contract with the district to provide the services; and

(3) before the provision of services, the organization provided to the district written verification of

(A) a valid insurance policy covering the injury or death in an amount not less than $50,000 for each person and $100,000 for each incident;

(B) compliance with the protocol for prevention and reporting of concussions required in AS 14.30.142.

(b) This section may not be construed to impair or modify the ability of a person to recover damages for harm caused by the negligent or reckless actions of an employee or contractor of a school district or by the existence of a condition, equipment, program, or structure known by the school district or organization to be unsafe.

(c) In this section, "youth organization" means a public or private entity qualified to do business in the state that provides a program or service to persons under 19 years of age.

#1

27-LS0130\M.1
Mischel
3/29/11

AMENDMENT

OFFERED IN THE HOUSE

TO: CSHB 15( ), Draft Version "M"

Page 3, line 12:

Delete "on school property"

CSHB 15

adopted by Senate

Conceptual Amendment #2

page 3 after line 21 —

add a new (29)

(29) health care professional who is exempt from occupational licensing by the State.

HOUSE COMMITTEE REPORT

(7)
Date Referred to Committee: January 18, 2011 **FURTHER REFERRALS: Health and Social Services**

Date of Committee Action: 3/30/11

The EDUCATION Committee considered: **HB 15**

HOUSE BILL NO. 15
"An Act relating to prevention and evaluation of and liability for traumatic brain injuries in student athletes."
HB 15 STUDENT ATHLETE TRAUMATIC BRAIN INJURIES

Recommends it be replaced with [ ] HCS *or* [✓] CS *for* House Bill (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [✓] New Title**

[ ] attach amendments
[✓] add new referral to Judiciary Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Peggy Wilson	WILSON				X
		X			
Paul R. Seaton	Seaton	X			
	FEIGE	X			
					X
Chair:	Dick	↘			
Chair:					

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB 15**
() Publish Date

Identifier (file name) HB15-EED-TLS-3-11-11
Title "An Act relating to prevention and evaluation of and liability for traumatic brain injuries to student athletes."
Sponsor Reps. Doogan, Kerttula, Johnson, Munoz & Gruenberg
Requester (H)EDC

Dept. Affected EED
Appropriation Teaching & Learning Support
Allocation Student & School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by Cynthia Curran , Director
Division Teaching & Learning Support
Approved by Mike Hanley
Commissioner

Phone 465-2851
Date/Time 3/11/11 2:55 PM
Date 3/11/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 15

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

Alaska State Legislature

Mike Doogan
Representative
District 25, Anchorage

SPONSOR STATEMENT

HB 15

An Act relating to prevention and evaluation of and liability for traumatic brain injuries in student athletes

More than 60,000 high school student athletes sustain concussions each year. The number is much greater when you include middle school and younger children. The National Football League has recently begun focusing on concussions and brain trauma, raising public awareness of this serious problem, and many states are now moving to add protections for students who participate in sports or other potentially dangerous activities. While concussions and brain trauma are more prevalent in football, many other sports and activities are also dangerous, with girls' soccer resulting in the second-most concussions.

A concussion results from the brain striking the inside of the skull, and can be caused by a blow to the head, or by violent motion of the head. Though the risk can be somewhat reduced with a helmet, it cannot be prevented with external equipment. While it is nearly impossible to completely prevent an initial concussion or brain trauma, this legislation seeks to minimize complications and more permanent conditions that can be caused when athletes continue to practice or play after receiving a concussion.

HB 15 is modeled after legislation that recently passed in Washington State, known as the Zackery Lystedt Law. Zackery was a middle-school football player who was returned to a game after suffering a concussion. He sat out for about 15 minutes, and then returned to the game, forcing a game-saving fumble, but suffering a further head injury on the play. The second injury caused a brain hemorrhage that ultimately lead to the removal of both sides of Zackery's cranium, leaving him drifting in and out of a coma for three months. He has battled his way back to some sense of normalcy, but will never fully recover from this avoidable injury.

HB 15 simply requires school districts, in consultation with the Alaska School Activities Association, to develop and publish guidelines and information to educate coaches, student athletes and parents about the nature and risks of concussions and traumatic brain injuries. The bill will require that a student athlete suspected of suffering a concussion or brain trauma be removed from practice or play, and not be allowed to return until cleared by a licensed health care professional.

While there is no way to completely prevent concussions or traumatic brain injuries, we can strive to prevent the serious complications and potentially life-altering or life-threatening ramifications that can occur from continuing to practice or compete once a brain injury has occurred. This is a critical public health issue, and a responsibility to our children we should take seriously.

State Capitol
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907-465-4998 or 800-689-4998
Fax 907-465-4419

716 West 4th Avenue
Anchorage, AK 99501
907-269-0216
Fax 907-269-0218

Rep.Mike.Doogan@legis.state.ak.us

SECTIONAL ANALYSIS

HB 15
An Act relating to prevention and evaluation of and liability for traumatic brain injuries in student athletes.

Section 1: Adds a new section to the uncodified law of the State of Alaska that will explain statistics, risks and challenges related to youth-related concussions, including:

(1) Concussions rank high in reported brain trauma injuries to children participating in sports and recreational activities.
(2) The CDC estimates nearly 4 million sports- and rec-related concussions in the US every year.
(3) Provides the definition of a concussion and some of the consequences of concussions – the effects may or may not include loss of consciousness; disruption of normal brain function.
(4) Explains how concussions may occur during organized or unorganized sports and rec. activities – such as through a fall or from a collision with another player.
(5) Explains that the risks of catastrophic injury or death from head injuries increase without proper evaluation and management, and if the athlete is allowed to continue participating following the concussion.
(6) Explains that, in spite of nationwide guidelines recommending individual assessment and gradual return to play following concussions, athletes continue to be returned to play prematurely – increasing risk of greater injury.

Section 2: Amends AS 14.30 by adding new sections to article 3 that would establish requirements for school district governing bodies relating to prevention and reporting. It also clarifies points of liability and damages (more details below, if needed):

Sec. 14.30.142. Concussions in student athletes: prevention and reporting.
(a) Requires school district governing body to consult with Alaska School Activities Association to develop and publish guidelines, etc. to educate coaches, student athletes and parents about the nature and risks of concussions.
(b) A student suspected of having a concussion or traumatic brain injury is immediately removed from the practice or game.
(c) Before returning to play or practice, the student must be cleared by a licensed health care provider who has received training in evaluating and managing traumatic brain injuries, including concussions.
(d) This provision explains that an evaluator may not be held liable for civil damages, except where he/she acted recklessly or with intentional misconduct or gross negligence.

Sec. 14.30.143. Concussions: school district immunity.
(a) Explains that a school district may not be held liable for injury or death resulting from the action or inaction of an employee or contractor with a non-profit youth organization if –
(1) the action/inaction occurred on school property during the delivery of services by the district or organization;

(2) the organization is under contract with the district to provide the services, and

(3) before the provision of services, the organization provided to the district written verification of –

(A) a valid insurance policy covering the injury or death in an amount not less than $50,000 per person and $100,000 per incident;

(B) compliance with the protocol for prevention and reporting of traumatic brain injury required in AS 14.30.142.

(b) This section may not be construed to impair or modify a person's ability to recover damages for harm due to negligent or reckless actions of a school or district employee or contractor or by the existence of a condition, equipment, program or structure known by the school district or organization to be unsafe.

(c) "Youth organization" means a public or private entity, qualified to do business in the state, that provides a program or service to persons under 19 years old.

Provided by Rep. Doogan's Office

Rep. Feige Question:

Rep. Feige expressed concern that such narrow language could fail to protect school districts or contractors if the game or activity is taking place off of school property – such as a cross country race on the roadway or an American Legion game on community fields, etc. We agree that the language is too narrow there, so I'm having an amendment drafted to remove that language. With the language removed, the protection will be extended to all school athletic events, regardless of where they are played. If Rep. Feige would be willing to offer the amendment, we would greatly appreciate that. Please let me know if that will work for you.

Rep. Wilson Question

First a little background. The bill is modeled after the legislation that passed in Washington state about a year ago. The intent is to reduce the potential for long-term traumatic brain injuries that result from receiving a second concussion on top of an initial one. It requires athletes, coaches and parents to know the dangers, causes and proper responses to concussions; requires athletes suspected of receiving a concussion to be removed from play, and requires that before returning to play or practice, they must be cleared by a qualified person. It's that last part that creates some challenges – particularly in largely-rural states like ours.

The section of the bill that deals with return to play tries to make reasonable exceptions for rural communities. It initially said an athlete could be cleared for return to play "by a licensed health care provider." We've made a couple of changes that will now allow for rural doctors who are exempt from occupational licensing for a "person who is acting at the direction and under the supervision of a licensed health care provider." The intent of that last group was to open the door for village nurses and certified athletic trainers. Rep. Wilson and some others wondered if that would also cover village health aides. I talked with someone from the program, and she says it would, as long as the person confers with a doctor before making the diagnosis. It would not preclude them from participating as long as they work with a doctor on these particular cases.

While there's unfortunately no easy way to increase access to physicians in rural Alaska, we think these exemptions make it as easy as possible for kids to return to play and practice in rural communities, while also ensuring the same level of protection for them as we do for urban kids.

Rep. Seaton's Question

Rep. Seaton's primary concerns centered around prevention of concussions. In talking with the NFL, people from the Brain Injury Network and the Association of Athletic Trainers the consensus is that the incidence of initial concussions can be reduced, but can never be eliminated. All athletic associations (including ASAA) follow the national guidelines, which include requirements for correct wear of the proper safety equipment for each sport. Of course, there are also rules in place that can help reduce initial concussions. Unfortunately, even when following the rules and wearing the proper equipment, there is always the risk of an initial concussion. One of the problems is that a concussion happens inside the skull, so there's a limit to what can be accomplished by protecting the outside of the head. Because the brain is basically floating in a protective fluid inside the skull, any sharp movement of the head can cause the brain to impact the inside of the skull, whether you're wearing protective head gear or not. In fact, some past and present NFL players are even advocating for a return to leather helmets, if you can

Prepared by Rep Doogan's Office

believe that. Not because they offer better protection, but because they contend the new helmets encourage a false sense of security, leading to harder and more savage hits.

Some initial concussions are very severe, but most are less severe and players can easily recover. The danger increases however when someone receives a second brain injury on top of the first – or even when someone simply continues to stress the body and brain after receiving a concussion. HB 15 seeks to reduce that danger by educating players, parents and coaches about the dangers, symptoms and proper responses. So, while there's no way to guarantee a student athlete won't receive an initial concussion, this bill will go a long way to ensure they won't suffer long-term brain damage resulting from further trauma.

Alaska Athletic Trainers Association
PO Box 872710
Wasilla, AK 99687

March 15, 2011

Representative Doogan,

The Alaska Athletic Trainers Association fully supports the language of House Bill 15 and Senate Bill 22, *Student Athlete Traumatic Brain Injuries*. This legislation serves to raise awareness and protect youth athletes from the risks of concussions. The Alaska Athletic Trainers Association pledges to support the following key elements: (1) concussion education for young athletes, parents and coaches; (2) immediate removal of a student athlete who appears to have suffered a concussion from play or practice; and (3) mandatory clearance of that student by a health care professional who is trained in the evaluation and management of concussions before returning to play or practice.

Athletic trainers are health care professionals who specialize in the prevention, diagnosis, treatment and rehabilitation of injuries and sport-related illnesses. We prevent and treat chronic musculoskeletal injuries from sports, physical and occupational activity, and provide immediate care for acute injuries. Athletic trainers offer a continuum of care that is unparalleled in health care.

The Alaska Athletic Trainers Association is also working toward licensing athletic trainers in the state of Alaska. A licensed athletic trainer is one who has established qualifications and works within a scope of practice. Alaska is one of only three states that do not regulate athletic trainers and we feel it is time to change that. We hope you will support our professional endeavor for licensing athletic trainers in Alaska.

Sincerely,

B. Shelden

Brenda Shelden
Certified Athletic Trainer
President of the Alaska Athletic Trainers Association
(907)841-8942

alaska brain injury network

3745 Community Park Loop, Ste. 140
Anchorage, Alaska 99508
office: (907) 274-2824 fax: (907) 274-2826
www.alaskabraininjury.net

The Honorable Mike Doogan
Alaska House of Representatives
Alaska State Capitol, Rm 400
Juneau, Alaska 99801

Dear Representative Doogan,

Thank you for introducing HB 15, an act relating to prevention and evaluation of and liability for concussions in student athletes.

The Alaska Brain Injury Network, Inc (ABIN) is a non-profit organization dedicated to Alaskans whose lives have been changed by brain injury. ABIN's eighteen member board represents all regions of Alaska and at least 50 percent are TBI survivors or family members. We fully support HB 15.

ABIN has become the leader in understanding the needs of Alaskans with brain injury. ABIN has heard from 800 Alaskans requesting brain injury services since 2007. In addition, ABIN has heard public testimony from hundreds of Alaskans from Anchorage, Juneau, Fairbanks, Kenai, Barrow, Nome, Kodiak, Dillingham, Bethel, Copper River Basin, Tok, Ketchikan, Sitka, Homer, and more.

There are an estimated 10,000 Alaskans who have experienced long-term difficulties from a moderate to severe brain injury. The number of Alaskans experiencing a concussion or Mild TBI (mTBI) who visit the emergency department is estimated at 3,000 per year. Concussion and brain injury need to be taken seriously. With proper diagnoses, management, and treatment, research shows 80-90 percent of people experiencing a concussion or mTBI will recover fully. HB 15 is vital to ensuring our youth athletes have the best chance of recovery after an injury. When a concussion is not properly managed, prolonged recovery or even death from a second impact may result.

The National Football League, National Hockey League, the United States Olympic teams, majority of collegiate teams, and most recently in many states, even high school and youth sports teams have protocols and guidelines for concussion identification and return to play. Many of the leagues also require a cognitive baseline which is the first step to providing the best data to assess for a concussion when symptoms appear. If an athlete is suspected of a concussion, the assessment guidelines and return to play protocol are in place for the safety of the athlete, as well as ensuring the team has the strongest players in the game. A player who is normally elite, but then suffers a concussion, may temporarily have difficulty making quick decisions, their speed and reaction time may be compromised, and they may clumsily handle the ball. This compromised state caused by the concussion may hinder the team, and more importantly may put the athlete at risk for serious, life-long disability. No one wants to see an athletic child or young adult become disabled due to a decision to keep a kid in the game for a win or because of lack of education of what concussion symptoms may look like.

HB 15 will ensure that coaches have a basic understanding of concussion, student athletes will begin to understand the seriousness of concussion on and off the field, and parents may begin to understand brain injury better as well. This legislation is an opportunity to improve the public's awareness of the seriousness of concussion and brain injury, and keep our student athletes safe.

The future of our state depends on the brains of the individuals that reside here. HB 15 is one tool to giving Alaska's youth the best opportunity to become community and business leaders as adults.

The Alaska Brain Injury Network appreciates your leadership in sponsoring this important legislation. You have our support.

Sincerely,

Jill Hodges
Executive Director

HEADS UP!

NFL Commissioner Roger Goodell talks about the importance of protecting student athletes from traumatic head injuries.

Roger Goodell, the eighth chief executive in the NFL's 90-year history, took office in 2006. He spoke with State Legislatures about the importance of laws to help prevent young athletes from suffering traumatic brain injuries.

STATE LEGISLATURES: Why is the NFL working with state legislatures on laws dealing with youth sports concussions?

Goodell: Together, we can make sports, which are essential for so many of our kids, safer. Sports teach teamwork, perseverance, dedication and commitment that will serve kids well throughout their lives. Youth sports are safe, but we can make them even safer, especially with regard to head injuries.

We are changing the culture in the NFL with regard to concussions. Doctors—not coaches—are making the decisions regarding when a player returns to a game. When we in the NFL change our approach, we are told by youth coaches and parents that others on all levels take notice and follow.

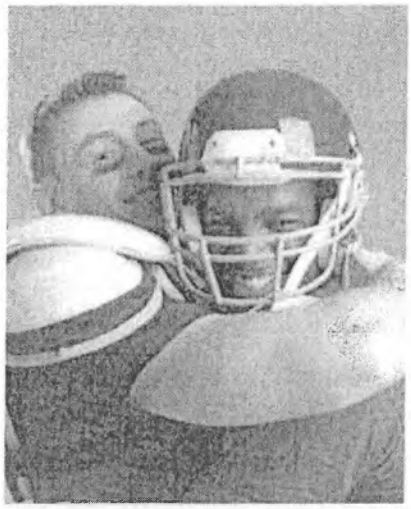
As more is learned about the ways to manage concussions, the NFL will continue to lead by example. The medical literature says risks associated with concussion are greatest when the brain is still developing, so the greatest care must be taken with young athletes.

We have made it a priority to support laws that address youth concussions across the country. We are building on the work done in the Washington Legislature with the 2009 Zackery Lystedt law, which is a model we encourage all states to follow.

SL: What are the primary elements of a substantive law?

Goodell: It is a remarkably simple idea, but one that protects our young athletes from the worst risks of concussion. The law contains three core principles:

- Educate athletes and their parents or guardians about concussions.



- Remove an athlete who may have suffered a concussion from play.
- Allow athletes to return to play only after being cleared by a licensed health care provider.

The law requires every child, as well as the parent or guardian, to sign an information sheet regarding concussions and their symptoms every year. Second, since children are at risk if they have suffered a concussion, they must be removed from competition immediately. Finally, only a licensed health care provider trained in the management of concussions should determine whether the child is able to return to play. These three simple steps will help prevent unnecessary head injuries to our children.

SL: Why should states pass this law?

Goodell: Concussions are brain injuries. They are an important public health concern in all sports. Girls experience concussions at significant rates in soccer; boys who play football, wrestle or play hockey suffer concussions as well. Experts also tell us that removing children immediately from play or practice and allowing them to recover completely is the best way to keep concussions from having long-term effects. We owe it to our children to adopt this law.

SL: Why aren't medical guidelines sufficient?

Goodell: In a matter as important as the health of our children's brains, we owe them the best, most comprehensive response. Laws raise awareness. Laws mandate change. Laws create uniform application of these standards. Guidelines are a second best alternative but they risk sporadic or inconsistent enforcement in different regions in a state.

SL: What does this law cost?

Goodell: There is no cost. There are no state expenditures, or costs borne by the school district. Washington Governor Christine Gregoire has told us that her state passed this law without creating any new costs to the taxpayers. There is, however, a significant cost associated with the emergency care and long-term rehabilitation in the tragic circumstances when a child suffers a traumatic brain injury. This law helps prevent burdens on the health care system and on the school district. Most important, this law spares the emotional cost to the family and the child associated with these injuries.

SL: Which states have passed these laws?

Goodell: New Jersey, in December 2010, became the ninth state to pass a substantive law. The other states are Connecticut, Massachusetts, New Mexico, Oklahoma, Oregon, Rhode Island, Virginia and Washington. We congratulate all of them and thank these legislators for their leadership.

SL: What can the NFL do?

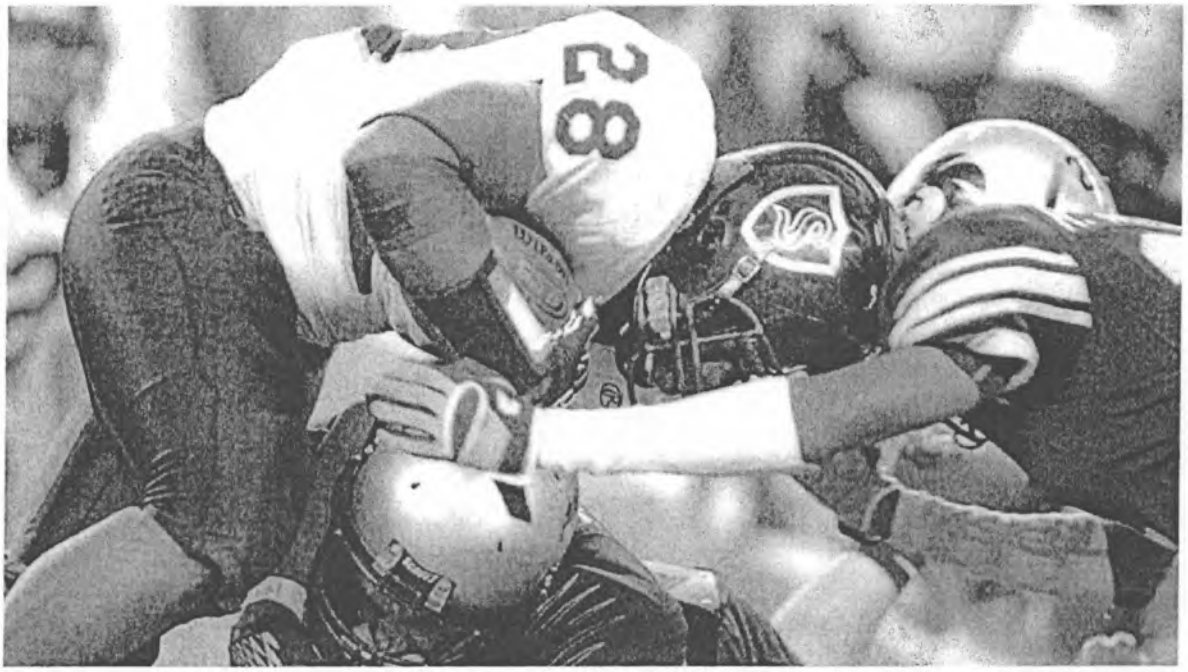
Goodell: First of all, we can help raise awareness in a positive way on this issue. I am on record that we will help pass laws in at least 10 more states in 2011. My office and the 32 NFL clubs will contribute to legislative advocacy around youth concussions in the states that choose to address this important public health issue this year.

SL ONLINE

Check out more from the NFL on preventing youth concussions and who to contact at the league for additional information at www.ncsl.org/magazine.

Doctors Throw Flags On High School Concussions

by JON HAMILTON



Matt Strasen/AP

Malcom Brown (left) is hit by Jake Smith on a kickoff return during a high school state championship game in Arlington, Texas, in December. Sports medicine professionals and the NFL are calling for tougher regulations on head injuries sustained by young athletes.

February 2, 2011

text size A A A

In the Super Bowl this weekend, any player who takes a shot to the head and shows signs of a concussion will be taken out of the game. But it's a different story for high school athletes, who sometimes play on despite a head injury.

So the NFL, the American College of Sports Medicine and a long list of other groups are joining together to support state laws designed to protect the brains of young athletes.

Enlarge Bill Pugliano/Getty Images

The groups say they're concerned because each year more than 60,000 high school athletes sustain a concussion. It's an injury that temporarily affects brain function, though it may or may not cause a person to lose consciousness.

It's not just football players who get concussions — it's male and female athletes involved in soccer, wrestling, basketball, baseball, field hockey — even volleyball. Many of these athletes never get an evaluation that would reveal their injury.

Steve Cohen, a member of the House Judiciary Committee, examines the helmet of Lem Barney, a former player for the Detroit Lions. A committee hearing last year evaluated steps taken at the professional, college and high school levels to deal with football brain injuries.

"Unfortunately, kids at the youth sports level don't have neurosurgeons, neurologists and some of the finest doctors on the sidelines," says Jeff Miller, a senior vice president of the National Football League. "It's just not practicable."

The coalition wants every state to have a law like the Lystedt Law, passed in Washington in 2009 and named after Zackery Lystedt, a teenager who sustained a serious brain injury during a middle school football game in 2006. Lystedt's head struck the ground in the first half, but he was allowed to keep playing. When he took another shot to the head late in the game, the result was devastating.

The Lystedt Law says an athlete suspected of having a head injury must be removed from competition. That's because even a minor injury to the brain can make it highly vulnerable to further damage.

You don't want coaches making medical decisions. That isn't their core competency.

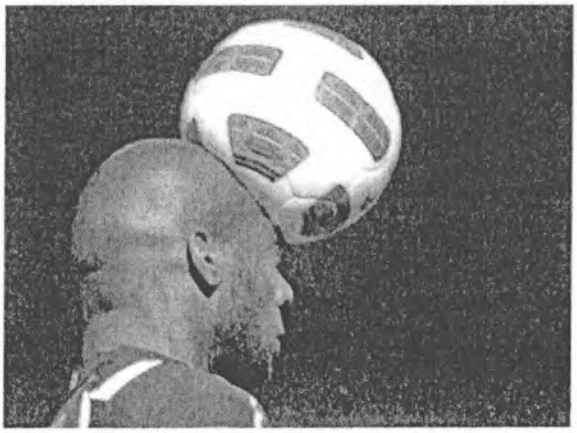
- Jim Whitehead, executive vice president, American College of Sports Medicine

Easing Back Into The Classroom

A concussion law might have helped Sarah Rainey, a high school soccer player in Alexandria, Va., who took a violent hit during a game 10 months ago.

"I thought I just got the wind knocked out of me, and I told my coaches and the trainer that I was OK," she says. "I passed the sideline evaluation. I played the remaining five minutes and then two overtime periods."

But after the game, Rainey began experiencing headaches, nausea and fuzzy thinking. Her father took her to an emergency room where doctors told her she'd suffered a concussion and sent her home.



Damien Meyer/AFP/Getty Images

Not only football players are at risk for head injuries — soccer, basketball and volleyball players can sustain concussions, too. Michael Ciani, a defender for the French soccer team Bordeaux, heads the ball during a French Cup match on Jan. 22.

When she returned to school just a few days after the injury, she found that trying to read small print, looking at a computer screen and even her teachers' voices could trigger headaches and nausea.

It was two months before Rainey could get through a full day of school, and four months before her brain was back to normal.

She was treated by Gerry Gioia, who runs the Safe Concussion Outcome Recovery & Education (SCORE) Program at Children's National Medical Center in Washington, D.C. Gioia is also part of the coalition pushing for concussion laws.

No law could have prevented Rainey's concussion, Gioia says. But a law might have helped limit the damage.

"The problem is that she was let back into the game later on," he says. "It's hard to know exactly the contribution of that. She didn't take another hit, but certainly she was overworking that body and brain during the period of this metabolic crisis."

Rainey also returned to class too soon — something else a law could have prevented, Gioia says. He says an injured brain is like a sprained ankle. It heals faster if you don't use it too much.

"As you're learning and thinking and doing all that good performance activity in the school, that's demanding more from your brain than it can handle," Gioia says. "It's taking away the important energy toward recovery, and it basically then is affecting negatively your recovery."

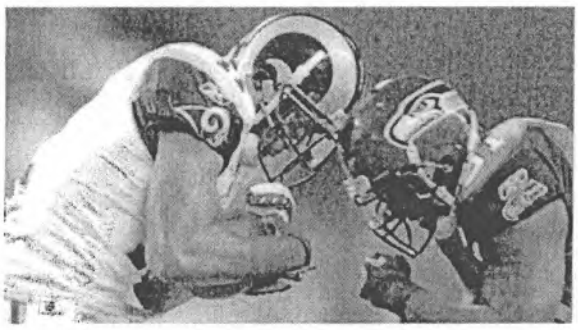
Unfortunately kids at the youth sports level don't have neurosurgeons, neurologists and some of the finest doctors on the sidelines.

- Jeff Miller, senior vice president, NFL

The coalition wants concussion laws to include provisions for easing injured students back into the classroom.

Relying On Medical Professionals

But for any of the laws to work, athletes who take a blow to the head need a proper evaluation from a trained medical professional, says Jim Whitehead, executive vice president of the American College of Sports Medicine.



Otto Greule Jr./Getty Images
Seahawks defensive end Chris Clemons (right) hits Brandon Gibbons during a game on Jan. 2 in Seattle. Clemons' head-first hit drew a personal foul.

"You don't want coaches making medical decisions," he says. "That isn't their core competency. So you want to take any of those things out of the hands of people who really aren't qualified to make those judgments, and put it in the hands of professionals who are."

That's why the coalition supports laws that call for training coaches and others on the sideline not to diagnose a concussion, but to recognize subtle signs in an athlete that could mean a concussion.

"And if there's any doubt whatsoever, you sit the athlete until he or she has been cleared by a health professional," Whitehead says.

About 10 states, including Virginia, have passed youth concussion laws. The coalition's goal is to get laws in at least 10 more states by the end of the year.

Youth Concussion Education, Awareness and Advocacy

Table of Contents

Introductory Letter

Frequently Asked Questions about Concussion-Prevention Laws

Zackery Lystedt Law
- Washington State Law
- Washington State Concussion Information Sheet
- Letter from Governor Gregoire to NFL Commissioner Goodell

CDC *Heads Up: Concussion in Youth Sports* Materials
- Training Course
- Fact Sheet for Parents
- Fact Sheet for Athletes
- Concussion: A Must Read for Young Athletes Poster

USA Football Materials

National Athletic Trainers' Association Press Release

Contacts

The National Football League, USA Football, the Brain Injury Association of Washington, and the American College of Sports Medicine, among many other organizations, strongly support the adoption of laws to prevent traumatic brain injury in youth athletes in all fifty states. The Zackery Lystedt law, passed in Washington state, through the efforts and hard work of advocates in the medical, educational and athletic fields represents model legislation. The bill includes three elements essential to protecting youth athletes in all sports:

(1) Inform and educate youth athletes, their parents and guardians and require them to sign a concussion information form;
(2) Removal of a youth athlete who appears to have suffered a concussion from play or practice at the time of the suspected concussion; and
(3) Requiring a youth athlete to be cleared by a licensed health care professional trained in the evaluation and management of concussions before returning to play or practice.

This packet of materials includes information about the Zackery Lystedt law and frequently asked questions regarding it. In addition, educational materials on the topic of youth concussions are included. These documents published by the Centers for Disease Control and Prevention and USA Football and endorsed by the American College of Sports Medicine, the National Football League, USA Football, and the Brain Injury Association of Washington will provide significant information about youth concussions.

As of November 2010, nine states have adopted laws containing the three key provisions of the Zackery Lystedt law. We encourage you to adopt a similar law in your state and encourage you to reach out to our organizations if we can be of assistance.

Sincerely,

Jeffrey A. Miller
Vice President
Government Relations and Public Policy
National Football League

Stanley A. Herring, M.D.
Chairman
Advocacy and Education Subcommittee
NFL Head, Neck and Spine Committee

Richard Adler
Chairman/President
Executive Board
Brain Injury Association-Washington

James R. Whitehead
Executive Vice President and CEO
American College of Sports Medicine

Scott Hallenbeck
Executive Director
USA Football

FREQUENTLY ASKED QUESTIONS ABOUT CONCUSSION-PREVENTION LAWS

How widespread are concussions among youth athletes?

An estimated 400,000 high school athletes sustained concussions while participating in five major male sports and four major female sports during the 2005-2008 school years[i]. In addition, experts believe that the prevalence of sports-related concussions among young people in all sports is significantly higher than reported.

Moreover, the number of youth athletes taken to emergency rooms with sports-related concussions doubled during the 10-year-period from 1997 to 2007[ii]. Meanwhile, among youth aged 14 to 19, emergency room visits for concussions sustained during team sports more than tripled over the same period[iii].

What dangers do these head injuries pose to young athletes?

A concussion is a type of traumatic brain injury, or TBI, which changes the way the brain normally works. Recognizing and responding to concussions when they first occur help to aid recovery and to prevent prolonging concussion symptoms, chronic brain damage or even death. Yet, a recent study estimated that more than 40 percent of high school athletes return to participate in school athletics before they have fully recovered from these serious head injuries[iv].

Do concussions involve youth athletes in all sports and at any age or is it just an injury sustained by boys who play football?

Concussions can occur in athletes of any age and in any sport or recreational activity. In fact, each year, U.S. emergency departments treat an estimated 135,000 sports-related and recreation-related TBIs, including concussions, among children ages 5 to 18[v]. In addition, children and teens are more likely to get a concussion and take longer to recover than adults. While youth sports concussions often are associated with football, the rate of concussions in girl's high school soccer is almost as high. Research also indicates that there may be gender differences in how boys and girls recover from concussions.[vi]

How many states have enacted laws related to concussion-awareness, prevention and management?

As of October 2010, eight states have adopted similar concussion-awareness and prevention laws initially adopted in Washington, known as the Zackery Lystedt law, including Oregon, New Mexico, Connecticut, Oklahoma, Virginia, Massachusetts and Rhode Island. In many other states, active coalitions are pushing to enact similar legislation.

What are the key elements of a concussion-prevention and management bill?

An effective concussion-prevention bill follows the example of the State of Washington's Zackery Lystedt law. It includes three essential elements: (1) inform and educate student athletes, their parents and guardians and require them to sign a concussion information form; (2) removal of a student-athlete who appears to have suffered a concussion from play or practice at the time of the suspected

concussion; and (3) requiring an athlete to be cleared by a licensed medical professional trained in the evaluation and management of concussions before returning to play or practice.

There is an international consensus on return to play guidelines for youth, adopted at the 3rd International Conference on Concussion in Sport in Zurich, in November 2008, which states that "It is not appropriate for a child or adolescent athlete with concussion to RTP on the same day as the injury regardless of the level of athletic performance."[vii]

What is the cost of implementing a concussion prevention and awareness bill?

Zero. The bill is revenue neutral. There are no mandates in the bill and no requirements that resources be spent to hire or train medical professionals or to purchase equipment. Free information on concussions for high school and youth coaches, parents, athletes, as well as school professionals is publicly available on the Centers for Disease Control and Prevention's (CDC) website at www.cdc.gov/Concussion, including a youth concussions poster found at www.cdc.gov/concussion/pdf/poster_Eng.pdf designed to hang in every locker room across the country.

What are the penalties for violating the concussion prevention and awareness law? Who is liable if the law is not followed?

There is no liability attached to Washington's Zackery Lystedt law. It does not mandate any civil or criminal penalties, nor does it create greater liability for individuals and/or organizations. Indeed, the education and awareness efforts and requirement of medical clearance before return to play has decreased the variability of care and decreased liability. Wherever the law is passed, the community can determine if and how to monitor and enforce the law.

What about implementing the law in rural areas where it may be more challenging to find medical professionals?

The law does not require a specific medical specialist to participate in every evaluation. Rather, the language of the Washington statute requiring an athlete "to be cleared by a licensed medical professional trained in the evaluation and management of concussions before returning to play or practice" permits a wide range of qualified individuals to determine a youth athlete's suitability for returning to play. For example, in Washington State, the Washington Interscholastic Activities Association decided that qualifying medical professionals included: medical doctors, osteopaths, nurse practitioners, athletic trainers, and physician assistants.

What is the impact of concussion-prevention laws on private sports organizations?

These laws may be written in such a way as to apply not only to public sports organizations but also to private sports organizations, many of which maintain public-sector connections/affiliations (such as the use of public facilities). For example, in Washington private sports groups are required by law to carry insurance to play on publicly-owned playing fields. The Zackery Lystedt law amended that insurance-based law to require private nonprofits to comply with the policies on the management of concussions and head injuries in youth sports.

What impact have concussion-prevention laws had in states that have passed them?

The Zackery Lystedt law was the first concussion-prevention state law to pass in 2009. While no comprehensive and detailed assessment can yet be made, early and anecdotal data suggests that the law is having an immediate and positive impact. It is helping meet a critical goal -- preventing preventable brain injuries and making sports and recreational activities safer for youth.

What organizations have supported such measures?

A broad coalition of groups representing teachers and parents, sports medicine, medical professionals, school administrators, the disability community and athletic organizations have supported concussion-prevention legislation at the state and federal level. These organizations include the National Football League, American College of Sports Medicine, USA Football, National School Boards Association, Parent Teacher Association, National Association of School Nurses, National Council of Youth Sports, The Sarah Jane Brain Foundation, National Disability Rights Network, National Athletic Trainers' Association, National Association of Health and Fitness, the Brain Injury Association of America, the Brain Injury Association of Washington, and many others.

What law, if any, has Congress proposed or passed regarding concussion prevention and awareness?

The "Protecting Student Athletes from Concussions Act of 2010" incorporates the same core principles of the Lystedt law and was introduced in Congress in September of 2010. If passed, the bill would require school districts to develop and implement a minimum standard, community-based plan for concussion safety and management. Of course, states would be able to implement standards far exceeding these basic, minimum standards.

Where may I find/read a copy of the Zackery Lystedt law?

The Zackery Lystedt law may be found in this packet. It may also be found online by visiting: http://www.leg.wa.gov/CodeReviser/documents/sessionlaw/2009pam3.pdf

Where may I find more information about the dangers of concussions and passing a law in my state?

More information about concussions may be found on the website of the CDC. You also may watch an NFL-produced video about enacting a concussions-prevention law in your state, which is available at NFL.com/youthconcussions and on the CDC's website as well.

---

[i] Nationwide Children's Hospital, Concussions Clinic, Ohio State University
[ii] Bakhos L., Linakis J., et al. "Emergency Department Visits for Concussions in Young Child Athletes," Pediatrics, 2010.
[iii] Ibid.
[iv] Center for Injury Research and Policy at Nationwide Children's Hospital, Columbus, Ohio
[v] Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, 2007.
[vi] Journal of Athletic Training, 2007
[vii] McCrory P, Meeuwisse W, et al. "Consensus Statement on Concussion in Sport, 3rd International Conference on Concussion in Sport," Clinical Journal of Sports Medicine, 2009.

CERTIFICATION OF ENROLLMENT

ENGROSSED HOUSE BILL 1824

Chapter 475, Laws of 2009

61st Legislature
2009 Regular Session

YOUTH SPORTS--HEAD INJURY POLICIES

EFFECTIVE DATE: 07/26/09

Passed by the House April 20, 2009
Yeas 98 Nays 0

FRANK CHOPP

Speaker of the House of Representatives

Passed by the Senate April 2, 2009
Yeas 45 Nays 0

BRAD OWEN

President of the Senate

Approved May 14, 2009, 11:24 a.m.

CHRISTINE GREGOIRE

Governor of the State of Washington

CERTIFICATE

I, Barbara Baker, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED HOUSE BILL 1824** as passed by the House of Representatives and the Senate on the dates hereon set forth.

BARBARA BAKER

Chief Clerk

FILED

May 18, 2009

Secretary of State
State of Washington

ENGROSSED HOUSE BILL 1824

AS AMENDED BY THE SENATE

Passed Legislature - 2009 Regular Session

State of Washington 61st Legislature 2009 Regular Session

By Representatives Rodne, Quall, Anderson, Liias, Walsh, Pettigrew, Priest, Simpson, Kessler, Rolfes, Johnson, Sullivan, and Morrell

Read first time 01/30/09. Referred to Committee on Education.

AN ACT Relating to requiring the adoption of policies for the management of concussion and head injury in youth sports; amending RCW 4.24.660; and adding a new section to chapter 28A.600 RCW.

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

Sec. 1. RCW 4.24.660 and 1999 c 316 s 3 are each amended to read as follows:

(1) A school district shall not be liable for an injury to or the death of a person due to action or inaction of persons employed by, or under contract with, a youth program if:

(a) The action or inaction takes place on school property and during the delivery of services of the youth program;

(b) The private nonprofit group provides proof of being insured, under an accident and liability policy issued by an insurance company authorized to do business in this state, that covers any injury or damage arising from delivery of its services. Coverage for a policy meeting the requirements of this section must be at least fifty thousand dollars due to bodily injury or death of one person, or at least one hundred thousand dollars due to bodily injury or death of two or more persons in any incident. The private nonprofit shall also

provide a statement of compliance with the policies for the management of concussion and head injury in youth sports as set forth in section 2 of this act; and

(c) The group provides proof of such insurance before the first use of the school facilities. The immunity granted shall last only as long as the insurance remains in effect.

(2) Immunity under this section does not apply to any school district before January 1, 2000.

(3) As used in this section, "youth programs" means any program or service, offered by a private nonprofit group, that is operated primarily to provide persons under the age of eighteen with opportunities to participate in services or programs.

(4) This section does not impair or change the ability of any person to recover damages for harm done by: (a) Any contractor or employee of a school district acting in his or her capacity as a contractor or employee; or (b) the existence of unsafe facilities or structures or programs of any school district.

NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.600 RCW to read as follows:

(1)(a) Concussions are one of the most commonly reported injuries in children and adolescents who participate in sports and recreational activities. The centers for disease control and prevention estimates that as many as three million nine hundred thousand sports-related and recreation-related concussions occur in the United States each year. A concussion is caused by a blow or motion to the head or body that causes the brain to move rapidly inside the skull. The risk of catastrophic injuries or death are significant when a concussion or head injury is not properly evaluated and managed.

(b) Concussions are a type of brain injury that can range from mild to severe and can disrupt the way the brain normally works. Concussions can occur in any organized or unorganized sport or recreational activity and can result from a fall or from players colliding with each other, the ground, or with obstacles. Concussions occur with or without loss of consciousness, but the vast majority occurs without loss of consciousness.

(c) Continuing to play with a concussion or symptoms of head injury leaves the young athlete especially vulnerable to greater injury and

even death. The legislature recognizes that, despite having generally recognized return to play standards for concussion and head injury, some affected youth athletes are prematurely returned to play resulting in actual or potential physical injury or death to youth athletes in the state of Washington.

(2) Each school district's board of directors shall work in concert with the Washington interscholastic activities association to develop the guidelines and other pertinent information and forms to inform and educate coaches, youth athletes, and their parents and/or guardians of the nature and risk of concussion and head injury including continuing to play after concussion or head injury. On a yearly basis, a concussion and head injury information sheet shall be signed and returned by the youth athlete and the athlete's parent and/or guardian prior to the youth athlete's initiating practice or competition.

(3) A youth athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time.

(4) A youth athlete who has been removed from play may not return to play until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to play from that health care provider. The health care provider may be a volunteer. A volunteer who authorizes a youth athlete to return to play is not liable for civil damages resulting from any act or omission in the rendering of such care, other than acts or omissions constituting gross negligence or willful or wanton misconduct.

(5) This section may be known and cited as the Zackery Lystedt law.

Passed by the House April 20, 2009.
Passed by the Senate April 2, 2009.
Approved by the Governor May 14, 2009.
Filed in Office of Secretary of State May 18, 2009.

(INSERT SCHOOL/ORGANIZATION NAME HERE)
Concussion Information Sheet

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a "ding" or a bump on the head can be serious. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:	
• Headaches • "Pressure in head" • Nausea or vomiting • Neck pain • Balance problems or dizziness • Blurred, double, or fuzzy vision • Sensitivity to light or noise • Feeling sluggish or slowed down • Feeling foggy or groggy • Drowsiness • Change in sleep patterns	• Amnesia • "Don't feel right" • Fatigue or low energy • Sadness • Nervousness or anxiety • Irritability • More emotional • Confusion • Concentration or memory problems (forgetting game plays) • Repeating the same question/comment

Signs observed by teammates, parents and coaches include:
• Appears dazed • Vacant facial expression • Confused about assignment • Forgets plays • Is unsure of game, score, or opponent • Moves clumsily or displays incoordination • Answers questions slowly • Slurred speech • Shows behavior or personality changes • Can't recall events prior to hit • Can't recall events after hit • Seizures or convulsions • Any change in typical behavior or personality • Loses consciousness

What can happen if my child keeps on playing with a concussion or returns too soon?

Adapted from the CDC and the 3rd International Conference on Concussion in Sport
Document created 6/15/2009

(INSERT SCHOOL/ORGANIZATION NAME HERE)

Concussion Information Sheet

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents and students is the key to student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The new "Zackery Lystedt Law" in Washington now requires the consistent and uniform implementation of long and well-established return-to-play concussion guidelines that have been recommended for several years:

> "a youth athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition at that time"
>
> and
>
> "…may not return to play until the athlete is evaluated by a licensed heath care provider trained in the evaluation and management of concussion and received written clearance to return to play from that health care provider".

You should also inform your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:
http://www.cdc.gov/ConcussionInYouthSports/

Student-athlete Name Printed	Student-athlete Signature	Date
Parent or Legal Guardian Printed	Parent or Legal Guardian Signature	Date

Adapted from the CDC and the 3rd International Conference on Concussion in Sport
Document created 6/15/2009

CHRISTINE O. GREGOIRE
Governor

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 753-6780 • www.governor.wa.gov

December 8, 2010

Roger Goodell, Commissioner
National Football League
280 Park Avenue, Floor 12W
New York, NY 10017-1206

Dear Commissioner Goodell:

From the time I was first approached to support a law to protect youth athletes from the risks of concussions, I have focused on, and learned much about, this important issue. We all share the desire to protect our children from serious, yet preventable, health risks. This is why I am pleased to share Washington State's experience with the Zackery Lystedt Law.

I feel it is my responsibility to protect the health and safety of our young athletes while carefully limiting the cost to Washington State taxpayers. Our state, like many others in our country, is facing significant budget challenges, so any new expenditures have to be carefully scrutinized.

I am thrilled to report that the Zackery Lystedt Law is working. We are seeing a decrease in concussions and other head injuries in our student athlete population. I believe the adoption of this important legislation has saved our state money in emergency medical care, rehabilitation, and other services children need when they suffer the consequences of untreated brain injuries. In addition, school districts have not been required to hire medical professionals or trainers, and no additional significant investments were needed to comply with this law.

Thank you for your leadership in working to have a version of the Zackery Lystedt Law adopted around the country. Please feel free to share this with other states as you work to keep our country's children active and safe.

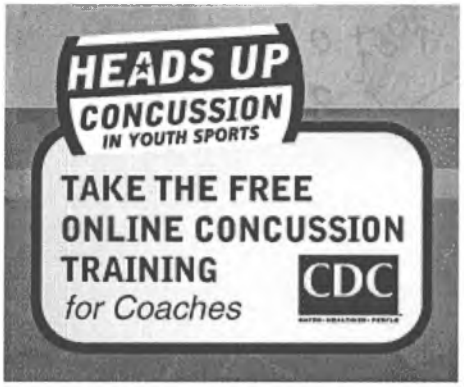
Sincerely,

Chris

Christine O. Gregoire
Governor

Happy holidays!

Centers for Disease Control and Prevention
Your Online Source for Credible Health Information



Heads Up Online Training Course

Heads Up: Concussion in Youth Sports is a free, online course available to coaches, parents, and others helping to keep athletes safe from concussion. It features interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to help you recognize a concussion and know how to respond if you think that your athlete might have a concussion.

What You Will Learn

This course will help you:

- Understand a concussion and the potential consequences of this injury,
- Recognize concussion signs and symptoms and how to respond,
- Learn about steps for returning to activity (play and school) after a concussion, and
- Focus on prevention and preparedness to help keep athletes safe season-to-season.

You can help make your league and school sports safer and healthier for all athletes. Learn when to make the call to pull an athlete off the field, ice, court, or track, and work with athletes, parents, and league and school officials to implement a concussion action plan and prevention strategies.

Course Highlights

Concussion Basics

- Understand concussion and what happens to the brain,
- Discover what causes a concussion, and
- Learn the potential consequences of concussion.

Recognize and Respond to a Suspected Concussion

- Focus on what to look for and when to pull athletes out of play,
- Watch for danger signs and seeking immediate medical attention, and
- Learn the four-step, "Heads Up" action plan when a concussion is suspected.

Helping Athletes Get Back to Play and to School

- Characterize the gradual steps for returning to activity (play and school), and
- Review a concussion preparedness checklist to guide you through pre-, mid-, and post-seasons.

Resource Center

- Access additional concussion information, videos, presentations by leading experts, fact sheets, communication strategies for talking with parents and athletes, and other tools.

Click here to take the training

Follow us on Facebook and learn more about concussion: www.cdc.gov/Concussion.

Page last reviewed: August 24, 2010
Page last updated: August 24, 2010
Content source: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control

Centers for Disease Control and Prevention 1600 Clifton Rd. Atlanta, GA 30333, USA
800-CDC-INFO (800-232-4636) TTY: (888) 232-6348, 24 Hours/Every Day - cdcinfo@cdc.gov

USA.gov Government Made Easy

HEADS UP CONCUSSION IN HIGH SCHOOL SPORTS

A FACT SHEET FOR PARENTS

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head or body. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

What are the signs and symptoms?

You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your teen reports ***one or more*** symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

Signs Observed by Parents or Guardians	Symptoms Reported by Athlete
• Appears dazed or stunned	• Headache or "pressure" in head
• Is confused about assignment or position	• Nausea or vomiting
• Forgets an instruction	• Balance problems or dizziness
• Is unsure of game, score, or opponent	• Double or blurry vision
• Moves clumsily	• Sensitivity to light or noise
• Answers questions slowly	• Feeling sluggish, hazy, foggy, or groggy
• Loses consciousness *(even briefly)*	• Concentration or memory problems
• Shows mood, behavior, or personality changes	• Confusion
• Can't recall events *prior* to hit or fall	• Just not "feeling right" or is "feeling down"
• Can't recall events *after* hit or fall	

How can you help your teen prevent a concussion?

Every sport is different, but there are steps your teens can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coaches' rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.

What should you do if you think your teen has a concussion?

1. **Keep your teen out of play.** If your teen has a concussion, her/his brain needs time to heal. Don't let your teen return to play the day of the injury and until a health care professional, experienced in evaluating for concussion, says your teen is symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first—usually within a short period of time (hours, days, or weeks)—can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage, and even death.
2. **Seek medical attention right away.** A health care professional experienced in evaluating for concussion will be able to decide how serious the concussion is and when it is safe for your teen to return to sports.
3. **Teach your teen that it's not smart to play with a concussion.** Rest is key after a concussion. Sometimes athletes wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your teen convince you that s/he's "just fine."
4. **Tell all of your teen's coaches and the student's school nurse about ANY concussion.** Coaches, school nurses, and other school staff should know if your teen has ever had a concussion. Your teen may need to limit activities while s/he is recovering from a concussion. Things such as studying, driving, working on a computer, playing video games, or exercising may cause concussion symptoms to reappear or get worse. Talk to your health care professional, as well as your teen's coaches, school nurse, and teachers. If needed, they can help adjust your teen's school activities during her/his recovery.

If you think your teen has a concussion:
Don't assess it yourself. Take him/her out of play. Seek the advice of a health care professional.

It's better to miss one game than the whole season.

For more information and to order additional materials ***free-of-charge***, visit: **www.cdc.gov/Concussion.**

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

June 2010

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

A Fact Sheet for **ATHLETES**

WHAT IS A CONCUSSION?

A concussion is a brain injury that:

- Is caused by a bump or blow to the head
- Can change the way your brain normally works
- Can occur during practices or games in any sport
- Can happen even if you haven't been knocked out
- Can be serious even if you've just been "dinged"

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Bothered by light
- Bothered by noise
- Feeling sluggish, hazy, foggy, or groggy
- Difficulty paying attention
- Memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

- **Tell your coaches and your parents.** Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates might have a concussion.
- **Get a medical check up.** A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.
- **Give yourself time to get better.** If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Second or later concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Every sport is different, but there are steps you can take to protect yourself.

- Follow your coach's rules for safety and the rules of the sport.
- Practice good sportsmanship at all times.
- Use the proper sports equipment, including personal protective equipment (such as helmets, padding, shin guards, and eye and mouth guards). In order for equipment to protect you, it must be:
  - > The right equipment for the game, position, or activity
  - > Worn correctly and fit well
  - > Used every time you play

July 2007

It's better to miss one game than the whole season.

For more information and to order additional materials **free-of-charge**, visit:
www.cdc.gov/ConcussionInYouthSports

For more detailed information on concussion and traumatic brain injury, visit:
www.cdc.gov/injury

CONCUSSION

A Must Read for Young Athletes | Let's Take Brain Injuries Out of Play

CONCUSSION FACTS

- A concussion is a brain injury that affects how your brain works.
- A concussion is caused by a blow to the head or body:
  - from contact with another player, hitting a hard surface such as the ground, ice, or court, or
  - being hit by a piece of equipment such as a lacrosse stick, hockey puck, or field hockey ball.
- A concussion can happen even if you haven't been knocked unconscious.
- If you think you have a concussion, you should not return to play on the day of the injury and until a health care professional says you are OK to return to play.

CONCUSSION SYMPTOMS

- Concussion symptoms differ with each person and with each injury, and may not be noticeable for hours or days. Common symptoms include:
  - Headache
  - Confusion
  - Difficulty remembering or paying attention
  - Balance problems or dizziness
  - Feeling sluggish, hazy, foggy, or groggy
  - Feeling irritable, more emotional, or "down"
  - Nausea or vomiting
  - Bothered by light or noise
  - Double or blurry vision
  - Slowed reaction time
  - Sleep problems
  - Loss of consciousness

During recovery, exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse.

WHY SHOULD I REPORT MY SYMPTOMS?

- Unlike with some other injuries, playing or practicing with concussion symptoms is dangerous and can lead to a longer recovery and a delay in your return to play.
- While your brain is still healing, you are much more likely to have another concussion. Repeat concussions can increase the time it takes for you to recover and the likelihood of long term problems.
- In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to your brain. They can even be fatal.

"For more information about concussion and other types of traumatic brain injuries, go to

www.cdc.gov/Concussion

A part of CDC's Heads Up series

What Should I Do if I Think I Have a Concussion?

DON'T HIDE IT, REPORT IT. Ignoring your symptoms and trying to "tough it out" often makes symptoms worse. Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. Don't let anyone pressure you into continuing to practice or play with a concussion.

GET CHECKED OUT. Only a health care professional can tell if you have a concussion and when it's OK to return to play. Sports have injury timeouts and player substitutions so that you can get checked out and the team can perform at its best. The sooner you get checked out, the sooner you may be able to safely return to play.

TAKE CARE OF YOUR BRAIN. A concussion can affect your ability to do schoolwork and other activities. Most athletes with a concussion get better and return to sports, but it is important to rest and give your brain time to heal. A repeat concussion that occurs while your brain is still healing can cause long-term problems that may change your life forever.

All concussions are serious. *Don't hide it. report it. Take time to recover.*

It's better to miss one game than the whole season.

USA Football serves as the sport's national governing body on youth and amateur levels. An independent non-profit based in downtown Indianapolis, USA Football leads the game's development, inspires participation and ensures a positive experience for all youth and amateur players. USA Football was endowed by the NFL Youth Football Fund in 2002.

Working in partnership with the Centers for Disease Control and Prevention since 2007 as well as other credentialed medical organizations and doctors regarding player health and safety, USA Football stands among leaders in youth sports concussion education, particularly in youth football. The organization has built the first football-specific online youth football coaching course that includes chapters and comprehension quizzes encompassing concussion education and management, heat and hydration preparedness and equipment fitting guidelines. USA Football's members – youth football coaches, players, league commissioners and game officials – reside in all 50 states.

USA Football partners with collegiate athletic conferences, the NFL and its teams to promote concussion education through its 80-plus annual football training events and national campaigns. Dozens of articles, downloadable online resources and video promoting concussion education and management reside at usafootball.com and are available at no cost. Approximately 1 million visitors reach usafootball.com annually.

What Youth Football Coaches Should Know About Concussions

By Michael D. Goodlett, M.D., Lawrence J. Lemak, M.D.
March 11, 2009, revised December 28, 2009

Recognize the signs and symptoms of a concussion to ensure your players' safety. An easy rule of thumb to follow is when in doubt, sit them out.

WHAT COACHES SHOULD KNOW

*A concussion is any change in an athlete's behavior, awareness, and/or physical feelings caused by a direct or indirect blow to the head.

*Any concussion has the potential to be a serious injury.

*Before letting an athlete go back to play, a concussion should be evaluated by a doctor.

*An athlete should never return to play while exhibiting any signs or symptoms of a concussion either at rest or with exertion. When in doubt, sit them out!

*There is an increased risk of suffering subsequent concussions after a first concussion.

*Any head injury associated with loss of consciousness must be treated as a suspected head, neck, or back injury.

Knowing the signs and symptoms of a concussion will help a youth football coach feel more comfortable and be more prepared in case of an emergency.

*The only instances in which an athlete's helmet and shoulder pads should be removed is when a medical authority believes that it is necessary for the care of the athlete, or if the equipment interferes with the rescuers' ability to provide required CPR.

*If necessary to provide care for life-threatening conditions, it is recommended that the facemask be removed rather than the whole helmet. A tool to remove the facemask should be in the first aid kit.

*For any head injury, activate the Emergency Action Plan and follow the emergency action steps, Check-Call-Care.

When a player is hit, he may receive a blow to the head and become unconscious or demonstrate changes in behavior. If the player regains consciousness, seems to be alert and oriented, and is eager to play, a coach may feel the player is fully recovered and allow him back into the game or practice. However, the player has suffered a concussion. Failure to recognize a concussion can potentially lead to coma and death particularly if a second impact occurs. Coaches need to be aware of the signs of concussions and treat the situation properly.

Concussions are caused by a force being transmitted to the head. The force may be caused by any direct or indirect hit to the head or body and can cause changes in behavior, awareness, or physical feeling in the injured person. Concussions often go unrecognized by coaches because they are underreported by athletes who want to continue competing. Athletes often will minimize or deny symptoms. Maintaining a high level of suspicion and having some knowledge of the individual athlete's personality helps coaches in early detection of the signals of concussion. This awareness can prevent additional concussive injury, potential long-term brain damage, or other possible catastrophic outcomes.

On-The-Field Evaluations
If there is a forceful blow to the head, with or without loss of consciousness, the coach should suspect a head injury and also be concerned that the neck or back has been injured. When caring for the player on the field, tell him not to nod or shake his head during the assessment, but to say yes or no. The player's helmet should also be left in place. The goal is to minimize movement. If the head impact has caused the player to become unconscious or show the signs of concussion listed below, activate the Emergency Action Plan and follow the emergency action steps, **Check-Call-Care**. **Check** the scene for safety and check the ill or injured athlete, **Call** 9-1-1 or the local emergency number when needed, and

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USA Football COACHES HANDBOOK
AVAILABLE NOW!

Care for the injured player until EMS personnel arrive.

To Care For Serious Injuries To The Head, Neck, And Back
Follow basic precautions to prevent disease transmission.

Minimize movement of the player's head, neck, and back by putting your hands on both sides of the player's helmet or head. Maintain an open airway using a jaw-thrust maneuver. Have the player remain in the position that you found him until EMS personnel arrive and take over.

Monitor the player's airway, breathing, and circulation.

If life-threatening symptoms are present, it is recommended that the facemask of the athlete's helmet be removed, rather than removing the entire helmet. This will allow access to an airway should the athlete stop breathing.

A tool for removing the facemask should be in the team's first aid kit.

The coach should evaluate the symptoms listed below if he suspects a player may have a concussion requiring immediate care.

The only instance in which an athlete's helmet and shoulder pads should be removed is when a medical authority believes that it is necessary for the care of the athlete, or if the equipment interferes with the rescuers' ability to provide CPR.

Symptoms that require immediate activation of the Emergency Action Plan and immediate removal to a medical facility are:

- *Period of unconsciousness;
- *Confusion, disorientation to time and place;
- *Severe headache or vomiting;
- *Appears sleepy, pale, and is sweating;
- *Blurred vision, slurred speech, and muscle weakness;
- *Neck pain.

Checking For Concussion
If the player is removed from the field after receiving a head impact, it is important to continue evaluating the player every five minutes for at least 30 minutes.

Look at the facial expression of the athlete.

- *Does the athlete have a vacant stare or a confused facial expression?

Check the athlete's behavior.

- *Is the athlete easily distracted or slow to answer questions or follow directions?
- *Does the athlete display unusual emotional reactions, such as *crying or laughing?
- *Does the athlete have a headache or complain of nausea?
- *Is the athlete irritable and easily frustrated?
- *Does the athlete appear unusually anxious or depressed?
- *Does the athlete appear sleepy?
- *Does the athlete have significantly decreased playing ability from earlier in the contest?

Check the athlete's orientation and memory.

- *Is the athlete aware of the time of day and date?
- *Is the athlete generally confused? Questions to ask
- *Which quarter or period is it?
- *Where are we? Which field or arena?
- *Which team are we playing?
- *Which side scored the last points?
- *Which team did the athlete play in the last game?
- *Did the athlete's team win or lose in the last game?

Check for posttraumatic amnesia (the athlete's ability to remember events after the injury).

- *Ask the athlete how he got injured?
- *Ask the athlete the first thing he remembers after the injury?
- *Ask the last thing the athlete remembers before the injury?

Medical attention is required if the athlete's expression, behavior, or memory is affected. Attention should be immediate if symptoms show a deteriorating situation. When an athlete has had a concussion, he should not be allowed to return to the current game or practice, and should not be left alone. Medical evaluation following the concussion is required before a return to participation is permitted.

Postconcussion syndrome
After a player is removed from the field, he may develop symptoms of postconcussion syndrome. This can occur immediately after the injury or many hours or days later. Symptoms of postconcussion syndrome include:

- *Blurred vision
- *Fatigue
- *Ringing in the ears
- *Trouble falling asleep
- *Dizziness

- *Sleeping more or less than usual
- *Headache
- *Increased sensitivity to light and noise
- *Nausea and vomiting
- *Feeling more emotional than normal
- *Poor coordination or balance
- *Difficulty concentrating
- *Increased irritability
- *Difficulty remembering
- *Slurred speech
- *Feeling dazed or stunned
- *Seeing stars or flashing lights
- *Having double vision.

A physician may conduct neuropsychological testing or neuroimaging to assess exactly when the athlete has recovered from a concussion. No athlete should go back to play before being free of all symptoms and signs, both at rest and during exertion, and a physician has indicated the player is ready to return to competition.

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CDC, NFL unite national governing bodies of sport to teach young athletes about concussions

By Joe Frollo
October 11, 2010, revised October 28, 2010

Free poster available for download and distribution to all youth leagues

The Centers for Disease Control and Prevention (CDC), the NFL and 14 national governing bodies of sport, including USA Football, are promoting a free poster designed to increase concussion awareness among young athletes, parents and coaches.

Players, coaches and parents can better recognize concussion symptoms thanks to a poster being distributed by the Centers for Disease Control and Prevention, NFL, USA Football and other national governing bodies of sport.

The poster, created by the NFL's Head, Neck and Spine Medical Committee, the CDC and the NFL Players Association, is similar to the one displayed in NFL locker rooms but geared toward a younger audience. It stresses the importance of recognizing a concussion, taking time to recover and not returning to play too soon. By walking through the steps to recognize if the athlete - or a teammate - has suffered a concussion, the goal is increased concussion awareness in all sports.

"The NFL understands its obligation to educate and inform parents, teachers, coaches and especially young athletes about the risks of concussions," NFL Commissioner Roger Goodell said. "This poster is one element of the NFL's program to assist in the development and broad dissemination of reliable medical information on concussions, which will give players, parents, coaches and others the information they need."

The poster is available online for download and order at no cost at CDC's website or by calling (800) CDC-INFO. Information on recognizing and reacting to concussions also can be found at usafootball.com and through USA Football's Put Pride Aside For Player Safety program as well as through the following national governing bodies:

USA Football's Certified Coaching Education Program, employed by youth football coaches in all 50 states, includes chapters on concussion awareness and management as well as hydration and proper equipment fitting. Health and safety videos also are available at USA Football's Health and Safety page.

"Having more than one dozen different sports be part of this initiative underscores the point that coaches, athletes and parents across all youth athletics need to be informed about this issue," USA Football Executive Director ScottHallenbeck said.

"USA Football has worked with the CDC on concussion education since 2007, and we will continue to emphasize it while teaching coaches and players proper football fundamentals for fun and safe play."

Links related to this article:

NFL and CDC create poster to educate young atheltes about concussions

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HEALTH & SAFETY

Concussion Awareness

Redskins and USA Football Welcome High School Coaches for Concussion Education

By Steve Alic
April 23, 2010, revised April 29, 2010

The Washington Redskins and USA Football partnered for the Redskins' inaugural Concussion Awareness and Education Forum on April 17 at Redskins Park.

Redskins Park has a history of preparing football teams for success.

Successful preparation at the football training facility earned a new and vital definition on April 17 when the Washington Redskins and USA Football partnered for the Redskins' inaugural Concussion Awareness and Education Forum for Maryland, Virginia and Washington, D.C. high school head football coaches.

Nearly 200 high school coaches traveled to Redskins Park as guests of the team to watch minicamp practice and participate in a 90-minute concussion education seminar led by USA Football's Peter Gonzalez, M.D.

Dr. Gonzalez is the director of the Eastern Virginia Medical School Sports Concussion Program in Norfolk, Va.

Dr. Peter Gonzalez, director of the Eastern Virginia Medical School Sports Concussion Program, spoke on behalf of USA Football regarding concussion awareness and management to 170 high school head football coaches at Redskins Park. The session was part of a full-day minicamp invitation that the Washington Redskins extended to high school coaches throughout Maryland, Virginia and Washington, D.C. (Photo courtesy of Ned Dishman/Washington Redskins)

Redskins General Manager Bruce Allen opened the day by welcoming the coaches and introduced Dr. Gonzalez. Each coach received a USA Football/CDC concussion awareness clipboard sticker listing concussion signs, symptoms and an action plan. This same material is given to thousands of coaches who attend USA Football's full-day coaching schools across the country. Concussion-related information is available at no cost throughout usafootball.com.

"The coaches asked good questions," Dr. Gonzalez said after the presentation. "The Redskins are to be commended - this was a great discussion and also was the largest group of high school coaches I've spoken to at any one time."

"I came to learn all I can," said Jason Meade, head football coach of Lee-Davis High School in Mechanicsville, Va., a two-hour drive from Redskins Park. Coach Meade enters his eighth season as head coach this fall. "Learning more when it comes to putting our players in a better, safer situation is important to us."

"We can't allow high school athletes who suffer concussions to return to play too soon," Dr. Gonzalez added. "If there's one thing a coach takes away from our session today, it's not allowing an athlete to return to play while still possessing the symptoms of a concussion.

"And if we even suspect someone to have suffered a concussion, there is no same-day return to play."

Concussion awareness and management is an important part of USA Football's online coaching education courses and its 80-plus training events held across the country for players, coaches and youth league commissioners.

USA Football is the official youth football development partner of the NFL, its 32 teams and the NFL Players Association. More than 60 of USA Football's events in 2010 are conducted in partnership with NFL clubs.

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For Immediate Release
Tuesday, December 7, 2010

Contact: Jeff Miller
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(214) 637-6282 x159

NATIONAL FOOTBALL LEAGUE AND THE NATIONAL ATHLETIC TRAINERS' ASSOCIATION TEAM TO PASS STATE LAWS TO PROTECT YOUTH ATHLETES FROM THE RISKS OF CONCUSSIONS

Washington, D.C., December 7, 2010 – The National Football League and the National Athletic Trainers' Association today announced a joint effort to promote legislation to raise awareness and protect youth athletes from the risks of concussions. The new partnership was announced during the Youth Sports Safety Summit in the nation's capital.

"We are pleased to team with the National Athletic Trainers' Association on a state-based legislative effort to protect youth athletes," said Jeff Miller, the NFL's vice president of government relations. "We will advance a simple, but significant shared goal -- to help prevent concussions and make sports and recreational activities safer for young athletes around the country."

The NFL and NATA have agreed to work together to pass concussion awareness and prevention laws in every state throughout the country. The league and the association will promote laws modeled on the Zackery Lystedt law in Washington State, which contains three key elements: (1) concussion education for young athletes, parents and coaches on an annual basis; (2) immediate removal of a student athlete who appears to have suffered a concussion from play or practice; and (3) mandatory clearance of that student by a health care professional who is trained in the evaluation and management of concussions before returning to play or practice.

Marjorie J. Albohm, MS, ATC, president of the National Athletic Trainers' Association added, "We know from recent cases and studies that far too many youth athletes are either playing with undiagnosed symptoms of concussions or returning to play before fully recovering from them. That's why our organization of trained health care professionals supports legislation in every state that will help coaches, youth athletes, their parents and school officials to recognize and respond appropriately to concussions. Doing so will help prevent injury, chronic impairment and even death."

-more-

The NFL and NATA also have pledged to encourage and enlist the participation of other stakeholders and advocates. Organizations already supporting the adoption of such laws include USA Football, the American College of Sports Medicine and the Brain Injury Association of Washington. To date, nine states have enacted adequate concussion awareness and prevention laws including Washington, Oregon, New Mexico, Virginia, Rhode Island, Massachusetts, Oklahoma, Connecticut and New Jersey.

National Athletic Trainers' Association (NATA) – Health Care for Life & Sport

Athletic trainers are health care professionals who specialize in the prevention, diagnosis, treatment and rehabilitation of injuries and sport-related illnesses. They prevent and treat chronic musculoskeletal injuries from sports, physical and occupational activity, and provide immediate care for acute injuries. Athletic trainers offer a continuum of care that is unparalleled in health care. The National Athletic Trainers' Association represents and supports 32,000 members of the athletic training profession. Visit www.nata.org

# # #

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TIME IN PARTNERSHIP WITH CNN

Thursday, Feb. 03, 2011

Headbanger Nation

By Jeffrey Kluger

I didn't get a good look at the little boy who injured my daughter in the science museum in Mexico City. He seemed to be about 7, my daughter Elisa was not yet 3, and the two of them were part of a scrum of kids playing on an indoor patio. At precisely the wrong moment, she turned left, he turned right, and they collided. Physics being physics, the smaller mass yielded to the larger one, and my daughter fell down. She landed first on her bottom, then tipped backward and hit her head on the floor.

The sound was one that parents dread: the singular clunk of skull striking cement. I winced, Elisa wailed, and I gathered her up. Soon she stopped crying and went off to play, but even as she did, a dangerous process had begun to unfold inside her skull. (Read Dr. Mehmet Oz's column about concussions.)

When Elisa's head hit the floor, the deceleration was sudden, but — physics again — her brain stayed in motion for an instant, moving through the small intracranial space until it collided with the back of the inside of her skull. Concussive energy radiated through the tissue. As it did, channels in the neurons opened wide, allowing calcium ions to flow into the cells, depressing their ability to metabolize energy. Brain tissue began swelling, but with nowhere to go, it squeezed up against the skull wall. Shearing forces tore axons connecting the cells, damaging their myelin sheathing, which can disrupt nerve signals. All of that was the best-case scenario. The worst case was a brain bleed, which could be fatal without immediate surgery.

Within 20 minutes, Elisa grew withdrawn. An hour later, back in our hotel, she vomited and then began thrashing convulsively. We rushed her to a hospital, where doctors struggled to get a line into one of the tiny veins in her arm, shouting at her to stay awake.

"Open your eyes!" I shouted at her in English. "*Abre tus ojitos!*" my wife echoed. Elisa understood both languages; she answered in neither.

Finally, the doctors got her into a CT scanner, then administered an EEG. There was no bleeding, but there was swelling. Elisa spent three days in the hospital taking antiseizure and antiswelling medication and finally was released. On the flight home, she was a terror — but only in the way a toddler is supposed to be. (See a graphic on the physics behind concussions.)

For us, that was a first-time — and, we dearly hoped, last-time — experience, but we're hardly alone in having gone through it. In the U.S., concussions are an alarmingly commonplace injury, particularly among kids and most particularly among active, athletic ones. Up to 3.8 million Americans are getting concussed per year, according to the Centers for Disease Control and Prevention, and even that big a figure is a moving target. In 2005, the number of children who visited emergency rooms for treatment of concussions was more than twice what it had been in 1997, according to a new study in the journal *Pediatrics*. High school football players alone sustain 100,000 full-blown, diagnosed concussions per year. Flying under the radar are injuries mild enough to get passed off by coaches as a mere ding or ignored by players anxious to get back on the field.

According to a study by neuroscientist Kevin Guskiewicz of the University of North Carolina, the average college football player sustains a breathtaking 950 to 1,100 subconcussive blows per season — hits that are enough to do cumulative damage to young brain tissue but not enough to cause immediate symptoms. "There's what we call a dose response," Guskiewicz says. "After a certain number of hits, the damage starts to show."

But while football is responsible for more than half the concussions kids suffer playing team sports, there's a lot more blame to go around. The success of Title IX, which forbids gender discrimination in scholastic athletics, has led to a 900% increase in girls' sports teams since the law's passage in 1972. But guaranteeing girls equal access to sports also guarantees them equal access to injuries. Girls' soccer accounts for nearly 12% of total team-sports concussions, compared with just 6.6% for boys' soccer. Girls' basketball causes 7%. Even volleyball weighs in at 1.1%. (See a special report on women and health.)

What's more, a third of all concussions among kids are caused by nonteam activities such as ice skating, bicycling and playground recreation. Gaining fast too are newer head-cracking activities like snowboarding and extreme skateboarding. Kids may be the first group to fall in love with such sports, but they're the last group — neurologically speaking — that should engage in them.

"The immature brain is still developing," says Julian Bailes, a neurologist at West Virginia University and the medical director for the Pop Warner Youth Football program. "That makes it more susceptible to damage and more likely to suffer repetitive injury." How this shapes overall development is unknown. A child's brain is like a ship en route to somewhere: a concussion can blow it off course.

The severity of the damage — both acute and chronic — is what researchers are now trying to understand and what legislators and the sports-equipment industry are trying to control. Even as scientists look deeper into the physics, neurochemistry and genetics of brain injury, lawmakers are imposing new rules governing how kids should be assessed for concussions and when they should and should not be eligible to play. Equipment manufacturers, particularly those who make football helmets, are being pushed to redesign their product lines and reform the testing standards that essentially allow the industry to police itself. Pro teams too are feeling the heat for selling an elbow-throwing, stick-swinging, head-butting ethos that may be

fine for millionaire athletes who know what they're getting into but is hurting, and in some cases killing, the kids who emulate them.

"I keep telling kids, Your brain is not your knee. It's not your shoulder. It's your future," says neuropsychologist Gerard Gioia, chief of pediatric neuropsychology at Children's National Medical Center in Washington. "We have to protect it better than we are." (See TIME's special report "How to Live 100 Years.")

The Science of a Hit

If it's football that receives most of the attention in conversations about concussions, it's partly because the hits inflicted in the game can be so shocking. In soccer, basketball or even hockey, violence is typically a by-product of aggressive play. In football, it is the play. Guskiewicz conducts his studies by placing accelerometers in players' helmets and recording not just how often they get hit but also how hard. The unit of measure he uses is g-force. Liftoff of a Saturn V moon rocket exposed its crew to a maximum of four g's. A roller coaster may exceed six g's. College football players, by contrast, collide with each other with an impact of nearly 23 g's — and that's the average. Higher-end blows range from 85 to 100 g's. "The highest we ever recorded was 180 g's," says Guskiewicz.

Worse, it's not necessary to be hit in the head for that kind of impact to do concussive damage. A player struck in the chest can suffer whiplash just like a passenger in a car accident, and when the head snaps back and forth, the brain sloshes around with it. "One sign," says Gioia, "is when a player complains of neck pain. That's often an indicator that the head has moved around hard."

Many of those blows don't necessarily lead to a concussion, and in a way, that's unfortunate. Only about 10% of concussions lead to loss of consciousness, but the other signs are hard to miss, including headache, vomiting, dizziness, balance problems, sensitivity to light or noise, confusion, irritability and amnesia. A player with any of those symptoms is likely to be sent to the bench — at least for a while. A player whose brain has been jolted at a subconcussive level is much likelier to stay on the field and return there week after week with no recuperation time. The damage that does can be deadly. (Read Dr. Mehmet Oz's column about concussions.)

In April 2010, University of Pennsylvania football star Owen Thomas committed suicide in his off-campus apartment, having never before exhibited any sign of mental illness. When researchers at Boston University examined his brain, they found it flecked with what are called tau proteins, telltale signs of a condition known as chronic traumatic encephalopathy (CTE), which is often seen among dementia patients and NFL players with a lifetime of concussions behind them. Thomas had never sustained a concussion, but that might not have mattered.

"He'd been playing since he was 9," says neuropsychologist Robert Stern, part of the team that conducted the analysis. "That suggests he had a great deal of exposure to repeated subconcussive blows."

The link between tau and brain damage is straightforward. The protein is one of the major structural materials of nerve tissues. When the brain is shaken too hard, nerve fibers are torn and the tau is released. The brain tries to clean up the mess, and given enough time, it could. If the hits keep coming, however, the proteins just accumulate. "I describe [the tau deposits] as a form of sludge," says Bailes.

It's not unusual for players like Thomas suffering from CTE to die in violent or otherwise dramatic ways. Bailes was part of a team that found tau protein in the brain of Chris Henry, a player for the Cincinnati Bengals who was killed in 2009 when he got into an argument with his fiancée and jumped on the back of her pickup truck as she drove away — taking a fatal tumble onto the road. In 2007 wrestler Chris Benoit murdered his wife and son and then hanged himself. In 2004 former Pittsburgh Steeler Justin Strzelczyk, who suffered from hallucinations, died when he drove his car into a tractor trailer while fleeing police. Both Benoit and Strzelczyk had CTE. "This disease starts young and progresses through life," says Stern.

Until recently, doctors didn't know just how young, but they're getting an idea. Michael (not his real name) is a ninth-grade football player visiting an outpatient concussion clinic Gioia runs in Rockville, Md. Michael got clobbered in a game in mid-September, suffered many of the immediate concussion symptoms and four months later is still not well. Recovery time varies for all patients, though three months is a good benchmark; four months suggests trouble. Michael's sleep remains disturbed, his temper remains erratic, and his school performance has cratered. An honor-roll student in eighth grade, he has gotten mostly D's and F's this year. "The change," says his mother, "it's shocking."

It's not possible to diagnose anything like CTE from just those symptoms, particularly because Michael's recent academic problems began before his concussion. But he already had a history of what he calls stingers, or head blows — none of which kept him off the field. What's more, his coach allowed him to return to play only a month or so after his recent concussion, a game in which he took another blow to the head, then lost his temper and got ejected.

Michael is hardly the only student athlete playing roulette with his brain, and his coach is hardly alone in abetting such recklessness. One study has shown that up to 40% of players who experience a concussion are back on the field before their brains have fully healed. That, Gioia says, is especially worrisome since sometimes two mild injuries can do more damage than one severe one. In some cases — mercifully rare — players who return to the field before they're fully recovered may even suffer what is known as malignant brain edema, or second-impact syndrome, in which another blow to the head leads to a fatal brain bleed. About half a dozen kids per year die from second impact. (Read Dr. Mehmet Oz's column about concussions.)

It's easy enough to make the case that any person who has suffered a brain injury needs a long period of recuperation before returning to vigorous physical activity. But what about vigorous intellectual activity? The brain is a cognitive machine, and it requires an enormous amount of energy to keep its gears moving. That's a fact concussed kids often confront when they resume their classwork after an injury and find that their symptoms return the moment they crack a book. "Cognitive exertion requires a high degree of

metabolic activity," says Gioia. "If you have a brain that's already impaired, that ability is going to be reduced."

Mary, a high school junior and another patient at Gioia's clinic, has suffered three concussions over the past three years as a goalie for her soccer team. Surprisingly, it is not heading the ball that leads to most concussions in soccer — though the limited studies that have been done have looked only at young adults, and none have explored subconcussive injury. Rather, the damage is done mostly by collisions with other players or, as in Mary's case, with equipment. Her third concussion came last November, when she hit her head against the frame of the goal. She remains an honors student in the International Baccalaureate program in her high school, but the struggle to keep up that level of academic excellence has been grueling.

"I didn't have any exams until two months after the injury," she says. "But when I did, the headaches and fatigue came back immediately. I lost focus during one test and had no idea what I'd just written." She got through all the same and has gone back to school full time, but every day is a battle with pain, exhaustion and sensitivity to noise and light. She has also accepted that soccer — which was a passion — is just not an option anymore. "I can't afford another concussion," she says. (See a graphic on the physics behind concussions.)

Digging Deep

The fact that no two concussions follow the same recovery arc is one of the things that makes them so challenging to diagnose and treat. But that same particularity of injury also provides scientists insights into which people are at the greatest concussive risk.

Gender, for one thing, seems to play a role. Mary may be recovering faster from her injury than Michael is, but on the whole, females are both more susceptible to concussions than males are and suffer more-severe symptoms. So far, the reason for that gap is unclear. There is some thought that a girl's comparatively weaker neck muscles may leave her head more susceptible to violent shock. Hormones too may play a role. Among epileptic girls and women, rising and falling estrogen levels are known to make the brain more or less vulnerable to seizures. The thinking is that this may apply to concussion symptoms as well — though it's unclear whether a girl's hormonal makeup leaves her more concussion-prone throughout the month or just during menstruation. (See a special report on women and health.)

Genes may also be involved. The fact is, plenty of athletes make it through their careers battered and scarred but cerebrally intact, while others who may not get hit with any greater frequency suffer all manner of brain damage. Researchers at the Children's National Medical Center are studying the genomes of both concussed and nonconcussed kids, looking for markers that may explain the difference.

"There could be a genetic predisposition that affects metabolic activity," says geneticist Susan Knoblach. "People always assume that there's a genetic component in degenerative conditions but not acute ones, but of course there can be."

Maryland's Fairfax County has instituted a program in which student athletes spit into cups so their genetic profiles can be taken. The genomes of the ones who come down with concussions can then be compared for key similarities. Early attention is focusing on a gene that codes for a protein called ApoE, which has been implicated in Alzheimer's disease. In the long run, teasing out concussion genes could lead to better drugs or gene therapy to treat or prevent the injury. In the short run, it could help parents and coaches determine in advance which sports kids are best suited to play. Says Gioia: "We may actually find out, 'You know what? You're not set up to be a football player. You might be a better tennis player.'"

Newer brain-scanning technology is also making a difference, helping doctors diagnose concussions and track recovery. The microscopic size of tau proteins and nerve fibers makes them impossible to see without a postmortem exam, but three noninvasive techniques can help sidestep that problem. Magnetic resonance spectroscopy measures not direct damage to the brain but its metabolic activity — a good way to evaluate the very system that breaks down first when a brain is concussed. Diffusion tensor imaging can observe transmission along nerve-fiber tracks, providing a sense of the integrity of the neural wiring. And resting fMRI allows physicians to watch the brain when it's not performing a task, providing a look at basic function. (See TIME's special report "How to Live 100 Years.")

Changing the Rules

Smart medicine, of course, can do only so much to reverse the number of concussions. Smart policy must do the rest. To keep kids from hurting themselves — and to prevent coaches from enabling them — 10 states, including New Jersey, Oregon, Virginia and football-mad Oklahoma, have passed return-to-play laws requiring kids who have sustained even a suspected concussion in any sport to be pulled from play and not returned until a doctor or certified athletic trainer declares them fit. A handful of other states are considering similar legislation, and last year two separate bills along the same lines were introduced in the House of Representatives. Both will have to be resubmitted under the new GOP majority. Still, the national trend is clear: "When in doubt, sit them out" is how the advocates put it.

Most major professional sports leagues in the U.S., as well as most large universities and 4,000 high schools, now also use a computer program known as ImPACT (for Immediate Post-Concussion Assessment and Cognitive Testing) that measures such basic skills as memory, word recognition and pattern recognition. Players are required to take a baseline test at the beginning of the season and are periodically retested, especially postconcussion, to determine if there's been any erosion of skills. "I used to sit across from athletes doing paper-and-pencil memory tests," says ImPACT developer Mark Lovell, a neuropsychologist at the University of Pittsburgh Medical Center. "That would never work with large groups of kids. There aren't that many neuropsychologists alive."

Reform is also coming — slowly — to the major manufacturers of football helmets, driven mostly by the NFL, which has imposed much stricter concussion and tackling rules in the past season. The NFL is anxious both to protect its players and to shake its image as a weekly tutorial for student athletes learning all the wrong safety lessons from pros who should know better. Currently, the group that certifies helmets is the National Operating Committee on Standards for Athletic Equipment (NOCSAE), which sounds

reassuringly official except for the fact that it's essentially funded by the manufacturers themselves. NOCSAE has come under fire not only for this seeming conflict of interest but also for what critics consider unreliable testing. The larger problem, though, is that the standard football helmet was designed to prevent only lacerations and fractures — a job it does very well — and to do little or nothing to prevent concussions. "The science just isn't there today," says Dr. Robert Cantu, a neurosurgeon at Boston University and a member of NOCSAE's board. (See a graphic on the physics behind concussions.)

That's not NOCSAE's or the NFL's fault, but they're trying to do something about it. In December the league and the helmet manufacturers convened a sort of head-injury summit in New York — a gathering that also included officials from NASCAR and the military — to consider helmet modifications that could reduce the concussive carnage. For football, those modifications could include better padding, stronger chin straps and redesigned face masks that distribute shock differently. Kids' helmets must also be more than simply smaller versions of those used by adults. The padding inside all helmets is designed to compress at the forces generated by colliding adult bodies. With the smaller forces kids produce, the padding stays rigid, essentially becoming one more hard surface for the head to strike. Innovations introduced in football could ripple out to other sports' playing fields, to say nothing of battlefields.

Athletics will never be stripped of all danger, and terrible as the blown knee or wrecked elbow may be, there is always an assumption of those risks when you elect to play the game. But the brain is more than a joint or a limb. It's the seat of the self. We overlook that fact at our peril and — much worse — at our children's.

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BRAIN INJURY ASSOCIATION OF WASHINGTON

Journey Toward Understanding: Concussion & Mild Brain Injury

Introduction

Three little monkeys jumping on the bed.
One fell off and bumped his head.
Took him to the doctor and the doctor said,
"That's what you get for jumping on the bed!"

This nursery rhyme tells a story about concussion--the bumps, bangs and shakings to the brain that many adults and children experience. Unfortunately, just like the monkeys jumping on the bed, professionals may not understand concussion well enough to offer support and to help individuals who sustain concussions. People with concussions may just try and "shake it off" and, thus, not be evaluated and treated properly by professionals. It is not uncommon for individuals to be sent home from emergency rooms (ERs) with no follow-up care or to end up with long-term problems that no one understands. This paper will define concussion, present the common symptoms of concussions and discuss ways to help people who sustain concussions.

Each year, it is estimated that approximately 1.5 million people experience concussions. Vehicular crashes (cars, motorcycles, bicycles), sports/recreational activities (football, hockey, playgrounds), abuse/assault (shaken baby syndrome, beatings), falls (young children and the elderly) and other events all have been implicated. It is easy to see that almost any activity can put a person at risk for a concussion. It is a little surprising that people do so well avoiding concussions and equally not surprising that many of us have had concussions.

It is important to note that concussions clearly are associated with lifestyle and parallel other similar lifestyle injuries. If you are involved actively in sports that put your body at risk for muscle pulls, strains, sprains and broken bones, then your chances of a concussion also are great. The Centers for Disease Control and Prevention (CDC) estimates 300,000 sports-related concussions in the United States each year. The more risk to your body, the more risk of serious harm and permanent damage, and the greater the chances that a concussion or more permanent brain injury can occur.

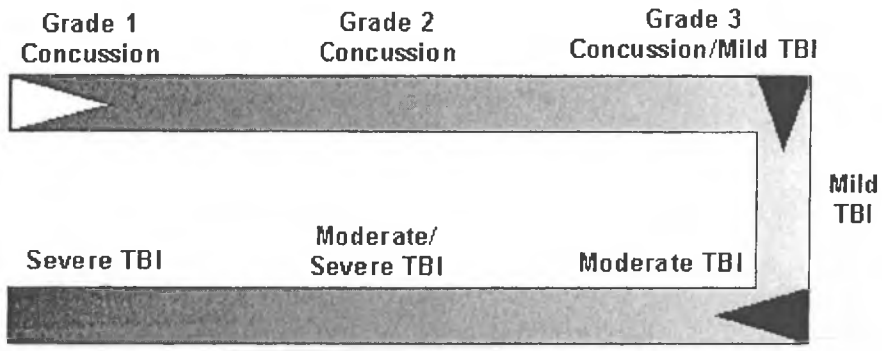
If your job involves heavy labor in farm or construction settings, your chances of physical injury increase and the chances of a concussion increases as well. The use of substances, such as alcohol, that alter your judgment and coordination about everyday activities, like driving or even walking, put you at risk for physical injury and, therefore, at similar risk for a concussion or more serious brain injury. Children--especially younger children--are susceptible to sustaining concussions from falls, play activities and abuse. Lastly, older individuals with balance problems may be prone to falls that can result in not only broken hips, but concussions as well.

What is Concussion?

It is important to understand that a concussion is a physical injury to the brain that causes a disruption of normal functioning just like any other physical injury disrupts your normal functioning. For example, some ankle injuries (i.e., sprains and fractures) are more disruptive

than others, just as some brain injuries are more disruptive than others. The better we understand any injury, the better our chances are for a speedier and healthier recovery.

There is some confusion as to the definition of a concussion and the definition of a mild traumatic brain injury (MTBI). Brain injury can be viewed along a continuum that incorporates concussion, mild brain injury, moderate brain injury and severe brain injury. Each type of brain injury varies depending upon: 1) whether the person was unconscious, 2) how long he/she was unconscious, 3) the length of their amnesia, 4) the resulting cognitive, behavioral and physical problems and 5) the recovery. Viewed as a continuum, the severity of brain injuries can be represented as follows:



As one can see, the definition for a Grade 3 concussion and a MTBI tend to overlap on this continuum.

To further clarify, a concussion is defined as a trauma (i.e., a blow to the head or a serious whiplash) that induces an alteration in mental status (physical or cognitive abilities) that may or may not involve a loss of consciousness.
Concussion as detailed by guidelines developed by the American Academy of Neurology (AAN) and the Brain Injury Association (BIA), commonly is divided into three different types.

Grade 1 Concussion

- Person is confused but remains conscious.
- SIGNS: Temporarily confused, dazed, unable to think clearly, has trouble following directions
- TIME: Symptoms clear within 15 minutes

Grade 2 Concussion

- Person remains conscious, but develops amnesia .
- SIGNS: Similar to Grade 1
- TIME: Symptoms last more than 15 minutes

Grade 3 Concussion

- Person loses consciousness
- SIGNS: Noticeable disruption of brain function exhibited in physical, cognitive and behavioral ways.
- TIME: Unconsciousness for seconds or minutes

It is important to note that a person can sustain a concussion (Grades 1 & 2) without losing consciousness. A Grade 3 concussion involves the loss of consciousness, even if only briefly. As defined by the American Congress of Rehabilitation Medicine, MTBI is a traumatically induced physiological disruption of brain function as manifested by some or all of the following:

- Any period of loss of consciousness
- Any loss of memory for events immediately before or after the incident
- Any alteration in mental state at the time of incident
- Focal neurological deficits that may or may not be transient but does not exceed:
  1. Loss of consciousness of approximately 30 minutes or less
  2. An initial Glasgow Coma Scale score of 13-15 after 30 minutes
  3. Post-traumatic amnesia (PTA) of no more than 24 hours

If concussion and MTBI are seen as part of the brain injury continuum, with Grade 3 concussion and MTBI overlapping, one can get a better understanding of how these definitions compliment each other and enhance our understanding. BIA estimates that approximately 75% of all brain injuries fall in the "concussion-MTBI continuum."

The Functional Mechanics of Concussion

Two mechanisms currently are believed to underlie the changes following concussion. In the first, a sudden movement or direct force applied to the head can set the neural matter of the brain in motion even though the brain is well protected in the skull and very resilient. This motion squeezes, stretches and sometimes tears the neural cells, changing the precise balance and distance the cell's axons and dendrites maintain to transmit or process information.

The second mechanism involves changes that occur in the neuron's ability to produce energy for the cell's vital functions in structures called mitochondria. An initial increase in energy production occurs followed by a dramatic decrease that affects the ability of the cell to produce structural proteins to preserve the diameter of the axon. This change occurs gradually after the time of impact and may be responsible for the delay in symptoms sometimes observed.

The changes that occur affect the electrical or chemical aspects of neural cell functioning and result in unusual processing of normal information. (For this reason, radiologic studies that look at the structure of the brain, such as CT scans and MRI, are most frequently read as normal after concussion/MTBI.) This actually is quite adaptive because the brain cells automatically keep working to reconnect or establish normal impulse transmission. Even the loss of consciousness is adaptive, because the brain shuts down all unnecessary functions until the most important life sustaining neural adjustments are made. Unfortunately, sometimes these neural adjustments cannot be made quickly enough and death can occur.

As a person recovers, the cells re-establish the precise balance needed to ensure effective information processing, but this may mean some compensation or adjustments to the neural cell's original alignments. The more often neural cells must compensate or adjust to injury, the more likely the task takes longer and may not be as complete. For example, when a person sprains or fractures an ankle, professionals recommend cold/heat treatments, rest and supports (i.e., cast, brace) and specific exercises to help the ankle adjust to the injury and recover maximal function. Depending on the severity of the ankle injury (i.e., sprain, fracture) and what is required after recovery (i.e., long distance running, ballet), the severity of the injury to the ankle can disrupt a person's life. Obviously, a human brain is much more complicated than an ankle. Yet similarly, rest, supports (i.e., compensations, modifications) and "exercises" (i.e., therapies, education) for the brain may be recommended to rehabilitate and restore useful

function. Depending on the severity of the concussion and what the person needs to do (i.e., care for a family, return to work or school, manage a large company), a concussion can disrupt a person's life for a short period of time or even longer.

To review, a concussion causes a disruption of normal brain function that may be a temporary inconvenience or result in permanent changes in brain function. Where there are complicating factors, the disturbance in brain function can be fatal. Because of the potential life-threatening danger associated with brain injury, the severity of any brain injury--including concussion--is determined at the time of the injury, based on measures of physical, cognitive and behavioral responsiveness. Again, the three categories commonly used to describe brain injury--mild, moderate and severe--indicate only how seriously impaired the person was at the time of the injury. Thus, on the brain injury scale of severity, a concussion usually is classified as a MTBI because the alterations in brain function are not severe enough or do not last long enough to be classified as moderate or severe brain injury. In the moderate and severe classifications, there appears to be direct damage to the brains neural network with long-term difficulties related to the sites of the damage. The long-term effects of MTBI on brain cell recovery and functioning and behavior vary across individuals. However, for most individuals, no long-term neuronal changes are noted after three to four months and the cognitive and behavioral adjustments return to normal.

Exceptions to this rule exist. Studies indicate that age (i.e., 40 years or older), the presence of a systemic disease (i.e., diabetes mellitus), and possibly female gender affect the recovery process. Other risk factors for delayed recovery include a history of previous brain injury or when situational and personality factors play a role in recovery. For example, individuals who sustain a second concussion while still symptomatic from the first one may sustain what is termed "second impact syndrome." This condition is very serious and can result in lifelong impairments, coma and even death. Individuals who sustain a series of multiple concussions over time (i.e., boxers, abused children) may be left with permanent impairments and disabilities. People who have mental health issues or other disabilities (i.e., attention deficits, learning disabilities) may find that a concussion further complicates their behavioral and learning challenges. Also, even litigation issues may complicate a person's recovery.

The symptoms of concussions cover a wide range of perceptual, sensory, cognitive, emotional and behavioral features. The TABLE below lists the common early and late symptoms of concussion:

Early Symptoms:

- Headache
- Dizziness or vertigo
- Lack of awareness of surroundings
- Nausea with or without memory dysfunction
- Vomiting

Later Symptoms:

- Persistent low grade headache
- Lightheadedness
- Poor attention and concentration
- Excessiveness or easy fatigue
- Intolerance of bright light or difficulty focusing vision
- Intolerance of loud noises
- Ringing in the ears

- Anxiety and depressed mood
- Irritability and low frustration tolerance

As you can see, many of the symptoms listed above are common to a variety of other natural human experiences. Feeling scared or anxious can make our vision change and cause dizzy feelings and numerous "fight or flight" reactions. Muscle cramps in the neck can give headaches, just as not having our usual dose of caffeine causes headaches. A virus can make us feel "spaced-out" and affect our balance. Depression can affect our cognitive abilities and memory. Being angry over changes due to an injury such as a broken arm can make us irritable and affect our motivation. And, as with concussion, if everyone else feels you "should be over it by now," being treated unfairly may cause hopelessness that makes it difficult to concentrate and sleep.

Recovery Variations after Concussion

Concussions vary, depending upon the type and the individual, hence, recovery varies as well. Some commonly asked questions by individuals who sustained concussions include:

Why is there so much variation in symptom presentations? This variation can best be explained because people differ and their perceptual experience of sensations such as pain and distress remains subjective. Without a technology (i.e., more sophisticated CT/MRI scanning technology) to measure these individual experiences, it remains difficult to determine when the brain's coping or healing has taken place and when the individual's reaction to the process has left perceptual and learned phenomena. Thus, we need to monitor the symptoms of concussion in order to monitor recovery. The following checklist can help individuals and their families monitor their recovery one to three months after a concussion so they can report this information to their physician or therapist. Symptoms that persist beyond the usual recovery time for concussion need to be evaluated and treated more carefully.

Physical Symptoms

- Headache, dizziness, lightheadedness
- Vomiting or nausea
- Numbness or tingling
- Balance problems, clumsiness, drops things, trips often
- Fatigue, tires easily, needs extra sleep, drowsiness, trouble falling asleep or staying asleep
- Sensitivity to light and noise
- Blurry vision
- Ringing in ears

Cognitive Symptoms

- Confusion, in a "fog," has befuddled expression, gets mixed up about time and place
- Attention or concentration problems, inability to do more than one thing at a time, unable to return to a task if interrupted
- Memory problems, forgets things
- Takes longer to get things done or complete assignments
- Has problems organizing thoughts or words, misunderstands things

Behavioral Symptoms

- Restless, irritable, fussy
- Acts without thinking

- Becomes upset easily, loses temper
- Sadness, depressed mood
- Anxiety, nervousness

Why some people adjust better after a concussion than others? Research in cognitive-behavioral therapy supports the notion that: 1) looking at the positive aspects of recovery, 2) taking steps to gain control of your rehabilitation and 3) knowing that fundamental healthy behavior requires a focused rehearsed plan all can contribute to dealing better with the many sensations and feelings that often follow concussion. Concussion needs to be taken seriously and modifications to a person's life (i.e., home, work, school) need to be made during the recovery period. Just because a person "looks great" does not mean that they are recovered fully. Having a good plan for recovery and knowledge about concussion helps individuals feel more in control and lessens their anxiety.

Why do concussive symptoms change over time? It now appears that during the first months after concussion the brain begins to heal and evidence suggests that there is little trace of brain damage after three to four months. During this period of time, sleep patterns return to normal, sensations mirror the brains recovery and efforts to return to normal and develop a sense of self are influenced by the rehabilitation process. For example, many strange sensations accompany recovery from a sprained or fractured ankle, including pain from the efforts a person makes to accommodate the recovery time (such as muscle atrophy), as well as sleeping and exercise changes due to limitations. Brain function is much more complex to understand and monitor. Yet, just as an ankle can "return to normal" over time, so can the brain after concussion.

Why can't professionals tell if there is permanent brain injury over time? Without doing an autopsy, brain function can only be estimated. For example, neurological testing can provide information about what a person might be able to do at this point in time, but without the same information from before the concussion, it is only possible to estimate how a concussion affected performance. Many professionals use various tools to help them understand the degree of brain damage (i.e., CAT scans, MRI, neuropsychological batteries, neurolinguistic assessment, functional behavioral analysis), but these tools are only approximations and it is difficult to predict the total impact a brain injury may have on a person's life. The best "predictor" is the person with the injury working with a dedicated team of professionals to identify and compensate for permanent damage.

Is permanent brain damage always bad? This is a trick question because the easy answer is that damage always means a loss of brain cells. Yet, many people can attest that the loss of brain cells does not mean that they themselves are "lost". Rather, many individuals have found the strategies and techniques they have used to cope with brain injury have been helpful in assisting them to become the person they felt they wanted to be all along--happy, loved, productive and important. The experience of coping with a rehabilitation or treatment program has helped them: 1) appreciate their talents, 2) give up bad habits and 3) become more mindful of what they truly wanted out of life. This is not to minimize the tremendous changes brain injury causes for people and their families, but rather to emphasize the importance of good treatment programs and community support to help people re-define their lives.

Treatment Recommendations

The only cure for brain injury is prevention. Obviously, the treatment of concussion starts with prevention. Thoughtful preparation before activities--knowing your limits; minimizing risk to one's head by wearing protective gear such as seat belts, helmets, hard hats; and being

substance free when activities require concentration such as driving, bicycling, swimming, boating and skiing--all will reduce the likelihood of injury. Unfortunately, concussions often are difficult to prevent even with careful preparation and protective gear.

Immediately after a concussion, emergency care may be required. Since life-threatening complications--usually due to brain swelling and bleeding--can occur from any brain injury regardless of the type, all brain injuries must be taken seriously. The proper assessment of concussion by emergency medical professionals and physicians is critical.

AAN and the BIA have developed a clear, scientifically based set of guidelines for the medical management of concussion in sports that is used by team physicians, coaches and athletic trainers and can easily be adapted for all concussions. Thus, after the type of concussion has been determined, management guidelines are implemented. If an adult sustains a Grade 1 or 2 concussion, it may be wise for that person to rest for two or three days before returning to regular activities and not operate a motor vehicle for at least a week. If a child crashes a bicycle and the physician has examined and given them a clean bill of health, it is wise to keep the child off the bicycle for a week. As always with children, the rule should be that if it has wheels, you need a helmet.

The potential danger with concussion is sustaining a second one before allowing the brain time to rest and recovery from the first one (as we would for a broken ankle). The chart below summarizes AAN's management recommendations for athletes returning to play after concussion, but reworded for the general audience. Please remember that all concussions are potentially serious and an individual should be examined by a physician if there is any doubt about their safety.

Grade 1 Concussion Management Guidelines

If the person has no symptoms or mental status abnormalities 15 minutes after the injury, he/she can resume normal activities. All symptoms from the concussion must have disappeared, first at rest and then with exertional testing, before the individual can return to regular activities.

Grade 2 Concussion Management Guidelines

The individual should refrain from activities for at least one week, again only after the person is asymptomatic at rest and during exertion. Additionally, a physician should perform a neurological exam before the individual is allowed to go back to regular activities. If the individual experiences a worsening in headaches and other concussion symptoms and/or these symptoms last longer than a week, a CT scan or MRI is recommended.

Grade 3 Concussion Management Guidelines

One month should be the minimum period for an individual to return to rigorous activity. For an individual with a brief loss of consciousness (i.e., seconds), he/she can return to regular activities only after being asymptomatic for at least one week. For a person who had a prolonged loss of consciousness (i.e., minutes), he/she can resume normal activities no sooner than after two weeks of rest. A thorough neurological examination and a neuro-imaging study (i.e., CT scan, MRI) should be performed on all individuals who have been rendered unconscious for brief periods of time. The individual should be admitted to the hospital if any signs of pathology are detected and/or the mental status of the person remains abnormal.

Recovery after concussion--just like a sprained or fractured ankle--takes time. An individual with a broken ankle would not go out the next day and run a marathon. That individual likely would take time out from work, rest and put the leg up, use crutches, attend therapy, if necessary, and allow the ankle time to recover. Too often after concussion, many individuals immediately return to work or school, push themselves to think as well and as quickly as they did before and expect that in a day or two they are recovered fully. One of the problems with concussion is that people try and "get back on the horse" too quickly. The danger in doing this is that the person could sustain a second concussion (i.e., the athlete returns to the game; the child gets back on his/her bicycle; the person resumes driving a car) that could cause more serious injury to the brain. Or, if individuals push themselves to perform and/or are expected to perform by their colleagues and family too soon after the concussion, the symptoms may become exacerbated.
After a concussion, it is wise for people to modify their lives by: 1) reducing workloads, 2) building in rest periods, 3) giving more time to finishing projects, 4) developing a written plan to refer to when confused or uncertain, 5) using a notebook/calendar to write things down and check-off when completed, 6) writing down schedules with time, place and person and 7) avoiding the use of alcohol or other substances that may slow recovery.

It is also important to monitor symptoms over the next one to three months and report this data to one's physician and other treating professionals. Family members can become more knowledgeable about concussion and help the person make accommodations, monitor symptoms and ensure that--just like with a broken ankle--the person is given ample healing time. The use of other professionals, such as a Neuropsychologist, can help through testing to determine a person's strengths, needs and preferences. Psychologists and counselors may be extremely beneficial in helping people with more serious injuries to understand and adjust to any changes caused by the concussion. BIA, its chartered state affiliates and support groups may provide the person with education about concussion and where to go for additional help.

Conclusion

Concussion is the most common of all brain injuries. It needs to be better understood, evaluated and treated. Individuals who sustain concussions may experience an array of symptoms, both short, and long term. The important thing is to take any concussion seriously and recognize that recovery is dependent on many things.

About the Authors...

William Frey, PhD, maintains a private clinical psychology practice in Rutland, VT, specializing in behavioral medicine with a focus on traumatic brain in jury rehabilitation. He received his BA from Villanova University (1967) and his MS (1969) and PhD (1976) from the University of Vermont. In addition to his clinical practice, he has held faculty positions at the University of Vermont, St. Michael's College and Middlebury College and, most recently, had been interim Dean of Student Development at Green Mountain College in Poultney, VT. He has been a President of the Vermont Psychological Association (1985-1987) and a founding board member or the Vermont Head Injury/Stroke Independence Project (1983-1986). He has published articles on mild traumatic brain injury and the impact of brain injury on sense of self and has developed an ecologically-based rehabilitation model for traumatic brain injury.

Ronald C. Savage, EdD, has worked with children, adolescents and young adults with neurological injuries and disabilities for over 25 years. Presently, Dr. Savage is Executive Vice President for Professional Development at Bancroft NeuroHealth in New Jersey. He is the former Senior Vice President of Behavioral Health and Rehabilitative Services at The May

Institute in Massachusetts and the former Director of Clinical Services for Rehabilitative Services of New York and the company's for rehabilitation facilities. In addition, Dr. Savage has taught at the elementary and secondary school level as a classroom teacher and as a special educator, as well as teaching at several colleges and universities. Dr. Savage presently holds academic appointments at Tufts University, Department of Rehabilitation Medicine; Northeastern University, Department of Psychology; The George Washington University School of Education; and the Laboratorio de Neuropsicologia, Universidad de Sevilla, Spain. Dr. Savage has presented at over 200 conferences, training seminars and grand rounds presentations in the past four years. He has published numerous articles, chapters, manuals and books on children, adolescents and adults with traumatic brain injuries and other neurological disabilities.

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Content Edited By

Lisa Ward, Director of Communications, Brain Injury Association
Monique J. Marino, Publications Manager, Brain Injury Association

Boston University School of Medicine

Department of Veterans Affairs

EMBARGOED UNTIL August 18, 2010, 8 a.m. E.T.

Contact: Gina DiGravio, 617-638-8480, **gina.digravio@bmc.org**
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BOSTON UNIVERSITY AND DEPARTMENT OF VETERANS AFFAIRS RESEARCHERS DISCOVER BRAIN TRAUMA IN SPORTS MAY CAUSE A NEW DISEASE THAT MIMICS ALS

Two former NFL players died after being diagnosed with Lou Gehrig's Disease; New findings suggest they had a new disease associated with repetitive brain trauma

(BOSTON) – The Center for the Study of Traumatic Encephalopathy (CSTE) at Boston University School of Medicine (BUSM) and Department of Veterans Affairs (VA) announced today that they have provided the first pathological evidence that repetitive head trauma experienced in collision sports is associated with motor neuron disease, a neurological condition that affects voluntary muscle movements. The most common form of motor neuron disease is amyotrophic lateral sclerosis (ALS) or Lou Gehrig's disease. The findings will be published in the September issue of the *Journal of Neuropathology and Experimental Neurology* (**http://journals.lww.com/jneuropath**).

The finding was discovered by Ann McKee, MD, and colleagues at the CSTE. McKee, a CSTE Co-Director, is an associate professor of neurology and pathology at BUSM, as well as Director of Neuropathology for the Department of Veterans Affairs at the Bedford VA Medical Center, where this research was conducted.

McKee and the CSTE researchers made this groundbreaking pathological discovery while examining the brains and spinal cords of 12 athletes donated by family members to the CSTE Brain Bank at the Bedford VA Medical Center. Three of these 12 athletes, including former professional football players Wally Hilgenberg and Eric Scoggins, as well as an unidentified former military veteran and professional boxer, developed motor neuron disease late in their lives. The former football players were diagnosed clinically with ALS, which is a progressive neurodegenerative disease that attacks motor nerve cells in the brain and spinal cord, resulting in muscle weakness and atrophy. ALS affects fewer than two in 100,000 patients annually, and 30,000 Americans currently live with the disease. The majority of ALS cases (90-95 percent) are considered "sporadic," meaning of unknown cause, although it has long been suspected to involve a complex interaction between multiple genetic and environmental risk factors.

In this study, funded in part by an unrestricted gift from the National Football League (NFL) to the CSTE, McKee found that when they died, all 12 athletes showed neuropathological evidence of chronic traumatic encephalopathy (CTE), a progressive degenerative brain disease characterized by deposits of an abnormal form of *tau* protein and believed to be caused by repetitive head trauma. In the three athletes with motor neuron disease, abnormal *tau* protein deposits were not only found throughout the brain, but also in the spinal cord.

CSTE researchers also discovered that 10 of 12 CTE victims had a second abnormal protein, TDP-43, in their brains. Of those 10, only three had TDP-43 in the brain *and* the spinal cord, and those were the three athletes diagnosed with motor neuron disease. TDP-43 is also found in individuals with sporadic ALS although in the athletes with repetitive brain trauma, the TDP-43 pathology was more severe than found in sporadic ALS and was accompanied by extensive *tau* pathology. The brains and spinal cords of normal individuals show no TDP-43 or *tau* deposition.

These new findings suggest that the motor neuron disease that affected the three athletes is similar to, but distinct from sporadic ALS and represents a disease never described previously in the medical literature. This new disease, referred to as chronic traumatic encephalomyopathy (CTEM) by McKee and colleagues is likely caused by the repetitive head trauma experienced by athletes in contact sports.

The association between head trauma and ALS is supported by the medical literature, in which the risk of ALS has been reported to be higher among contact sport athletes and veterans. A study of professional soccer players in Italy found that the incidence rate of ALS was 6.5 times higher than in the general population. An increased incidence of ALS has also been reported in American football players, including three players from the 1964 San Francisco 49ers who died from ALS. Based on the number of retired NFL players with ALS, it is estimated that the risk is at least 8 times higher than in the adult male population. Among Veterans with a history of head injuries, their risk of ALS was 2.3 times higher than normal, and Gulf War Veterans have a twofold increased risk. In fact, since 2008, the US Department of Veterans Affairs has considered ALS as a presumptively compensable illness for all veterans. The discovery of this new ALS-like disease by the BU CSTE investigators suggests that one possible reason for the increased risk of clinically diagnosed ALS in veterans and in contact sport athletes may be the exposure to repetitive head trauma, including concussions, subconcussive blows and blast injuries.

These findings raise the question of whether head injuries may have contributed to Lou Gehrig's motor neuron disease, and whether he also suffered from CTEM. Gehrig, nicknamed the "Iron Horse," played football at Columbia University before becoming a legendary member of the New York Yankees and playing in 2,036 consecutive games, a record that stood for more than 60 years. Gehrig suffered at least five documented concussions and was reported to have been knocked unconscious for five minutes after taking a pitch to the head while not wearing a helmet. He played the next day.

"When we read reports about cases of the disease being linked to specific activities or experiences, such as the increased risk associated with military service, or this one regarding professional athletes, we are reminded of just how complex of a disorder ALS is. We're hopeful that this new work may shed light on potentially exciting new possibilities for biomarker and therapy development," said Steve Perrin, PhD, CEO and Chief Scientific Officer of the ALS Therapy Development Institute.

Responding to these new findings, Hunt Batjer, MD and Richard Ellenbogen, MD, the co-chairmen of the NFL's new Head, Neck and Spine Committee, stated, "We are pleased that the NFL has provided the support necessary for this research and look forward to continued discussion of the findings within our medical committee and with other researchers to better understand their clinical implications."

McKee now has analyzed the brains of more than 35 athletes and found evidence of CTE in 12 of 13 former NFL players. These brains were acquired primarily through the efforts of CSTE co-director Chris Nowinski who is also president of the non-profit Sports Legacy Institute. The CSTE maintains a registry of more than 350 living athletes who have agreed to donate their brain and spinal cord following death and to undergo telephone-based interviews and assessments during life. Robert Stern, PhD, CSTE co-director and an associate professor of neurology at BUSM, oversees the CSTE registry as well as a study about to begin of retired NFL players who undergo extensive neurological, cognitive, psychiatric, cerebrospinal fluid and neuroimaging studies. Robert Cantu, MD, a clinical professor of neurosurgery at BUSM and co-director of the CSTE, was recently appointed senior advisor to the NFL Head, Neck and Spine Committee.

COORDINATES WOULD BE PLACED HERE

****

Wally Hilgenberg died in 2008 at the age of 66 after a three-year battle with ALS. After graduating from the University of Iowa, Mr. Hilgenberg played 12 seasons with the Minnesota Vikings and three with the Detroit Lions as a linebacker.

Eric Scoggins died in 2009 at the age of 49 after a two-year battle with ALS. After graduating from the University of Southern California, he played one season for the San Francisco 49ers before playing two seasons in the United States Football League, for the Los Angeles Express and the Houston Gamblers.

Early symptoms of ALS often include increasing muscle weakness, especially involving the arms and legs, and progressive problems with speech, swallowing and breathing. Because voluntary muscle action is progressively affected, patients in the later stages of the disease may become totally paralyzed. In nearly all cases, ALS is fatal.

The CSTE (**www.bu.edu/cste/**) was founded in 2008 and is the leading center in the world studying the long-term effects of repetitive brain trauma in sports and the military. The CSTE was created as a collaboration between Boston University (BU), Sports Legacy Institute (SLI) and the Department of Veterans Affairs. Co-directors of the BU CSTE include Robert Cantu, MD, a clinical professor of neurosurgery at BUSM, Ann McKee, MD, an associate professor of neurology and pathology at BUSM, Chris Nowinski, and Robert Stern, PhD, an associate professor of neurology at BUSM. The mission of the CSTE is to conduct state-of-the-art research of CTE, including its neuropathology and pathogenesis, the clinical presentation, biomarkers, and course, the genetics and other risk factors for CTE, and ways of preventing and treating this cause of dementia. Brain trauma is increasingly seen as a public health crisis due to the discovery of CTE in a number of recently deceased athletes, most of whom have been studied at the CSTE. McKee also identified CTE in the only former NHL player examined, Reggie Fleming. The CSTE's groundbreaking research created a dramatic change in the understanding of and response to brain trauma and concussions in all sports, especially football. The BU CSTE has received grants from the National Institute on Aging and the National Operating Committee on Standards in Athletic Equipment (NOCSAE), and has received an unrestricted gift from the NFL.

CTE, originally referred to as "dementia pugilistica" because it was believed to only affect boxers, is a progressive brain disease believed to be caused by repetitive trauma to the brain, including concussions and subconcussive blows. It is characterized by deposits of an abnormal protein called *tau* in the form of neurofibrillary tangles, glial tangles, and neuropil threads throughout the brain, and, in some cases, the presence of another abnormal protein – associated with motor neuron disease – known as TDP-43. These abnormal proteins are associated with the impaired functioning and eventual death of brain cells. Early on, CTE sufferers may display symptoms such as memory impairment, emotional instability, erratic behavior, depression and problems with impulse control. CTE may eventually progress to full-blown dementia. Although similar to Alzheimer's disease, CTE is pathologically distinct, and it is the only known preventable cause of dementia.

CSTE co-directors Cantu, McKee and Nowinski serve on the NFL Players Association Mackey/White Traumatic Brain Injury Committee, which includes, and is chaired by, CSTE registry member Sean Morey. In addition, Cantu serves as a senior advisor to the newly created NFL Head, Neck and Spine Committee.

Sports Legacy Institute is a 501(c)(3) nonprofit corporation founded in 2007 to solve the sports concussion crisis. SLI is dedicated to education, prevention, treatment and research on the effects of concussions and other brain injuries in athletes and the military. SLI partnered with Boston University School of Medicine to form the Center for the Study of Traumatic Encephalopathy in 2008.

Sheila Peterson

From: Arndt_Todd [Arndt_Todd@asdk12.org]
Sent: Wednesday, March 16, 2011 2:00 PM
To: Rep. Alan Dick
Cc: Comeau_Carol
Subject: HB15 Traumatic Brain Injuries (Concussions) in Student Athletes

Representative Dick

I wish to convey the Anchorage School Districts support of HB15. We have been monitoring the issue of student concussions and how they effect on our students for some time. We would like to be included on the list of School Districts that support certified medical attention for concussion injuries and assurance from the medical providers that students can return as healthy participants in our school programs

If we can be of assist in the passing of this bill please contact my office or the office of the Superintendent Carol Comeau.

Todd Arndt
High School Supervisor
Anchorage School District
907 742 4250

HB

38

<TARGET><BILL>HB 38</BILL><SUBJECT>HB
38</SUBJECT><COMM>HEDC27</COMM></TARGET>

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB38**
() Publish Date

Identifier (file name) HB038-UA-Sysbra-3-29-11
Title University of Institutes of Law and Medicine
Sponsor Representative Kawasaki
Requester House Education

Dept. Affected University of Alaska
Appropriation University of Alaska
Allocation Sysbra
OMB Component Number 1296

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	****	***	***	***	***	***	***

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by Michelle Rizk
Division Statewide Budget, University of Alaska
Approved by Michelle Rizk
Statewide Budget, University of Alaska

Phone 450-8187
Date/Time 3/29/11 1:00 PM
Date 3/29/11 1:00 PM

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB38

Analysis

The fiscal impact of HB38 can not be accurately determined at this time. The cost of establishing a medical school and a law school in the State of Alaska are dependent upon the results of a demand study. It is not possible for the University to accurately estimate the cost of establishing these schools of higher education until this demand study is completed. The University of Alaska estimates a cost of up to $1 million to conduct separate studies on each a medical school and a law school.
Included in the study may be factors such as:
Medical School
Industry Demand
Student Demand
Community Resources (Availability of residencies)
Facility Resources
Staff and Faculty Resources
Research opportunities
Alternative models for medical school
Accreditation Requirements

Law School
Industry Demand
Student Demand
Community Resources
Facility Resources
Staff and Faculty Resources
Research opportunities
Accreditation Requirements (law library)

FY12-FY17 costs are listed as indeterminate pending results of the study.

Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

House Bill 38
Sponsor Statement

"An act authorizing the establishment of institutes of medicine and law at the University of Alaska."

Alaska remains one of only six states that have no medical school and the only state without a law school. Alaska has a shortage of doctors which is likely to worsen as the state's population increases and ages. The cost of healthcare and legal services will only continue to rise. That is why it is time to invest in education and build the workforce Alaska will need for the next 20 years.

Law and medical students are required to go out of state for their education, therefore Alaska suffers even more. Most students tend to remain in the area in which they earn their degrees. Conversely, the 'Alaska Family Medicine Residency' has an extremely high rate of return in which 70% of the 55 graduates have remained in Alaska. By enabling the University of Alaska to build schools of medicine and law; it creates a better foundation for future doctors and lawyers to stay in Alaska for their higher education.

Alaska shouldn't deny opportunity to the best and brightest and export their talents, nor import professionals from the lower 48 who don't have a connection to the state. They deserve the chance to attend medical or law school, without the high cost of transferring out of state, possibly moving back, tuition, and without the limitations set on programs such as WWAMI which only allows 20 students per year into medical school. I urge your support encouraging the University of Alaska to train the next generation of Alaskan doctors and lawyers through House Bill 38.

In Juneau State Capitol Juneau, Alaska 99801
In Fairbanks 1292 Sadler Way Fairbanks, Alaska 99701
Juneau (907) 465-3466 Fax (907) 465-2937 **Fairbanks** (907) 456-7423 Fax (907) 451-9293
Email: Representative_Scott_Kawasaki@legis.state.ak.us

Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

HB 38: University Institutes of Law and Medicine

Sectional Analysis

Section 1. Sec. 14.40.082: Establishes an Institute of Medicine at the University of Alaska Fairbanks. All powers and duties and functions for the medical school remain with the University of Alaska Board of Regents.

Section 2. Sec. 14.40.083 Establishes an Institute of Law at the University of Alaska Anchorage. All powers and duties and functions for the law school remain with the University of Alaska Board of Regents.

In Juneau State Capitol Juneau, Alaska 99801
In Fairbanks 1292 Sadler Way Fairbanks, Alaska 99701
Juneau (907) 465-3466 Fax (907) 465-2937 **Fairbanks** (907) 456-7423 Fax (907) 451-9293
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January 14, 2011

Hon. Scott Kawasaki
State Capitol, Rm 428
Juneau, AK, 99801-1182

RE: An Alaska Law School

Dear Scott,

Back in 1975, the Regents and the Legislative Council jointly contracted with me to do a study of whether Alaska should have a law school. The results of my study were published in a book-sized report entitled, *Legal Education for a Frontier Society.* A copy of that report should be available to you in one of the libraries at your disposal, presumably also in the archive of the Legislative Council itself. In preparing the report, I engaged with the American Bar Association, the Association of American Law Schools and the deans of several law schools, including UCLA, Puget Sound (now U of Seattle Law School), Stamford, Hawaii and Denver.

To summarize the report, I found that the establishment of a law school at that time would be marginally feasible at best and concluded that a greater need existed at the time for legal education for various careers closely connected with the law. An emphasis was given particularly to police and corrections education because the Law Enforcement Assistance Administration was then in top form and was handing out grants. The report enjoyed some kudos within national legal education circles.

As a result of this study, the University appointed me Director of Legal Studies for the University to implement the plan. This was done. I obtained an LEAA grant, hired five professors on soft money and, with a few faculty that were working at the time on community college Police Administration courses, established a Justice Center at UAA, focusing on research, and a state wide major in Justice. To my great satisfaction, the program has grown, prospered and become a regular part of U of A curricula. Ten years after I began, the University offered one of those retirement programs that was too good to turn down and I retired, returning to the practice of law, in which I am still engaged, if on a reduced schedule.

From this account, you can see why I would have a special interest in your proposal and the strategies that might be taken to determine whether now, thrity-five years later, with the state's population grown and the economy of Alaska having increased several fold in size and complexity, the question should be reviewed in a professional manner. If it is found that a law school is now justified, (given an analysis of issues including the comparative demands for educational resources), then there are complex questions still ahead on how exactly, a law school program should be implemented, particularly to assure quality.

There have been some very preliminary, well-meaning efforts by others in the Alaska community to develop a law school outside of the context of the University of Alaska, the American Bar Association section on legal education, the Association of American Law Schools and their support and approval systems. I have spoken against these proposals to the Alaska Bar Board of Governors and others, fearing that a third rate law school is worse than none.

Needless to say, as I have sustained my own interest in an Alaska Law School, in a desultory way over the years (including a column in the Anchorage Daily News, where I am published monthly), I am regularly met with comments like, "Who needs any more lawyers" and "Don't existing law schools provide a steady supply?" There are answers to these questions and others, but they need careful development. I do not think that whether Alaska should have a law school is a totally closed question. I prefer to approach any complex question with an open mind. But it is certainly time that the issue was raised again and I am grateful to you for raising it.

I am uncertain of the direction and strategy that you are taking with your bill, but of course I wish you well. (It appears to be too early for me to obtain a copy locally.) I have discussed this issue with a few members of the Anchorage delegation and, of course, they all refer me to you. I offer my support in your endeavor.

It may be that the route you need to follow is to retrace the work done in Education for a Frontier Society. Obviously, it would take a somewhat larger appropriation today, and I am unsure whether you could obtain the support of the Regents, this time around, since my impression is that their attitude recently has been negative- one lawyer member being quite interested. I don't remember precisely, but I think I did the report for around $100,000. Some survey work was done in support of the study (a finding that may interest you: the law school idea enjoyed wide support among the Alaskan public) as well as interviewing the Deans in question and personal contacts

with ABA and AALS officials. This time probably more work would need to be included on the development of a preliminary law school plan. I would hope for an appropriation closer to $250,000 today for an equivalent product. Of course, any study can be tailored to the money available. You get what you pay for.

At any rate, to repeat, thank you for raising the issue and taking a leadership role. I hope I may find some supporting role as you proceed.

Sincerely,

John Havelock

Alaska Medical Library
UNIVERSITY of ALASKA ANCHORAGE

January 13, 2011

State Representative Scott Kawasaki
State Capitol Room 428
Juneau AK, 99801

Dear Sir,
I read in the ADN January 1, 2011 edition that you plan to file legislation before the Alaska Legislature that would create two graduate programs, a laws school and a medical school. As you move forward with this goal, I thought you might find the following pieces of information useful.

1) UA's Master Academic Plan for Spring 2011 to Fall 2015 includes the statement that UAA will be the lead MAU for coordinating health academic programs. The WWAMI program was moved from UAF to UAA many years ago when the decision was made to focus health programs in Anchorage.

2) Health programs need strong library support. The Alaska Medical Library (AML) is part of the Consortium Library at UAA. As the Head of the Alaska Medical Library, I can attest that we have the strongest collection of both print and online resources to support the existing health programs in the state. I must also inform you that the existing budget allocation for the medical library is woefully inadequate to support a medical shool. The existing medical school students access the University of Washington's medical library. If we were to separate from that university, our existing library would need a large infusion of ongoing funds to support the medical school.

3) Another reason the health programs live in Anchorage is the need to provide clinical training through rotations as hospitals and preceptors with healthcare providers. The one hospital in Fairbanks would not be able to provide this funtion adequately. Anchorage has the three largest hospitals in the state and they are already supporting nursing and medical students and medical residents ongoing training needs.

The article mentions that the research focus in Fairbanks is the reason to locate the medical school in that community. I believe the need in Alaska is for healthcare providers – family practice physicians in particular – not medical researchers. Anchorage is the only viable option as a location for a medical school in Alaska.

If you have any questions or would like to know more about the services the Alaska Medical Library provides to healthcare providers throughout the state, please read the enclosed brochure or contact me by email at afktm@uaa.alaska.edu or phone at 786-1611.

Sincerely,

Professor Kathleen Murray
Head, Alaska Medical Library

Alicia Maryott

From:
Sent: Wednesday, December 29, 2010 1:53 PM
To: Rep. Scott Kawasaki
Subject: Proposal for Alaska Law School
Attachments: ASL Feasibility studyPDF.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: Med/Law School

Rep. Kawasaki,

I was encouraged by the news yesterday that you want to introduce a plan to create a law school and medical school in Alaska. As you are well aware Alaska is the only state without a law school, and this puts us in a disadvantage. Every attorney practicing in Alaska learned their trade outside, and during that time did not learn the intricacies of our system. Earlier in the decade ISER put out a revised study that concluded Alaska did not need nor have the population base to sustain a law school. I don't believe this for a second, if a state like Wyoming with a smaller population can maintain a law school, than so can we. Two years ago, myself and group of colleagues put together a feasibility study for a law school, I have attached that study for you to look over.

If you have any questions, want to discuss what we have found, or need our help in any way please feel free to contact me anytime.

Regards,

Wally Hickel III
Vice President
Hickel Investment Company

www.hickelinvestmentcompany.com

University of Alaska Review

January 2011

James L. Fisher, Ltd.

"It appears that the further programmatic development of UAA is inevitable and certainly in the long run this is a good thing for the state's largest metropolitan region. However, not all paths to additional programmatic development for UAA are equally sound from the standpoint of the State of Alaska. **(2) We recommend that the UA System: (A) respect the lessons of specialization in graduate work and research and identify a limited number of academic disciplines that will receive special resources and commitment, whether at UAF or UAA; (B) continue to focus UAF on its traditional strengths in the sciences and engineering; (C) focus advanced graduate work and research at UAA on the social and behavioral sciences and education and avoid replicating UAF's primary areas of expertise; (D) locate any future law school—the state does not have one currently—at UAA; and, (E) support and expand WWAMI–type programs (WWAMI is a collaborative medical school among universities in five northwestern states (Washington, Wyoming, Alaska, Montana, and Idaho) and the University of Washington School of Medicine) in expensive disciplines and courses of study."**

Fisher, James L. *University of Alaska Review.* January 2011. (13).

February 7th, 2011

Hello Mr. Scott Kawasaki:

My name is Alena Robson. I am an Alaskan-born resident who was raised to be proud of my home-state. Ever since graduating from high school, the lawyer path struck my fancy. In order to fulfill my dream, I had to enroll in a private school, out of state. The tuition costs are far more than I could handle but thanks to generous scholarships, finances are at a manageable level. I am going to finish up my undergraduate here in the next year. I currently hold a 3.8 GPA in all of my classes, volunteer with a refugee organization, work as a tutor in mathematics and find *a little* time to play sports. I recently returned from India where I taught German to Tibetan refugees who wanted to move out of India and into Europe in hopes of finding a better life. I am telling you all of these accomplishments, in order to help you understand that I am a dedicated person. I have been quite focused in undergraduate schooling, just as I will be fully dedicated to Law school when the time comes.

I have been following your proposal of establishing both a law school and medical school in Alaska. Now that it has become Bill 38, I will watch this bill as it navigates its way through the Alaska respective houses. I saw this proposal as a hope for me. I would very much want to attend that law school in Alaska, if it were to transpire. I am tired of paying thousands of dollars to a private school that my home state will not even benefit from. I want to be able to take the LSATS and mark those scores to be sent to UAA's law school. When I finish law school, I will be living in Alaska. I do not desire to move out of state again, only to move back in three years. People argue that it will ruin the monopoly that we have so feverishly built up, but they are not considering the amount of revenue a new law school and Medical school will create. Yes, I understand that it will cost millions of dollars to start, but I am an Alaskan tax payer, and paying a small bit more each year will be worth it for every graduating doctor or lawyer. Lawyers and engineers are by far the most popular profession in Alaska. UAA already has an engineering program, so why not support the other popular professions in Alaska?

I wrote to you, to state that you have my full support on this bill. In addition, I will be in the first class to apply to the new law school in Alaska. I love Alaska. It is my home. Please help keep it that way.

Sincerely,

Alena L. Robson

Alicia Maryott

From: Dan Kennedy |
Sent: Wednesday, February 16, 2011 3:47 PM
To: Rep. Scott Kawasaki
Cc: Janet Kennedy
Subject: Law School for UAA at MSC in Palmer.

Categories: Med/Law School

Dear Honorable Representative Scott Kawasaki:

Thank you for suggesting a law school for Alaska. You and I met a couple of years ago. We were both judging "We the People" competition at the Hotel Capt. Cook. Accordingly, I am interested in helping you accomplish the goal of a law school in Alaska.

Mat-Su

I respectfully wish to offer the campus of Mat-Su College. UAA's MSC has bond funds of over $20 million for a possible new theater, which may be in direct conflict with a similar endeavor (please see more below). Therefore, what if the UA use the fonds to build a law school rather than a performing arts theater?

As an adjunct faculty of MSC (I teach business law I & II - BA241 & BA242), I would kindly like to work with you on the concept of coordinating the law school at MSC with the Alaska Court system at Palmer. There could be excellent economies and education value with a working relationship with the Palmer Court. I frequent utilize attorneys, as guest lecturers, and field trips to the Palmer Court. Thanks, Dan

Background on the Possible MSC Conflict with Valley Performing Arts

Please know that Valley Performing Arts (VPA) has been selected for the Pre-Development grant from the Rasmuson Foundation to build a new community theatre in the Mat-Su Valley. VPA is currently in full due diligence planning for a new facility that will seat approximately 300 theatre enthusiasts. VPA has provided quality entertainment to the Southcentral Alaska for 35 years. Our origins as a non-profit community theatre began in Palmer in 1976 to in an old log church where our audiences were limited to 64 patrons. We have been in our current facility in Wasilla since 1996 and provided top notch theatre productions to over 11,000 patrons last season. This season continues to be a stellar year for VPA with sold out performances for "Pride and Prejudice", "King Island Christmas" and "Nunsense II". VPA is known for its quality productions and community spirit with hundreds of volunteers assisting it in its mission of presenting and promoting community participation in live theatre to enhance the cultural and intellectual spirit of the community.

The Board of Directors and staff of VPA have made a commitment to building a new theatre that can continue to meet the demands of the community and its patrons that come from all over Alaska including Anchorage, Fairbanks, Talkeetna and the Kenai Peninsula. VPA outgrew its current cramped facilities many years ago.

Janet is a past board president of VPA and served on the board for six years. Both Dan and Janet continue to serve as volunteers with VPA and serve on several committees. Building a new community theater has been a top goal of VPA for over five years. The effort has taken time. VPA is now in position to finally seriously study the opportunity with the Pre-Development efforts through the Foraker Group. Through sound financial planning, VPA has savings of almost $200,000 for the project.

We simply wish to make you aware of VPA's private sector endeavors. VPA's operations have thrived almost exclusively through patron and community support. Less than ten percent of its resources come from any governmental support. Although additional avenues of support may be needed to build the infrastructure for a

quality community asset, be aware that the operations of such a facility has been and can be self sustaining in the future.

We appreciate your time in becoming aware of VPA's efforts to building a new community theatre in the Mat Su Valley. We look forward to communicating more with you in the future as our efforts progress.

Please feel free to let me know if you have any questions or concerns.

Sincerely,
Janet C. Kennedy, CPA and Dan F. Kennedy, CPA, MBA
Wasilla, Alaska email:

Sincerely, dfk
Dan F. Kennedy CPA/MBA - Swalling & Associates PC - certified public accountants

fax=

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Alicia Maryott

From: Jasonmnorris [redacted]
Sent: Saturday, February 05, 2011 1:59 PM
To: Rep. Scott Kawasaki
Subject: H.B. 38

Categories: Med/Law School

Rep. Kawasaki,

What is the state of H.B. 38? What all does the bill entail? I'm in favor of establishing schools of law and medicine at UA but am wondering about the particulars.

Thanks,
JN

Alicia Maryott

From: Currin, Toby
Sent: Wednesday, February 02, 2011 11:31 AM
To: Rep. Scott Kawasaki
Subject: HB38

Categories: Med/Law School

Mr. Scott Kawasaki

I am writing to you as an Alaskan who is currently training to become an osteopathic physician at Pacific Northwest University in Yakima, Wa. I applaud your movement to attain schools of higher education in Alaska (ie medical and law), there is a great need. Because there is such a great need I would like to encourage you to include the College of Osteopathic Medicine as a collaborating partner in filling these voids in the health care system. If everyone works together many problems can be solved. Thank you for your time.

Sincerely,

Toby Currin
OMS-I
Pacific Northwest University of Biomedical Sciences

Alicia Maryott

From:
Sent: Thursday, December 30, 2010 4:36 PM
To: Rep. Scott Kawasaki; scott.kawasaki@gmail.com
Subject: Medical and Law School

Categories: Med/Law School

Scott: I am a life long Alaskan and UAA grad. If you need help on a citizens work group or other type of initiative to further the Medical and Law School idea, just let me know as I would be happy to help.

I was in Wally Hickel's Public Admin Class and I specifically asked him if he favored a medical and law school in Alaska, he said yes. I also spoke to Charlie Cole who said no (as I would expect).

Any way, please let me know how I can help. I am 56 years old and lived without these local education opportunities...we owe the next generation these opportunities within the state and it willl be the better for it!

Thanks again.

--Marshall Severson

Alicia Maryott

From: The Climber [redacted]
Sent: Wednesday, December 29, 2010 10:04 AM
To: Rep. Scott Kawasaki
Subject: Alaska Law School
Attachments: Sanitized CV.pdf

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: Med/Law School

Dear Sir:

This is an outstanding idea. I have spent a fair amount of time in Alaska and have never understood why the state has not developed its own law school.

If the law school comes to pass, I would welcome an opportunity to participate as a founding faculty member. My expertise is in employment law, but I am prepared to expand to meet such a school's needs.

My sanitized CV are attached. I will identify myself if there is ever a serious interest.

Alicia Maryott

From: Amanda Hanson edu]
Sent: Tuesday, December 28, 2010 2:14 PM
To: Rep. Scott Kawasaki
Subject: Bill for Medical and Law School Programs

Follow Up Flag: Follow up
Flag Status: Completed

Categories: Med/Law School

Hello Mr. Kawasaki,
My name is Amanda Hanson, and I am planning on pursuing a Law career. However, when I discovered that I had to move out of state, I thought about not pursuing a law degree. The logistics are just too difficult. But if there isn't any other option, what am I (and other prospective Alaskan lawyers) supposed to do? I did not move up to Alaska just so I could move out, again. I heard on the radio today that you were proposing law and medical school programs for the UA system. IT'S ABOUT TIME! I support your proposed legislation 100% (and I'm a Republican!). If you need a resident of Alaska to testify, just let me know (I will travel to Juneau, if necessary). I am a working mom living in Fairbank who wants to better myself, my family, and my community, but the stress of moving out of state and then hoping to move back weighs heavy on my shoulders. Also, please don't listen to the naysayers. I know that if given the choice there would be plenty of students more than willing to stay in Alaska if the state offered a med and law program. If there are more people I can try to persuade to pass this legislation, please let me know. Send me a list and I will contact all of them. It is time for Alaska to compete with the rest of the United States! Thank you for your time.

Sincerely,
Amanda Hanson

If you or someone from your office would like to chat with me about this, please do not hesitate to call. My contact information is:

Home:
Cell:
Work:

Doris Robbins

1281 Overhill Dr., Fairbanks, AK 99709-6753
(907) 374-0597
drobbins@gci.net

March 31, 2011

(H) Education Standing Committee

Chair: Representative Dick
Vice-Chair: Representative Pruitt
Members:
Representative: Feige
Representative: Seaton
Representative: P. Wilson
Representative: Cissna
Representative: Kawasaki

Representatives,

Support for HB 38: University Institutes of Law and Medicine

Please accept this letter of support as I am unable to get to an LIO.

I have been aware of the need for more physicians and especially more Alaska grown physicians for years. In the 80's I moved to Juneau, after making Alaska my home in 1965. Moving to Juneau I had a problem finding a dedicated physician but got in to one who had an opening.

Eventually, after winding up in the ER, I sought out a different doctor and had to have a referral from a specialist to get in to see a competent doctor because, even then, practices were so full that the only doctors who had openings were the ones who were not given glowing reports by their patients.

Eventually, I learned how to tell if a doctor was just in Alaska long enough to get the bonus money from higher pay rates, or really wanted to practice in Alaska. I would look for things like navigation charts or telling pictures and artifacts and then talk about Alaska a little when I went in for the first visit. It did not take long to learn how the chips fell.

Right now it is difficult for our students living here and, want to remain, to train as a physician because they have to compete with space in outside programs. In addition, with the high cost of medical education it is so much better to be able to start out in your state school where there is no additional tuition costs and where you may be able to continue to live at home as you train.

Aside from that, statistics show that doctors practice where they train and have developed relationships in the community. Few return home to try to make new connections from scratch. We know that starting your own medical practice is an expensive proposition and you have a big bill to pay back for such an expensive education.

Healthcare is a big business in Alaska and growing all the time. We must find a way to grow our own doctors. A medical school will also attract other supporting people and jobs to Alaska. The biggest benefit will be, of course, finding a physician locally who is not here because of a big bonus fee that a hospital had to pay to get them. While most physicians care about their patients, home grown ones will be really grounded.

I don't know much about the Law and the availability of lawyers. I suspect they are scarce but someone else will have to speak to that.

It is time we had a medical school and all that it brings by way of added investment and resources in the community beyond the obvious access to medical care. As a final plea, I hope you understand that most people I know in Fairbanks feel fortunate to just have access to a Physician's Assistant or a Nurse Practitioner. We have a chronic lack of providers. I have spoken to doctors who lament at how they have to work down their waiting list of Medicare patients as space becomes available for them to afford to take another one on. More physicians will spread the load.

Thank you for supporting this legislation!

Doris Robbins

Alicia Maryott

From: Scott Eickholt [seickholt@local942.net]
Sent: Thursday, March 31, 2011 8:23 AM
To: Rep. Scott Kawasaki
Subject: HB 38

Categories: Med/Law School

Dear Representative Kawasaki, I would like to take a minute to share with you my support for HB 38. I strongly believe if Alaska wants to become a State that can attract our own brilliant minds and encourage them to higher education, then, stay here in our beloved State to provide services we so desperately need; we as Alaskans have a responsibility to provide the means necessary to do so.

Alaskans always boast that we are different and separate in our own way from the Lower 48. That Alaska is unique and unlike any other place in the U.S. We enjoy what is becoming a World renown science institution, new facilities are being built as we speak to support the growing needs of the University of Alaska.

With Alaskans need for self reliance, I feel these facilities would only benefit Alaska and Alaskans alike. An invaluable return would be immediate upon the graduation of the first class, as you cannot put a price on education. These facilities would put the punctuation mark at the end of -The University of Alaska[!]- Law and Medicine are some of the oldest higher education known, there is no reason we as Alaskans shouldn't have the opportunity for these fields of learning.

You have the full support of myself and my family for seeking the funding and construction of these desperately needed facilities. If we are going to make Alaska competitive, let's start in our education process.

My best regards,
Scott C. Eickholt

304 Slater Dr.
Fairbanks Alaska 99701

Alicia Maryott

From: severso@cs.com
Sent: Thursday, December 30, 2010 4:36 PM
To: Rep. Scott Kawasaki; scott.kawasaki@gmail.com
Subject: Medical and Law School

Categories: Med/Law School

Scott: I am a life long Alaskan and UAA grad. If you need help on a citizens work group or other type of initiative to further the Medical and Law School idea, just let me know as I would be happy to help.

I was in Wally Hickel's Public Admin Class and I specifically asked him if he favored a medical and law school in Alaska, he said yes. I also spoke to Charlie Cole who said no (as I would expect).

Any way, please let me know how I can help. I am 56 years old and lived without these local education opportunities...we owe the next generation these opportunities within the state and it willl be the better for it!

Thanks again.

--Marshall Severson
907-276-3274

Alicia Maryott

From: Currin, Toby [tcurrin@pnwu.org]
Sent: Wednesday, February 02, 2011 11:31 AM
To: Rep. Scott Kawasaki
Subject: HB38

Categories: Med/Law School

Mr. Scott Kawasaki

I am writing to you as an Alaskan who is currently training to become an osteopathic physician at Pacific Northwest University in Yakima, Wa. I applaud your movement to attain schools of higher education in Alaska (ie medical and law), there is a great need. Because there is such a great need I would like to encourage you to include the College of Osteopathic Medicine as a collaborating partner in filling these voids in the health care system. If everyone works together many problems can be solved. Thank you for your time.

Sincerely,

Toby Currin
OMS-I
Pacific Northwest University of Biomedical Sciences

Date: March 31, 2011

To: Governor Sean Parnell, Congressman Don Young, Senator Lisa Murkowski, Senator Mark Begich, Representative Scott Kawasaki, and members of the Alaska Legislature

From: Anchorage Residents

Re: House Bill 38 "Alaska Institutes of Medicine and Law"

To Whom It May Concern,

We are writing in support of Representative Kawasaki's House Bill 38, "Alaska Institutes of Medicine and Law." As practicing attorneys and future lawyers we feel the need for Alaska to have an accredited law school. Currently, Alaskan residents wishing to practice law are forced to incur unnecessary student-loan debt, leave their jobs, move out of state and leave their families for law school. By having a local law school all of these obstacles would be removed.

We agree with Rep. Kawasaki's position that an Alaskan institute of law would benefit our great state by keeping future students in Alaska.

Sincerely,

Name/Title:	Address:	Phone Number:
Charles W. Coe	2740 Scarborough Anchorage 99504	(907) 333-9376
[illegible]	14705 W. Lake Rose Cir Anc	696-0852
Matthew G. Patterson	20114 E.R.R. 2, Eagle River AK	(907) 694-9636
[illegible]	6257 Cross Dr Anch AK 99507	907-274-6173
Wendi Compton	9387 Mountain Top Anchorage AK 99515	907-230-5257
[illegible]	530 [illegible]	907-440-0430

Interested Alaskan Registered Voters (Attorney's or Law School interested students) in support of House Bill 38 "Alaska Institutes of Medicine and Law"

Name/Title:	Address:	Phone Number:
Mary E Cullinane	3462 Strawberry Rd. 99502	248-7044
Edward M CULLINANE	3462 STRAWBERRY RD. 99502	248-7044
Meghan Clark	530 San Juan #B 99504	306-8163
Kylie Clark	2000 Bunker St Anch. AK 99508	250-9616

Interested Alaskan Registered Voters in support of House Bill 38 "Alaska Institutes of Medicine and Law"

Name/Title:	Address:	Phone Number:
Amy Lynn Legal Aid	17119 Corporado Rd #3 Eagle River, AK 99577	907-223-5722
Judi Tabi / Nurse	4355 Constellation Ave, Anchorage AK 99517	1-888-915-4700
Michael Holland	PO Box 3317 Palmer, AK 99645	907-232-3773
Janette Pollock/Nurse	79 Catalina Drive, Wasilla, AK 99654	907-232-6424
Larry Irvine	9387 Morningside Ln #B, Anchorage, AK 99515	907-230-3857
Dearick Holland/Student	PO Box 3317 Palmer, AK 99645	907-775-1213
Nicole Musick	7311 Dimond Creek, Anchorage, AK 99507	907-250-6843
Dixon Holland	1835 Suburban Drive, Wasilla, AK 99654	907-373-8427
Rebecca Lowe	4501 Arctic Blvd #1	907-382-2193

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Can Alaska grow doctors, lawyers?

SCHOOLS: Legislator hopes colleagues OK at least one.

By SEAN COCKERHAM
scockerham@adn.com
Published: February 6th, 2011 10:28 PM
Last Modified: February 6th, 2011 10:28 PM

Alaska is short on doctors and has legal issues faced by no other state. So why is it the only state that doesn't have a law school and just one of five states without its own medical school?

It's something Alaskans have talked about for decades. But the idea of starting the schools has never gone far, with skeptics objecting to the costs and questioning whether they're really needed.

The latest proposal is from Rep. Scott Kawasaki. His House Bill 38 is aimed at starting a medical school at the University of Alaska's Fairbanks campus and a law school at the Anchorage campus.

It's not getting much support in the Legislature. Kawasaki said he plans to try a new tack. If legislators don't want both a medical school and a law school, maybe they would support one or the other.

"If we get to divide the question perhaps, and talk separately about a law school program and a medical school program, we'll start to get some traction with legislators here," the Fairbanks Democrat said.

House Finance co-chairman Bill Stoltze said he thinks Kawasaki is just looking for headlines.

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"I don't think that there is any serious consideration," Stoltze said. "We're struggling to make sure we have nursing programs, struggling to do things like the Medicare clinic in Anchorage. We're just trying to keep our heads above water."

Stoltze, a Republican from Chugiak, said other states have a lot of things Alaska might want.

"Why don't we have our own amusement park up here so Alaskans don't have to (go Outside)? It's probably just about as serious as his measure," Stoltze said.

IT'S NOT GOING AWAY

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But even if the bill goes nowhere, the issue will be back. The law school idea, especially, has proponents, including a member of the University of Alaska board of regents. They say it would be cheaper than a medical school and Alaska law students now have no choice other than to leave home and go into big debt for out-of-state tuition or private school in the Lower 48.

Getting the Legislature to support an Alaska law school would be a challenge, though.

"I don't think there are a lot of legislators who personally think we want more lawyers in this state," Kawasaki said.

Kawasaki said he's heard more legislative interest in a medical school. But then it becomes a cost issue. Kawasaki figured it would cost about $60 million for the facilities and $40 million for the teaching staff to start with 200 students.

"We know that we've got an issue; we know we need more physicians," Kawasaki said. "And the only way to address that is either by adding more incentives, making Alaska a more attractive place to practice, or growing our own here. I think that ultimately is the way we need to go."

Rep. David Guttenberg, another Democratic legislator from Fairbanks, said he once considered putting in a bill to start a medical school. But that was before he started looking into it.

"When I talk to doctors and other people about doing it, they bring me to the reality of the situation," Guttenberg said. "It's a very expensive school. We don't have the economy of scale and the number of teaching doctors and stuff like that."

Guttenberg said he's glad Kawasaki is keeping the idea of a medical school alive for the future, though.

The Alaska State Medical Association doesn't have a position on starting a medical school in the state. Director Jim Jordan said there has to be a study of factors like demand, availability of residencies and research opportunities. He's not aware of any real analysis being done before.

"There needs to be a good, hard look at it to determine whether an Alaska-based medical school would be better than what we currently have," Jordan said.

The state now subsidizes 20 Alaska medical students a year through the University of Washington School of Medicine. The program is called WWAMI for the five states it represents - Washington, Wyoming, Alaska, Montana and Idaho.

Those students can complete the first year of the program at the University of Alaska Anchorage. They go to the University of Washington the second year and can come back to Alaska for rotations the third and fourth years.

UNIVERSITY NOT ON BOARD

But nothing like WWAMI is available for Alaska law students. A member of the University of Alaska board of regents, Kirk Wickersham, has tried to convince his colleagues the state needs a law school.

Wickersham, a Yale law school graduate, will also make the case Monday at a presentation at the University of Alaska Anchorage. "Law is different from one state to another, especially Alaska ... Our constitution, ANCSA, ANILCA. Our foundational laws are unique," he said.

The Institute of Social and Economic Research at UAA concluded in a 2004 report that a law school wasn't feasible in the state. ISER said it would take 250 students to support a law school and that not enough Alaskans would attend.

ISER based its conclusion on the number of Alaskans who took the Law School Admission Test each year. Wickersham said the report was flawed. Many Alaskans don't bother to take the LSAT because they have no way to leave Alaska for law school, he said.

"My son-in-law would go to law school if he could do it here," Wickersham said. "But he didn't take the LSAT because he knows he can't go to school here. He has a job, he has a family. He can't just quit and go off to law school."

Wyoming, the Dakotas and Montana have viable law schools, he said. Alaska has a wealthier and better educated population than those states, as well as a bigger urban center in Anchorage, he said. He argues jobs are available and they can either go to Alaskans or to imports from the Lower 48.

Juneau Democratic Rep. Beth Kerttula, an attorney, supports the creation of an Alaska law school. Kerttula said rural Alaskans in particular should have a chance to go to law school and it would create a community of lawyers grounded in Alaska law.

Skeptics point to the grim job market for law school graduates nationally, with stories of lawyers dragged down by heavy debt and struggling to find work. There's also a certain attitude about lawyers.

"We always need doctors; I'm not sure about lawyers," said House Speaker Mike Chenault.

Reports exist of law schools often acting as cash cows for their universities, subsidizing other programs. ISER figured in its 2004 report an Alaska law school could cost $45 million, with annual operating costs of $6 million. The researcher supposed tuition might cover a third of annual costs.

The idea of starting either a law or a medical school in Alaska will have a hard time becoming a reality if the university doesn't begin pushing it. Wickersham took pains to say he's advocating for an Alaska law school on his own -- not speaking as a regent or for the University of Alaska.

University spokeswoman Kate Ripley said Kawasaki's proposal is being looked at:

"(We're) evaluating work force need, numbers of expected students, costs, how would it stack up against other existing priorities for students and programs."

Starting a medical school or a law school is clearly not a priority for the Board of Regents.

The board hasn't taken a position on Kawasaki's proposal.

"I personally think it's a great idea but we just don't have the money," said Fuller Cowell, board chair.

Find Sean Cockerham online at **adn.com/contact/scockerham** or call him at 257-4344.

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AKMinded

It's a very complex problem. Alaska absolutely needs more qualified doctors - the elderly specialties of cardio-vascular, pulmonary/respiratory, neurological, rheumatology, etc are in high demand with low available resources. For anyone who's interested in the "business" of medicine, check out this New Yorker article. It illuminates the situation well. http://www.newyorker.com/repor...

02/10/2011 10:39 AM Like Reply

mrmuldrow

The vast majority of doctors are NOT "making millions of dollars a year." This is one of the most ignorant yet persistent myths circulating in our society today. Doctors spend a decade in training after college, during which time they accrue hundreds of thousands in debt while working the equivalent of 2+ full-time jobs and postponing marriage, child-bearing, home-owning, etc. After that, let's say that some hypothetical and rather well-compensated doctor

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Do We Need More Physicians or Efficient Health Care?

In the 1990s, workforce analysts were predicting a physician surplus. Today, the pendulum has swung in the other direction, with the AAMC calling for a 30 percent increase in medical student enrollment.

Baby-boomer physicians are nearing retirement at the same time the patient population is growing, aging, and demanding more specialized services, asserts Edward Salsberg of the AAMC Center for Workforce Studies. In addition, many young physicians are choosing to work fewer hours -- especially true of the growing number of women in medicine.

Nonetheless, some still question the need for a dramatic increase. "There's a lot of shroud waving and fear mongering that's not based on evidence and will lead us on a costly expansion," said David C. Goodman, MD, of Dartmouth Medical ("A Growth Spurt for MedicalSchools," Chronicle of Higher Education, Jan. 12). "Rather than spending more resources on training more physicians, we should be focusing on building more efficient delivery systems."

Added author Daniel S. Greenberg, a self-professed "longtime skeptic of the need for more physicians," much of the need can be met by expanding the pool of advanced health care workers, like physician assistants or nurse practitioners. "We don't need to have people trained as brain surgeons taking splinters out of people's feet," he told the Chronicle.

Even so, the nonphysician pool needs to grow significantly. A recent roundtable discussion hosted by the Association of Academic Health Centers found that workforce shortages are a key challenge across all health professions, not just medicine.

In the February issue of the GME e-Letter, we asked for feedback on this issue. Below are the responses we received from readers, with identifying information removed.

Do you have any answer to why so often the "experts" are dead wrong? I think it is because they want to be known and make an impact so they say things that are interesting and attention-getting with little veracity or data to back up their positions. Look at all the experts that advised consolidation of medical centers like UCSF and Stanford. This trend is now over because virtually every merger attempt was a disaster.

Remember the days when the experts said we need to generate more doctors so there would be more competition and lower costs? They gave medical schools additional funds to take more medical students. What happened? We generated many more doctors, but this just caused more money consumed by health care in our society rather than driving down costs.

I guess the other question is why do we the leaders in academic medicine) ever listen to these so called experts when they prove to be dead wrong so often. Consider the ACGME's six general competencies. [illegible]

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I could make the same point about a lot of other regulatory bodies. So often they generate a regulation or mandatory requirement that is expensive without data to show that they will be helpful. How about a small local pilot project first to show that these things make a positive difference? Why does organized medicine go out of its way to shoot itself in the foot and add extra costs that in the end serve to jack up the cost of medical care to the public?

I see no shortage if physicians were freed from the bureaucratic morass that "providers" have put us in, whose only purpose is to curtail the delivery of care for their own financial gain. Health care is not a commodity. If we treat it as such, it'll go the way our inner-city educational system has gone.

Clearly we need more health care providers to address patients' growing needs however, the key word is "providers." Efficient and effective treatment for basic health care issues can be provided by nonphysicians, such as advanced nurse practicioners or physician assistants. Importing physicians from other countries or training more physicians is not necessary when there are many US citizens who could fill our health care needs. I agree with Daniel S. Greenberg.

Kaiser, VA, and other large health systems use the "provider" model of care. Clearly, it works. We should train more nonphysicians as this would take less training time and dollars.

I cannot give you numbers and statistics to support my thoughts, but I can offer years of experience in private practice, public health settings, medical administration, and academic work. And based on that, I feel just the opposite of Daniel Greenberg--I am more concerned about those trained to take out splinters being pressed into brain surgery.

This is obviously an exaggeration, just as his comment is, but I have seen good, nonphysician clinicians get pushed into doing more than their comfort zone allows, and since they are helpful people by nature, they try to do what they're asked. It can end in poor care at best, and at worst, dangerous care.

The medical delivery system of today seems more impressed by how much money rather than how many lives it can save. I have worked with many excellent physician assistants and advanced practice nurses in my 30+ years of practice, but they and I always felt better that I was around to advise and assist when needed.

All professions that require time to train go through cycles in their available numbers--it has happened with teachers and nurses, and there is no reason to suppose that the physician supply would be immune to such cycles. It is clear that we need more physician availability in small, rural communities, and that is a matter of distribution rather than simply supply. But the only ways to accomplish a redistribution within our freedom-loving, capitalistic system are incentives to locate in such areas or market forces driven by additional numbers.

I agree with your points: governors need to be educated about the economic impact of physician shortages; GME needs more support if the educational system as a whole is to continue to turn out physicians in any numbers who are well trained, let alone in larger numbers; and medical education centers need more faculty members to accomplish their missions of education, research, and clinical service.

Replacing physicians with nurse practitioners and physician assistants is one approach to addressing the shortage of physicians, but begs the question of what type of health care system we want.

With regard to Daniel Greenberg's profession of higher education, I am sure we could replace most college professors with lower-cost graduate students if we wanted to, but I doubt he would argue that that would improve the quality of a college education.

Replacing more highly educated professionals with paraprofessionals is [illegible]

taken the position that the mismatch between advanced training versus service needs required primary attention. There is already widespread use of physician assistants and nurse practitioners, and that contribution to health care delivery will continue to grow. But I don't see evidence for a physician surplus now any more than 10 years ago, and in any event physician supply should at least track (more or less) the growth in the US population.

Our analysis focused on the different controls that patients, physicians, employers, insurers, and government exerted on the availability and payment for medical services. I don't think that supply can be separated from quality, and we advocated developing surrogate measures of quality such as time with patients and wait time. Since time with patients is a function of compensation schemes, this too must enter into national planning for physician training both at the undergraduate and specialization level. I see a danger in developing a national agenda that may look simplistically at supply and demand, without being able to address quality.

*Michael Gochfeld, Joanna Burger and Bernard Goldstein *Medical Care as a Commons*, pp. 253-272 in "Protecting the Commons" (Island Press, Washington DC: 2001)

Always neglected in such discussions is the issue of the number of international medical graduates (IMGs) practicing in the US.

A principal reason that one may argue we have a sufficient number of physicians is because more than half of all physicians licensed in this country are educated in foreign countries. Whole regions of the US have a majority of physicians in practice who are not graduates of US medical schools (eg, the central valley/Fresno area of California.

Does the US want to deprive so many of its citizens the opportunity to go to medical school in order to provide medical positions for graduates from foreign countries that often that place no limits, as the US does, on the number of medical school positions? Admission to a US medical school is a very rigorous process. Not only does this severely limit the number of US-educated physicians practicing in the US, but may also (as an unintended consequence) narrow the pool of applicants, which in turn may be adversely affecting the quality and character of the graduates.

Becoming a medical doctor remains a highly respected occupation in the US. Do we wish to continue to deny so many US citizens the opportunity to become medical doctors, thereby creating a large need filled by IMGs?

The time has come to address the most important implication of the ever-increasing numbers of IMGs providing care in this country. The problem is not the IMGs themselves. It is denying US citizens the opportunity to compete for these highly valued positions in our society.

Let the competition begin.

Although I agree that more PAs and NPs will meet many health care needs, Mr. Greenberg should not exaggerate his point, as it makes his argument less valid. "Neurosurgeons have no interest in removing splinters from anywhere except the central/peripheral nervous system."

× Click here to find out more!

THE WALL STREET JOURNAL.
WSJ.com

APRIL 4, 2008, 4:07 PM ET

What Does It Cost to Start a Medical School, Anyway?

The U.S. went more than 30 years without a new med school (not counting osteopathic schools, which grant the D.O. degree). But in the last few years, a dozen or so institutions have set out to create new schools to mint MDs.

Just last week, Hofstra University and North Shore-LIJ Health System on Long Island, east of New York City, picked a founding dean for their med school, with the hope of having the first class enter in 2011.

The Health Blog spoke with Lawrence G. Smith, dean of the school-to-be, to find out how (and why) to start a medical school. Before he went to North Shore-LIJ a few years back, Smith was dean of medical education at the Mount Sinai School of Medicine in New York. Here are the highlights of our conversation.

Why all these new medical schools?

There are approx 17,000 [M.D.] graduates per year and 25,000 first-year residency positions in this country. That gap has been closed by a combination of foreign-trained foreign doctors, osteopathic graduates and foreign-trained U.S. citizens.

The majority of U.S. kids studying abroad are in these unregulated, for-profit medical schools. Most of these kids are more than qualified to become physicians. But they're not studying in really well established, top-flight schools.

What's going to set your school apart?

In the old way of teaching the non-clinical activities in medical school, there were many departments. There were departments of physiology, anatomy, pharmacology and on and on. Those departments came into being 100 years ago because that was the structure of research at the time. That is no longer the case, yet the tenacious ownership of pieces of the curriculum [by the old departments] has prevented schools from presenting information in a more logical format.

We are not going to create any of those departments. I want to link things so if we're learning anatomy and physiology of the heart, we let students get into the operating room and look at open heart surgery to see not the perfect world of the textbook but the real world.

How much does it cost to start a medical school?

There are two real costs to the startup of a medical school. One is the cost of staff and faculty prior to collecting tuition from students. That's in the $15-$20 million range.

And then you have to build a medical education center and a living facility. That's the heart and soul of the medical school. Capitalizing both of the buildings together is going to be between $50 and $100 million. Nobody's going to come up with money for that. That's going to be a debt-service issue.

Are you looking to sell the med school's naming rights to a big donor?

What's your middle initial?

"Health Blog School of Medicine" does have a nice ring to it.

Long term, we have to create an endowment for the medical school to have the freedom to be really creative. One way to start the endowment is to have somebody have the medical school named for them. But there are other strategies that may get the endowment rolling at a lower price than selling the name forever.

But we'd love to sell the name if we could.

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HB

49

<TARGET><BILL>HB 49</BILL><SUBJECT>HB
49</SUBJECT><COMM>HEDC27</COMM></TARGET>

Conceptual Amendments for HB 49
Early Childhood Education: Parents as Teachers

1. A report is required to be submitted to the Legislature no later than Jan 1, 2014 on the effectiveness of the programs authorized under HB 49.

   The report shall include a comparison of those who participated in the programs to those who did not participate.

2. If room is available in a school building, the participants in the programs authorized under HB 49 may use the available space free of charge.

Rep. Eric Feige is the sponsor amendment #1 and Rep. Peggy Wilson is the sponsor for amendment #2. Please feel free to contact the sponsors of the amendments if you have any questions.

Thank you for your help.

Sheila Peterson
465-4936

To: Jean Mischel
465-2029 - fax

27-LS0253\B
Mischel
3/14/11

CS FOR HOUSE BILL NO. 49(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES TUCK, KAWASAKI, GARA, AND PETERSEN, Gruenberg, Muñoz, Thomas

A BILL

FOR AN ACT ENTITLED

"An Act establishing in the Department of Education and Early Development a voluntary parent and early childhood education program for pre-elementary aged children."

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

* **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SHORT TITLE. This Act may be known as the Alaska Parents as Teachers Act.

* **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

PARENTS AS TEACHERS PROGRAM ESTABLISHED. (a) The department shall devise and implement a statewide parents as teachers program for the benefit of children who are under five years of age. The program must provide a system of early childhood education that

(1) is evidence-based;

(2) involves parents;

(3) is consistent with available research and best practices for high quality early childhood education;

(4) incorporates guidelines adopted by the department for early learning that

(A) enhances school readiness;

(B) increases parent understanding of child development and developmental milestones;

(C) reduces the incidence of child abuse and neglect;

(D) increases identification of health problems and developmental delays through regular screenings;

(E) improves child health indicators, including immunization rates;

(F) increases parental involvement;

(5) provides for effective and efficient coordination with or expansion of pre-elementary education programs operating in the state, to the extent permitted by law; and

(6) to the extent needed and space is available, provides for the use of a room in a school at no charge.

(b) The department shall develop and enter into local partnerships to implement the program established under this section.

(c) On or before January 1, 2014, the department shall provide a report to the legislature on the effectiveness and participation rates of the program established in this section. The report must include a comparison of school performance of participants and nonparticipants.

(d) The program established under this section terminates on July 1, 2014.

(e) In this section, "department" means the Department of Education and Early Development.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB 49**
() Publish Date

Identifier (file name) HB049-EED-TLS-3-4-11
Title "An Act establishing in the Department of Education and Early Development a voluntary parent and early childhood..."
Sponsor Reps. Tuck, Kawasaki, Gara, Petersen & Gruenberg
Requester House Education Committee

Dept. Affected Education & Early Development
Appropriation Teaching & Learning Support
Allocation Early Learning Coordination
OMB Component Number 2912

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	109.8	109.8	109.8				
Travel	20.0	20.0	20.0				
Services	8.5	8.5	8.5				
Commodities	2.5	2.5	2.5				
Capital Outlay							
Grants	3,760.0	3,760.0	3,760.0				
Miscellaneous							
TOTAL OPERATING	**3,900.8**	**3,900.8**	**3,900.8**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	3,900.8	3,900.8	3,900.8				
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**3,900.8**	**3,900.8**	**3,900.8**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time	**1.0**	1.00	1.00				
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by Cynthia Curran, Director
Division Teaching & Learning Support
Approved by Mike Hanley
Commissioner

Phone 465-2857
Date/Time 3/4/11 5:21 PM
Date 3/4/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB 49
2011 LEGISLATIVE SESSION

Analysis

This bill establishes a statewide parents as teachers program for children who are under 5 years of age. The department is charged with developing and entering into local partnerships to implement the program.

Costs were determined as follows:
FY12-FY13:
53,000 children ÷ 1.34 average Pre-K per household = 39,552 families
39,552 families x 4.4% qualifying families = 1,740 families
1,740 families - 800 Federally funded families = 940 families
940 families x $4,000 = **$3,760,000 Total Grant.**

In addition to the grant the department will need to hire one position to oversee and service this program.
Education Administrator I at $109,800 plus travel at $20,000 = **$129,800**
Contractual Services costs allocated to position counts for centralized services = **$8,500**
Supplies to support general office activities of the program = **$2,500**

The program will sunset in FY2014.

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku, Southwood Manor, Campbell, and Independence Park

HB 49 – Alaska Parents as Teachers Act

Sponsor Statement

Parents are a child's first and most important teachers. Research has clearly shown that parental involvement in a child's early years are critical for development and lay the foundation for success in school and in life.

HB 49, the Alaska Parents as Teachers Act, will empower parents with knowledge and resources to help their children develop into successful students with stronger scholastic achievements.

The bill allows the Department of Education and Early Childhood Development to offer the successful Parents as Teachers parental involvement, early childhood learning system as an education option for families with children ages 0-5.

HB 49:

- Requires evidence-based education, parental involvement, and adherence to accepted best practices and early learning guidelines;
- Directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers; and
- Includes a 3-year sunset clause.

Parents as Teachers is completely voluntary for families. It succeeds by engaging families and communities in understanding the way children's brains develop and how to create a learning environment for the child. Because Parents as Teachers is about how children learn, not what they learn, it fits with any educational philosophy and mode, from religious, charter and public school, to home schooling or other education types. Parents as Teachers helps build a community of learning, and assists in early detecting of impairments.

Parents as Teachers is the most cost-effective early education model available in Alaska. Further, it enhances local control and involvement, with partnerships ensuring cooperation towards education goals.

Funds invested in early education pay dividends in the long run. Research shows that children who receive early education earn more money as adults than their peers lacking early education. Children who receive early education also enter the job market in much larger numbers, obtain college education in higher numbers, and remain off public assistance and out of jail in greater numbers.

Alaska's children are our future workforce, and the key to our state's prosperity. Alaska's plumbers, doctors and teachers of tomorrow are the youth in our neighborhoods today. Helping parents boost the skills and natural ingenuity of their children will point the way to Alaska's growth.

Parents as Teachers enjoys statewide support and will help grow stronger Alaskan families, better students and safer communities. It is a proven successful solution for our children and our state's future.

Thank you for your support of HB 49, the Alaska Parents as Teachers Act.

Year-Round
Phone (907) 269-0240
Toll-free (866) 465-2095
Rep.Chris.Tuck@legis.state.ak.us

May-December
716 W. 4th Ave
Anchorage, AK 99501
Fax (907) 269-0242

January-April
State Capitol Bldg. Rm 426
Juneau, AK 99801
Fax (907) 465-3810

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku Southwood Manor, Campbell, and Independence Park

Sectional for HB 49

Alaska Parents as Teachers Act

Section 1. Provides a short title for the bill, "Alaska Parents as Teachers Act".

Section 2. Establishes a statewide voluntary Parents as Teachers early learning system.

Subsection (a) requires evidence-based education, parental involvement, and adherence to accepted best practices and early learning guidelines.

Subsection (b) directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers.

Subsection (c) adds a 3-year sunset clause.

Year-Round
Phone (907) 269-0240
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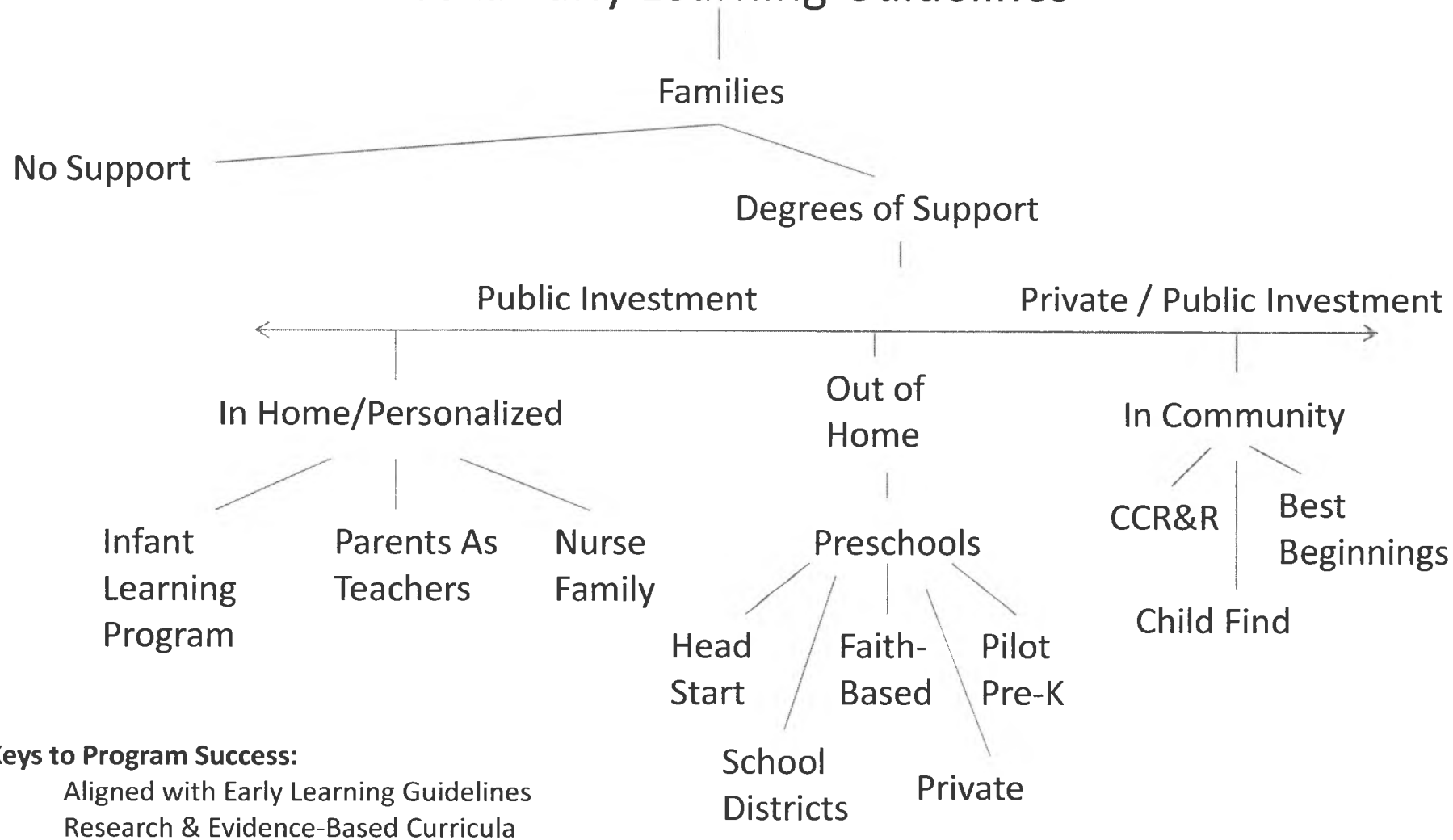
Fax (907) 465-3810

School Readiness

Alaska Early Learning Guidelines



Keys to Program Success:

- Aligned with Early Learning Guidelines
- Research & Evidence-Based Curricula
- Training &Technical Assistance
- Monitoring & Accountability
- Parental Engagement

Compiled by Debi Baldwin, RurAL CAP, (907) 865-7317

Parents as Teachers

All children will learn, grow and develop to realize their full potential.

Mission: To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

Parents as Teachers Program Goals

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.

PARENTS AS TEACHERS COMPONENTS

- PERSONAL VISITS
- SCREENING
- GROUP CONNECTIONS
- RESOURCE REFERRALS

Parents as Teachers services are provided by local parent educators.

Personal Visits: the heart of Parents as Teachers

- Each family decides who will participate in visit and where the visit will take place.
- Personal visits are individualized for each family.
- Visits are adapted to reflect cultures of each family and each community.

What happens during a Parents as Teachers personal visit?

AREAS OF EMPHASIS

- Parent-Child Interaction
- Development-Centered Parenting
- Family Well-Being

Literacy is a component of every personal visit.

Group Connections

Lisa Goneau-Danielson
State Parents as Teachers Coordinator
RurAL CAP
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Parents as Teachers:

Nicki Shelton
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Copper Center, AK 99573
klutikaahpat@ruralcap.com

PARENTS AS TEACHERS NATIONAL OFFICE

2228 Ball Drive

St. Louis, MO

(314) 432-4330

www.parentsasteachers.org

What is Parents as Teachers?

Parents as Teachers is:

- A parent education and family support program serving families through out pregnancy until their child enters kindergarten. Services to families include personal visits, group socialization opportunities with other families, developmental screenings to ensure a child's development is on track, and referrals to other services as appropriate.
- Designed to enhance child development and school achievement through parent education.
- A free voluntary program for families.

Why Parents as Teachers?

- Research has clearly shown that the early years are critical in a child's development and lay the foundation for success in school and in life.
- Parents are the most influential people in their children's lives; they are their children's first teachers. If we want to make a positive difference in the lives of children, we must make an impact with their parents.
- Extensive analysis by economists has shown that investing in effective early childhood programs, such as Parents as Teachers, produces great returns. These returns benefit the community through reduced crime, welfare and educational remediation.

Why Focus on the Years Before School Starts?

- Brain development that takes place before age 1 is rapid and extensive; the influence of the early environment on brain development is long lasting.
- Developmental "windows of opportunity" are periods of time when children are especially adept at learning specific skills including:
    - Motor skills such as turning over, walking, drawing;
    - Sensory skills such as seeing and hearing;
    - Communication skills including language; and
    - Social skills such as playing and interacting with other children.
- During these windows of opportunity, it is important to provide positive experiences for young children at the appropriate times to ensure optimal development.

Why Focus on the Parent?

- Parent education helps parents to understand what to expect during each stage of development and how to promote the best development in their child.
- Research shows that parental involvement in their child's learning is linked to the development of the child's academic skills, including reading and writing.

How is Parents as Teachers Adapted for Alaska?

- The majority of Parents as Teachers programs in Alaska hire people from within the communities being served to be trained as Parent Educators. This helps to ensure the people presenting the curriculum have a solid understanding of the community and the local culture.
- Alaska has its own Nationally Certified Parents as Teachers Curriculum Training Team. These trainers reside in Alaska and are experienced in providing Parents as Teachers services to families from a wide range of cultural backgrounds.
- Parent Educators are trained to adapt activities from the Parents as Teachers Curriculum to reflect the local community and culture of the family.
- Visits are provided in the family's home language.

What Outcomes has Parents as Teachers Achieved?

- At age 3, children who have been enrolled in Parents as Teachers are more advanced in language, social development, problem solving and other cognitive abilities.
- Children enrolled in Parents as Teachers score higher on kindergarten readiness tests.
- Children who participate in Parents as Teachers score higher standardized measures of reading, math and language in grades first through fourth.
- Parents who participate in Parents as Teachers are more confident about their parenting skills.
- Parents who participate in Parents as Teachers are involved in their child's education beginning at birth and they maintain this involvement in their child's schooling. Parent involvement has been shown to be a key component of a child's success in school.

For more information on Parents as Teachers, contact Lisa Danielson, Parents as Teachers Alaska State Coordinator at ldanielson@ruralcap.com or 907-865-7334.

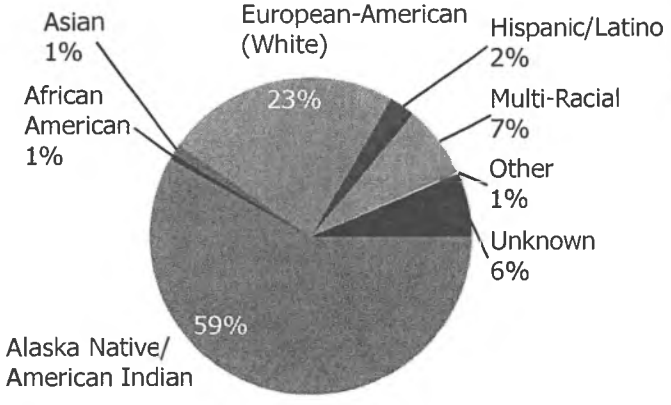
Parents as Teachers Alaska

2010 FACT SHEET

Parents as Teachers (PAT) is an evidence based international home visitation program dedicated to providing parent education services to families with children prenatal to five years of age through personal visits and group meetings. Families enrolled in Parents as Teachers programs receive personal visits, parent group meetings, and screenings resource referrals.

Esther Rivers reads to her daughter, Goosie, in Chevak.
Photo by Jolene Firmin-Telford

ETHNICITY OF CHILDREN SERVED



2010 HIGHLIGHTS

Services for Children and Families 2009-2010:

- 5,978 personalized personal visits
- 967 children served
- 885 children received developmental screenings with 113 found to need further evaluation
- 781 families served
- 586 Alaska Native/American Indian children served
- 498 parent-child group meetings
- 236 families linked to other services
- 44 prenatal women served
- 39 communities served
- 24 teen parents served

Percentages of Enrolled Children by Agency/Organization:

- 29% school districts
- 71% non-profit organizations

Professional Development:

- Trained and certified 41 Parent Educators and 9 supervisors in the Prenatal to 3 Years Curriculum
- Certified and trained 27 Parent Educators in the 3 Years to Kindergarten Curriculum
- 249 participants from 49 communities attended PAT workshops/training institutes

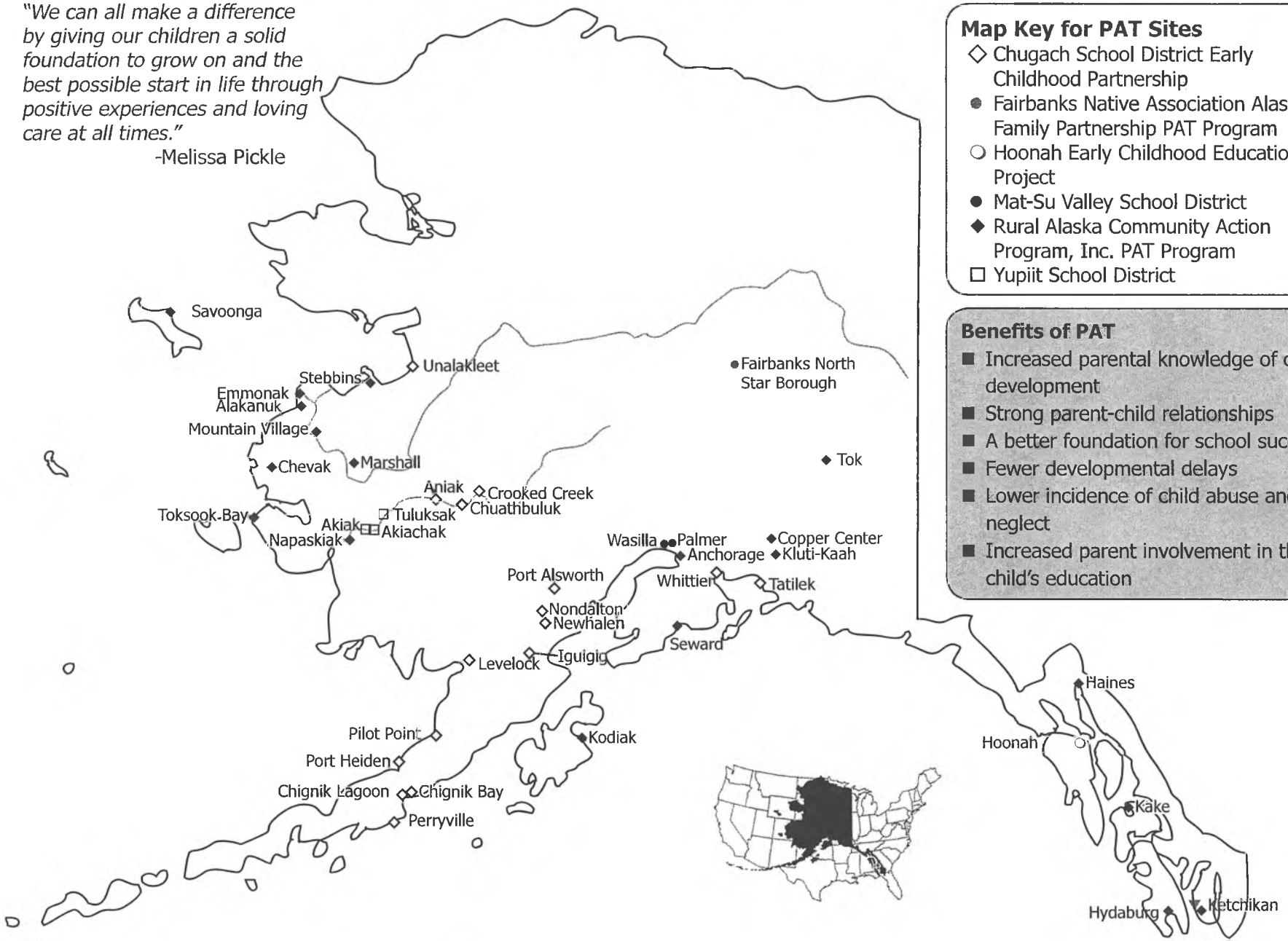
This information is provided by the PAT Alaska State Office. The PAT Alaska State Office is located within the Child Development Division of the Rural Alaska Community Action Program, Inc. and funded through the Alaska Parent Information and Resource Center. The role of the State Office is to plan and coordinate curriculum training institutes, conduct annual recertification, collate data for statewide reports and provide on-going communication and technical assistance for affiliated programs.

Parents as Teachers State Office | Lisa Goneau-Danielson, PAT Alaska State Coordinator, ldanielson@ruralcap.com, c/o RurAL CAP; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7334

2010 Parents as Teachers Communities in Alaska

"We can all make a difference by giving our children a solid foundation to grow on and the best possible start in life through positive experiences and loving care at all times."

-Melissa Pickle



Map Key for PAT Sites

- ◇ Chugach School District Early Childhood Partnership
- ● Fairbanks Native Association Alaska Family Partnership PAT Program
- ○ Hoonah Early Childhood Education Project
- ● Mat-Su Valley School District
- ◆ Rural Alaska Community Action Program, Inc. PAT Program
- □ Yupiit School District

Benefits of PAT

- Increased parental knowledge of child development
- Strong parent-child relationships
- A better foundation for school success
- Fewer developmental delays
- Lower incidence of child abuse and neglect
- Increased parent involvement in their child's education

Parents as Teachers State Office | Lisa Goneau-Danielson, PAT Alaska State Coordinator, ldanielson@ruralcap.com, c/o RurAL CAP; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7334, www.ruralcap.com

All children will learn, grow and develop to realize their full potential.

The Parents as Teachers program: its impact on school readiness and later school achievement

A Research Summary

Based on a report[1] by:

Judy Pfannenstiel, M.A., President and Senior Research Associate, Research & Training Associates, Inc.

Edward Zigler, Ph.D., Sterling Professor of Psychology, Emeritus, Yale University

Parents as Teachers
national center

April 2007

Schools, communities and families all share the common goal of wanting children to succeed in school. Being a competent reader by third grade is one key indicator of children's academic success. Children who do well in the early grades of elementary school are more likely to graduate from high school and to go on to be successful in life.[2]

How can we increase the likelihood that children will do well in elementary school? Research shows that school readiness predicts later school achievement. **Therefore, we should provide positive experiences for children, starting at birth or earlier, that maximize school readiness.**

Since education begins at home and parents are their children's first and most influential teachers, supporting and educating parents is a logical strategy. Parents who are involved in their children's early care and education have children who are better prepared for school. The Parents as Teachers *Born to Learn*™ program is one key way to ensure that children enter school ready to learn.[3]

This research summary reports results from a 2006 study of Missouri children who participated in Parents as Teachers and other early childhood experiences. Researchers investigated the impact of pre-kindergarten services on 7,710 Missouri children's readiness for school and performance on state assessments at the end of the early elementary years.

Key Findings

Participation in Parents as Teachers predicts children's school readiness and third grade achievement, regardless of income level.

- Parents in the Parents as Teachers program read more frequently to their young children and were more likely to enroll their children in preschool, both of which were positively linked to school readiness and later school achievement.
- A large percentage (82%) of poor children who participated with high intensity in both Parents as Teachers and preschool entered kindergarten ready to learn, as compared to only 64% of poor children who had no involvement in either service. A similar pattern emerged for more affluent children (93% vs. 81%).
- At third grade, 88% of poor children who participated with high intensity in both Parents as Teachers and preschool reached a benchmark level of performance on the Missouri Assessment Program (MAP) Communication Arts test, as compared to 77% of poor children who had no involvement in either service Here again, the pattern of results was similar for more affluent children (97% vs. 93%).

In addition, Parents as Teachers combined with preschool shows promise for narrowing the much-discussed achievement gap between low income students and more affluent students.

- For poor children, high intensity Parents as Teachers and preschool participation appears to narrow the achievement gap at kindergarten entry and third grade. Eighty-two percent of these poor children were ready for kindergarten, as compared to 81% of their more affluent peers with no preschool experience or Parents as Teachers participation. At third grade, a similar pattern emerged (88% vs. 93%).

Participants and Study Design

This study involved public school students from a stratified random sample of Missouri districts and schools who entered kindergarten between 1998 and 2000. Of 9,410 kindergartners assessed at school entry, 82% were matched to the third-grade MAP state assessment in Communication Arts, yielding a combined sample of 7,710 children who were assessed at kindergarten entry and again in third grade.

A secondary analysis of two existing multi-year data sets—the Missouri School Entry Assessment data and the MAP state assessment data—was used to examine the impact of pre-kindergarten services, including the Parents as Teachers program, on the school readiness and later school success of children in the early elementary years. Path analysis was used to test and support a causal model that predicts that Parents as Teachers has both direct and indirect effects on school readiness and third grade achievement.

Measures

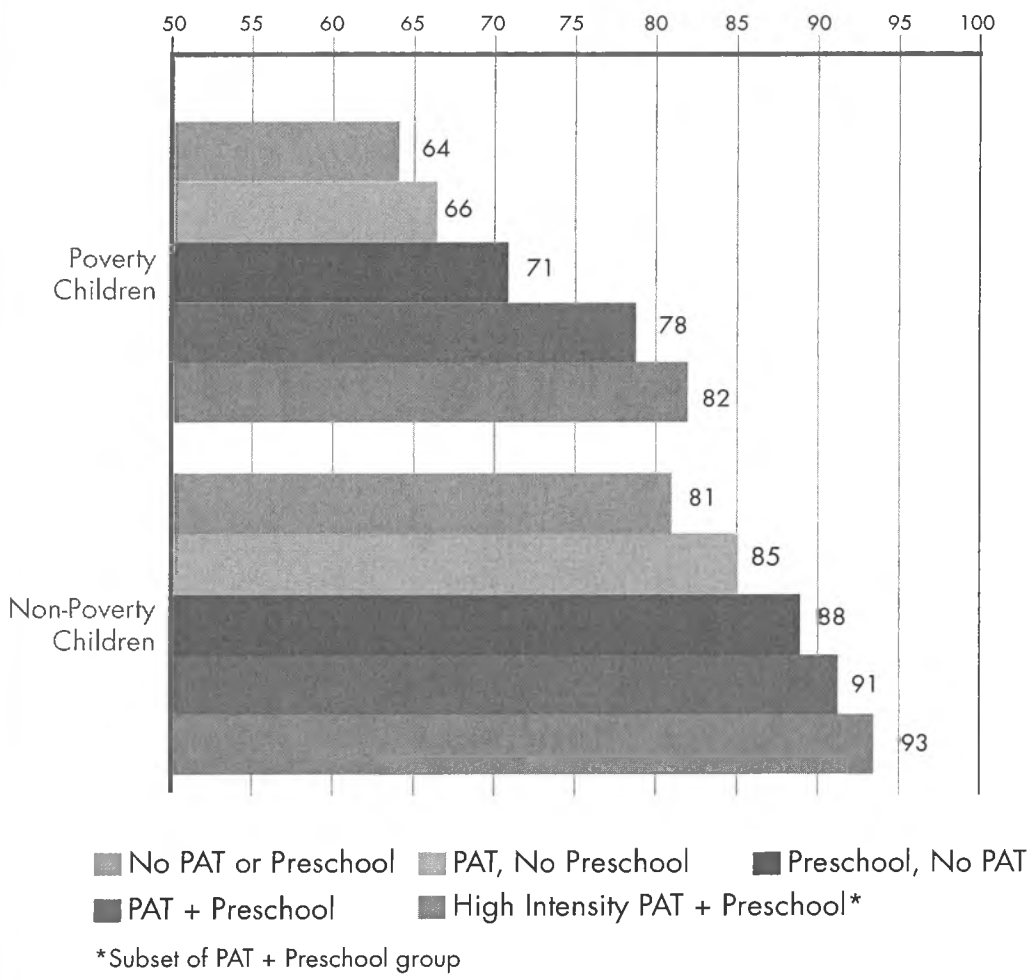
Children's preparation for kindergarten was assessed by their kindergarten teachers using a 65-item School Entry Profile. The School Entry Profile reflects areas of performance and skills appropriate to kindergarten entry that are observable within the first six to eight weeks of school. Teachers used a three-point scale—almost always, occasionally/sometimes, and not yet/almost never—to measure (1) symbolic development, (2) communication, (3) working with others, (4) mathematical/physical knowledge, and (5) learning to learn. They scored items yes or no in (6) physical development and (7) conventional knowledge. To maintain consistency, the teachers focused on one domain at a time, rating all children in their class on those items before proceeding to the next domain. Because of high inter-correlations among the seven scales, the ratings were summed to form an overall school readiness score with high reliability.

The MAP is a standardized performance-based assessment system used by all public schools in the state. The data reported here are from the MAP Communication Arts test given to all public school third graders in the spring of each year.

Parents completed a survey about their children's health issues, preschool attendance and home literacy activities prior to kindergarten entry. Parents reported whether, and the number of years, children had participated in a number of preschool experiences, including Parents as Teachers, First Steps, Early Childhood Special Education, Early Head Start, Head Start, public preschool, private preschool, center-based child care, child care in own home, child care in other private home, and remained at home with parent. Parents reported on how often someone in the home read to the child and how often their child read or looked at books.

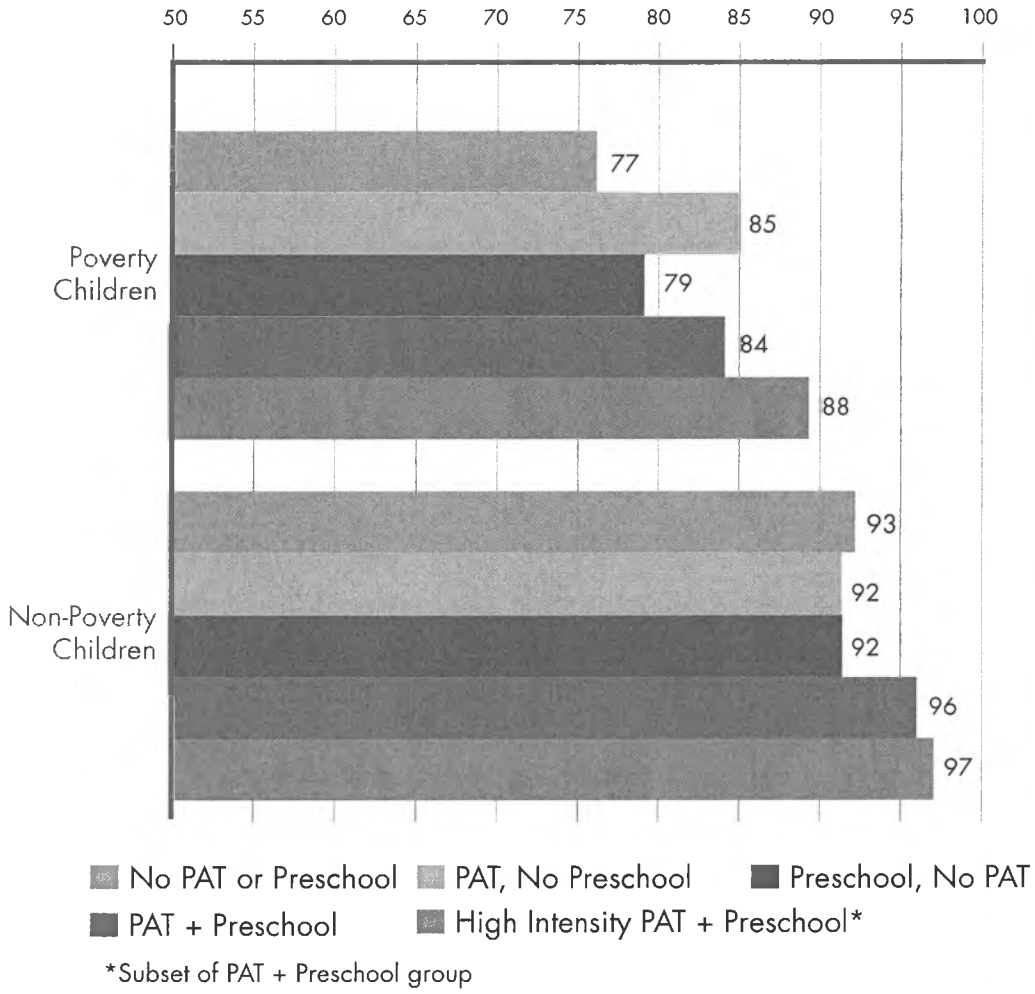
The figures show the impact of Parents as Teachers (PAT) and preschool participation on children's school readiness and later success. For this study, children assessed as "not ready" for kindergarten scored one standard deviation below the average entering kindergartner. Children scoring at the lowest level on the third grade MAP Communication Arts test scored one standard deviation below the average third grader.

Figure 1. Percentage of Children Entering Kindergarten "Ready" by Poverty Status and Pre-K Experiences



The graph illustrates that increasing percentages of both poverty and non-poverty children are ready for school with more intensive participation in Parents as Teachers and preschool. Specifically, if children in poverty participated with high intensity in Parents as Teachers and preschool (a minimum of two years in Parents as Teachers and one year in preschool), virtually the same percentage of them (82%) were ready for kindergarten as were their non-poverty peers with no preschool experience or Parents as Teachers participation (81%).

Figure 2. Percentage of Children Scoring Above the Lowest Levels of the Third Grade MAP Communication Arts Test by Poverty Status and Pre-K Experiences



The concept for Parents as Teachers was developed in the 1970s when Missouri educators noted that children were beginning kindergarten with varying levels of learning readiness. With funding from the Missouri Department of Elementary and Secondary Education and the Danforth Foundation, Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents of newborns. Convinced of the program's benefits and cost effectiveness, the state has offered Parents as Teachers services to all residents through every school district since 1985.

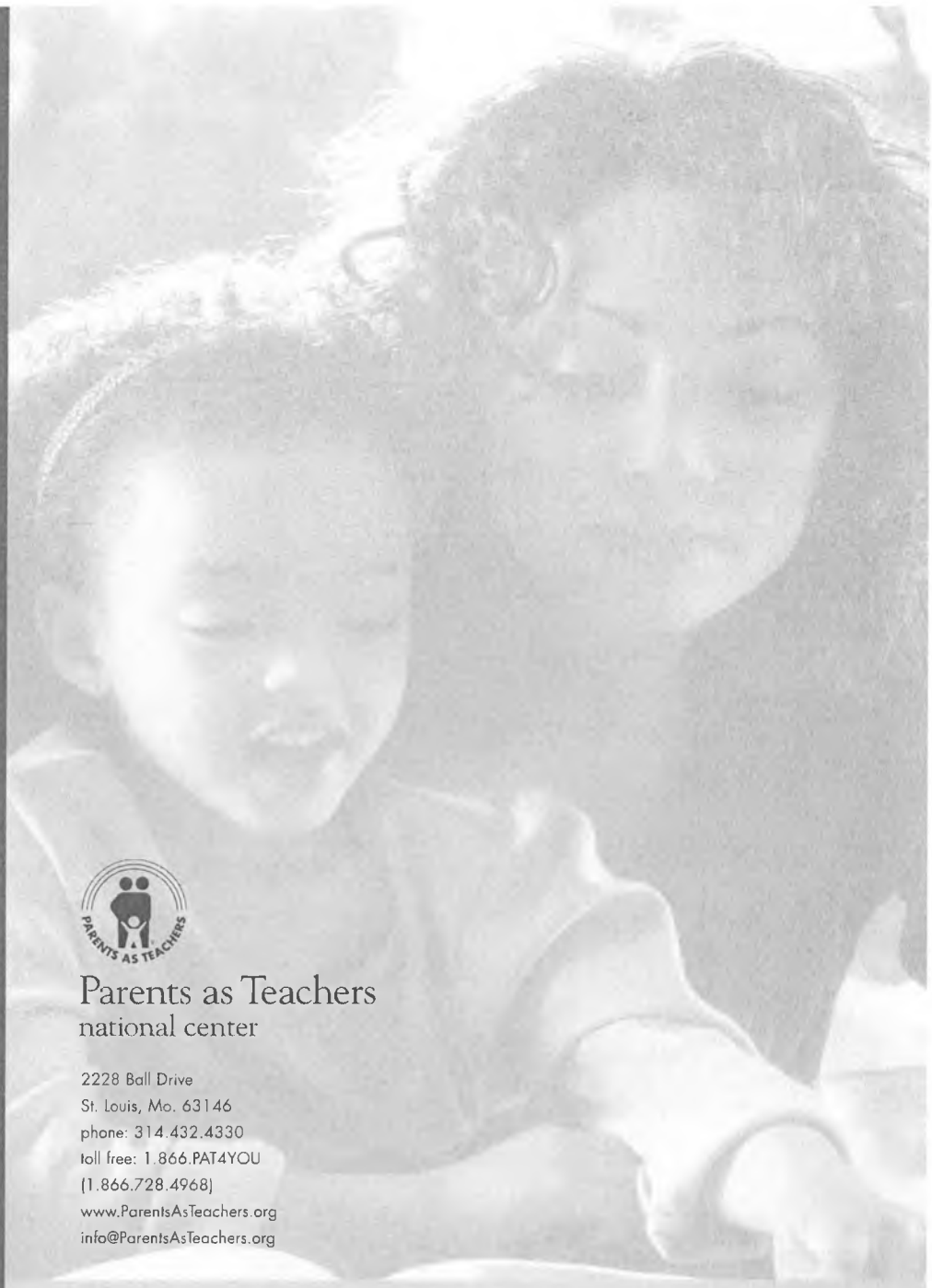
The added value of Parents as Teachers carries over to third grade achievement, particularly for poor children. Again, more intensive participation in both Parents as Teachers and preschool resulted in a similar percentage of poverty children (88%) scoring above the lowest level on the MAP Communication Arts test as non-poverty children with no Parents as Teachers or preschool (93%).

Parents as Teachers Goals

- Increase parent knowledge of early childhood development and improve parenting practices.
- Provide early detection of developmental delays and health issues.
- Prevent child abuse and neglect.
- Increase children's school readiness and school success.

The Parents as Teachers *Born to Learn*™ model includes four components

- Personal visits
- Group meetings
- Screening
- Resource network



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Notes

[1]Pfannenstiel, J. C., & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.

[2]Snow, C.E., Burns, M., and Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children.Washington, DC: National Academy Press.

[3]Parents as Teachers has a long history of independent research demonstrating effectiveness. For more details, refer to the Parents as Teachers evaluation brochure or our Web site, www.parentsasteachers.org.

Parents as Teachers (HB 49) is good for Alaska's military families

Passing HB 49 will greatly help our military families with the sacrifice and stress they face with frequent moves and deployment.

HB 49 could help 8602 active duty children in Alaska between under the age of 5, plus the children of active members of the guard and reserve.

1. **Parents as Teachers helps families cope with deployment**

    - Military deployments take a toll on families, especially those with young children. Behavior is a key communicator for very young children, so being prepared for potential behavioral changes, and having places to turn to and ideas to try with the youngest members of military families is crucial to 'dealing' with separation that's part of many terms of service for our military families.

    - Families parenting singly because of deployment often struggle with regimented, school-based programs because of financial and scheduling constraints. Providing parents with resources to create a learning environment in any situation helps their children gain the fundamentals needed to enter school at par with their peers.

    - The Parents as Teachers social evenings offer isolated parents an excellent opportunity to form connections with other families. Social time also helps parents develop support networks necessary for dealing with deployment, frequent moves and other stresses unique to military families.

2. **Parents as Teaches helps reduce barriers facing children of military personnel as they transition from one school system to another.**

    - The average military family student will move from six to nine times from kindergarten to 12th grade. When parents are equipped to engage in their children's education, they can better stabilize their families through the moves and help their children transition through difficult changes.

    - While the armed services has done much to ease the transition for children of military personnel, there is much that can be done at the state and local levels to ensure that these children are afforded the same opportunities for educational success as other children.

3. **Parents as Teachers had been operating on Fort Wainwright for years, but is now gone.** Staff say that the Parents as Teachers system is essential for helping Guard members and their families cope with the stress and confusion of deployment and the absence of a loved one.

Information based on conversations with specialists on education for military families, including the United States Department of Defense, DUSD (Military Community and Family Policy), Alaska National Guard, Alaska Department of Military and Veterans Affairs, Alaska's Congressional Delegation, Fort Wainwright Parents as Teachers program, Anchorage School District Liaisons for Military Families, and elementary schools serving military families. (Pursuant to the prohibitions set forth in 18 U.S.C. 1913, the Joint Ethic Regulations, Part 6-202, 5 C.F.R. 2635, and DoD Directive 1344.10, active duty members of the military are not permitted to engage in lobbying on legislation.)

Prepared by Rep. Tuck's Office

Parents as Teachers™

HOW DOES PARENTS AS TEACHERS SUPPORT SCHOOL READINESS?

Parents as Teachers helps all children enter school ready to learn.

Children who are prepared for kindergarten continue to do well in the early grades of elementary school, are more likely to graduate from high school and to go on to be successful in life.

Parents who participate in Parents as Teachers are more confident about their parenting and are more involved in their children's schooling...a key component of a child's success in school.

Research shows that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and non-poverty households.

When children had at least two years of Parents as Teachers combined with a year of preschool, 82 percent of poor children were ready for school at kindergarten entry—a level identical to non-poverty children who had no Parents as Teachers or preschool experience.[1]

Parents as Teachers children continue to achieve beyond kindergarten:

> They scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated Parents as Teachers children's achievement progress higher than control group children's progress in all areas.[2]

> They continued to perform better than non-Parents as Teachers children on standardized tests of reading and math achievement in second grade. Compared to non-Parents as Teachers children, PAT children required half the rate of remedial and special education placements in third grade.[3]

Did You Know...

Children who participate in Parents as Teachers:

> Are more advanced at age 3 in language, social development, problem solving and other cognitive abilities;

> Score higher on kindergarten readiness tests;

> Score higher on standardized measures;

> Show better school readiness at the start of kindergarten;

> Achieve higher reading and math readiness at the end of kindergarten;

> Achieve higher kindergarten grades; and

> Require fewer remedial education placements in first grade.[4]

[1] Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement.* Unpublished report prepared for Parents as Teachers National Center.

[2] Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation.* Overland Park, KS: Research & Training Associates.

[3] Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement.* Binghamton, NY.; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

[4] Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement.* Binghamton, NY.; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

Our vision is that all children will learn, grow and develop to realize their full potential.

Parents as Teachers • 2228 Ball Drive, St. Louis, MO 63146 • (314) 432-4330 • ParentsAsTeachers.org

Committee for Economic Development

DEVELOPMENTAL EDUCATION:

The Value of High Quality Preschool Investments as Economic Tools

A Working Paper by
the Committee for Economic Development

September 2004

inside front cover

SUMMARY

Job creation and economic development have become a centerpiece of state and local policy. Each year, billions of state and local tax dollars are committed to local development projects in the U.S., often in the form of providing inducements to high-profile companies, subsidizing entertainment infrastructure (such as arenas or stadiums), or creating "cluster" developments. Though these investments are increasingly common, their returns are risky, if at all positive, and their benefits are frequently aimed at a small segment of the local population.

Early childhood education, in contrast, appears to offer greater potential returns and substantially less risk, and should be included by state and local leaders as a component of their economic development policy toolkit. ***CED encourages local development policy-makers to view early education as a development tool and appreciate its lasting benefits.*** It is time that early education is implemented with the same energy, urgency, and funding that is currently being applied to other, less-promising, development projects.

This publication was created by the Committee for Economic Development (CED) as part of The Pew Charitable Trusts' initiative to advance high quality prekindergarten for all of the nation's three and four year olds through objective, policy-focused research, state public education campaigns, and national outreach. The views expressed are those of the authors and not necessarily of The Pew Charitable Trusts.

Ev Ehrlich, former CED Research Director, and Tracy Kornblatt, a former CED Research Associate, prepared the text. As a "Working Paper," this publication is intended as an interim report which summarizes current research on the economic benefits of early education. As such, it will set the stage for the next CED policy statement on early childhood education planned for 2006.

The authors would like to make special note of the contributions of Arthur Rolnick, who not only co-authored a seminal paper on early childhood development as an economic development tool (with Rob Grunewald, accessible at http://minneapolisfed.org/research/studies/earlychild/earlychild.pdf), but has worked to call business leaders' attention to these results in Minnesota and elsewhere.

PUBLIC INVESTMENT IN DEVELOPMENT

The rise of state and local investment in development

State and local economic development policies have been around since the beginnings of the Republic, but the precursors to current local development policies surfaced during the 1970s when an energy crunch, global competition, and high unemployment forced state and local governments to take action to attract economic development and jobs.[1] Since then, added employment pressures and increased mobility of labor and capital have further expanded "territorially competitive" development policies, and by 1994 states averaged twenty-four inducement programs per state.[2]

The scale of state and local "inducement" policies

State and local developmental policies contain vast amounts of funding for inducement and marketing packages, including:

- Grants to communities for business loans and loan guarantees;
- Provision of job training specific to business or industry request;
- Infrastructure provision;
- Tax relief; and
- Site/building provision

Annual city government spending for such economic development initiatives is usually between $7–$16 per capita, which is about $2–$4 billion each year, nationwide. However, tax exemptions probably cost local governments much more — a study in Michigan estimated that tax relief to promote development costs about $40 per capita annually.[3]

Measuring the returns to local "inducement" policies

Estimating the total social returns to development inducements is an unreliable exercise. The social returns depend on the definition of benefits, estimates of the life and details of the projects (which are often subject to change), and the point of view from which benefits are calculated (for example, from the local, state, or national perspective). Many of the benefits are difficult to quantify and benefit definitions are controversial. Despite these problems, however, there is substantial evidence that the returns to territorially competitive investments are minimal, if not negative, especially if viewed from a wider (state or national) perspective.[4]

The problems with a territorially competitive approach to investing in development have been widely documented.* The current bidding wars put companies and athletic teams

*See: Paul C. Cheshire and Ian R. Gordon, "Territorial Competition and the Logic of Collective (In)action," *International Journal of Urban and Regional Research*, vol. 20, no. 3 (1996); Paul C. Cheshire and Ian R. Gordon, "Territorial Competition: Some Lessons for Policy," *The Annals of Regional Science*, vol. 32, no. 3 (1998); Andrés Rodríguez-Pose and Glauco Arbix, "Strategies of Waste: Bidding Wars in the Brazilian Automobile Sector," *International Journal of Urban and Regional Research*, vol. 25, no. 1 (2001).

in a powerful position, able to comparison shop for the best package of tax relief and inducements, often accepting benefits packages for a short-term commitment, and then able to (threaten to) relocate, accepting more inducements after the original incentives run out. The cost of inducements drives the net social benefits from "winning" corporate investment down to a minimum, if they are positive at all. Any benefit derived from the relocation of jobs is experienced at the local level. On a larger scale, the U.S., for example, derives no social benefit when jobs move from Missouri to Mississippi,† and any tax dollars spent to fund such a move result in a net loss of social welfare.

Not only are benefits of territorially competitive policy minimized and localized, but also they are often unrealized, as compared to predictions at the start of the investment. Though development incentives are made in anticipation of gains in the form of direct jobs, secondary jobs, and future growth in tax revenue, many of these benefits are predicted using assumptions about the time horizon and size of the investment to which the firm will commit over time, and firms often do not meet their commitments (i.e., a sports team demands a new stadium after twenty years instead of thirty, a firm employs only half the number of employees it originally promised). Sometimes firms fail to meet commitments not because of poor intent. Instead, the incentives themselves may distort the location process so much that the firm chooses a location that is not economically viable long-term. Furthermore, an unpredictable number of jobs created go to in-migrants, and, depending on the capacities of existing schools and other public infrastructure, there may be additional public costs to job creation and resultant growth.

The idea that pursuing such zero-sum gain policy is not in the nation's best interests underlies Melvin L. Burstein and Arthur J. Rolnick's demand that Congress outlaw territorially competitive policy.[5] Though quantification of benefits from development inducement is unclear, it is clear that analysts question the returns to such policy, and find ample reason to believe that the returns are low, if positive. Examining three popular categories of public investment in more detail provides a better picture of the questions surrounding social benefits of development policy.

Clusters/Industrial Parks Since Michael Porter's seminal work on clusters, many localities have turned to clusters or industrial parks as a source of self-sustaining economic development.[6] Defining a cluster is challenging (academics admit the vagueness and breadth of the term), but the general idea is that a network of firms interacts and becomes interdependent, creating linkages and collective assets that tie firms to the cluster location, and attract similar firms requiring similar inputs, specialized services, labor, etc.[7] Clusters have garnered much attention because they can seemingly transform a lagging region into a thriving, self-sustaining one.[8] This prospect has caused local policymakers to attempt to create clusters, by inducements and other policies. But there are few, if any, examples of policy-led clusters achieving success.[9] The true preconditions for successful clusters seem to be more deeply-rooted characteristics of the region, such as education level of the population, access to educational and other resources, access to required inputs/outputs, and existing culture of trust/cooperation between business leaders.[10] Inducements such as tax cuts and subsidies do not seem to yield the desired, self-sustaining economic development.

Often, though not necessarily, cluster developments contain firms in similar industries — such as Silicon Valley or the Route 29 Technology Corridor in Eastern Massachusetts — and high-tech science parks have garnered the most attention. In 1998, an estimated 135 science parks were located around the U.S., and most received public subsidization.[11]

Scott Wallsten found no significant positive effect of science parks on regional development, measured in terms of jobs, number of firms, and invested venture capital.[12] Though many communities attempt to replicate the success of Stanford Research Park in Silicon Valley, Silicon Valley's success is a rarity in the field, and it was not initiated by public (or private) design. Silicon Valley's success appears more the result of the intense nature of competition in the region than public subsidization. The majority are parks such as the Texas Research Park in San Antonio, which broke ground in the mid-1980s, with predictions of 50,000 jobs in thirty years. As of 2004, the park has created 300 jobs. A research park that began in the 1980s in Prince George's County, Maryland, has been deemed a failure, and the state is seeking a refund on some of the millions it poured into the infrastructure.[13] In sum, policies designed to create science parks or clusters are unlikely to be successful or have positive returns to investment.

Professional Sports Investments Public investment in sports teams, namely building/renovating arenas and stadiums has grown rapidly over the last fifteen years. Between 1990-1998, forty-six major league stadiums/arenas were built, and between 1998–1999 an additional forty-nine facilities were under construction or in active planning.[14] The cost of these facilities averaged $21.7 billion, roughly two-thirds of which was funded publicly. Though studies funded by the teams or local chambers of commerce assert net benefits to the community from team investment, the calculations are often based on unrealistic assumptions about local value added.[15] Benefits that are derived from the new stadium go largely to the team's management and players, and, though such benefits would still be counted as social benefits (total benefits to anyone in the society), they bring up distributional concerns and promise large-scale out-of-town leakage of benefits (rather than the assumed in-town spending and multiplier effects). Additionally, any benefits are based on assumptions about how long the team stays in its new facility, how big of a public draw the team will be (which can be based somewhat on performance), the entertainment choices of consumers in the absence of new stadia, and other factors that are sub-

† Assuming no differences in productivity, etc.

ject to change. John Siegfried and Andrew Zimbalist conclude, "...independent work on the economic impact of stadiums and arenas has uniformly found that there is no statistically significant positive correlation between sports facility construction and economic development."[16]

Incentives to High-Profile Companies

Table 1 shows a sample of the inducement packages that have been offered to high-profile companies. The size of these subsidies is quite large, and, even if the location that "wins" the company or firm receives net social benefits, the likelihood of net social benefits on a larger scale (which would only occur if the incentives prevented a socially-beneficial company from locating outside the U.S., or from choosing an inefficient U.S. location) are quite small. There are an estimated 1,500 major corporate expansions or relocations in the U.S. per year and an estimated 15,000 economic development organizations courting them — which places businesses in a good position for capturing benefits.[17] In fact, there is a popular view that inducements to large-scale plants reduce the welfare of local residents (a winners' curse of sorts), but Michael Greenstone and Enrico Moretti have found evidence to the contrary, explaining why local interests in subsidization schemes remains high.[18]

But while there may be incentives at the local level to subsidize million-dollar plants, from the larger perspective the benefits erode, as the plant likely would have located somewhere in the U.S. (or maybe even the same state), even without subsidization, and would have contributed (more) to the tax base and funded its own implementation.

There is also the risk that inducements create losses by distorting the firm's location decision, causing it to choose a strategically weak location. In such instances, firms derive benefit from subsidization, rather than economic efficiency, and are forced to relocate when the subsidy runs out. Furthermore, inducements may stratify large-scale industries that otherwise may naturally cluster and form a global competitive advantage. Take, for example, the automobile industry. After subsidizing a major plant to the tune of $250 million or so, a state finds itself unable to bid for another auto plant, so the major auto manufacturers end up scattered over several states (Tennessee, Alabama, South Carolina), rather than clustered together where they may share transport hubs, input manufacturers, and technological knowledge transfers. If U.S. manufacturers lack these competitive assets, unsubsidized, naturally-clustered sites in other countries may be more efficient and competitive, by comparison.[‡] On a federal level, the loss incurred by companies operating at otherwise undesirable locations is a serious concern in the long run. Undistorted, market-based location decisions are a better path to U.S. economic growth.

Table 1 gives an idea of the subsidization of large-scale projects — not all jobs created are subsidized to this degree. For example, Timothy Bartik estimates that a new job created should cost about $7,000/year in public subsidization or tax revenue forgone.[19] The problem is that these numbers do not indicate net social benefits. For example, it cannot be known if a $7,000 subsidy per new job created is a good deal for local residents or not — the benefits and spillover benefits are highly individualized by project, difficult to quantify, and depend on the life of the company, which can be subject to drastic change.[20]

Table 1: Local Subsidization of Sample Corporations

Company Receiving Subsidy	Location	Year	Subsidization	Comments
Micron Technology	Lehi, UT	1995	$80 million	
Mercedes Benz	Alabama	1993	$250-$300 million	Estimated subsidization of $170,000/job
Blue Water Fibre	Michigan	1994	$80 million	With 34 employees, subsidization per job [a] $2.4 million
Volkswagen	Pennsylvania	1978	$70 million	Factory promised 20,000 jobs, but only employed 6,000 and closed after a decade
Northwest Airlines	Minnesota	1992	$700 million	Northwest promised 2,000 jobs at 2 facilities, but later scaled back to 1 facility and 1,000 jobs. Subsidization per job [a] $558,000.
Toyota	Georgetown, KY	Late 1980s	$200 million	Subsidization per job [a] $80,000
Boeing	Chicago, IL	2001	$50 million	Subsidization per job [a] $100,000
BMW	Greenville/ Spartanburg, SC	1992	$115 million	Predicted jobs created: 2,000 direct, 2,000 indirect
United Airlines	Indianapolis, IN	1992	$320 million	United promised to invest $500 million, but only put in $229 million, and closed the facility in 2003. The city currently owns the facility and tools, and pays $34 million/year to retire the bond issue and $6 million/year to maintain the empty facility
Nissan	Tennessee	1980		Subsidization per job [a] $11,000

Sources: Chris Farrell, "The Economic War Among the States: An Overview," *The Region*, Federal Reserve Bank of Minneapolis, June 1996; Michael Greenstone and Enrico Moretti, *Bidding for Industrial Plants: Does Winning a 'Million Dollar Plant' Increase Welfare?* Working Paper No. 9844 (Cambridge, MA: National Bureau of Economic Research, July 2003); Louis Uchitelle, "States Pay for Jobs, but It Doesn't Always Pay Off," *The New York Times*, November 10, 2003; Mitch Emmons, "AU Researchers Question State's Industry-Luring Concessions" *Auburn University News*, October 27, 1995, Available at < http://www.auburn.edu/administration/univrel/news/archive/10_95news/10_95concessions.html> Accessed on June 16, 2004.

Though the precise effects of development investments cannot be accurately quantified, we can tell that competitive bidding and subsidization minimizes the net social benefits of development investments, creates potentially harmful market distortion, and makes the investments high risk. We can further conclude that there is active interest in public investment in economic development, even if it is at a high cost and with low expected net benefits. CED recommends channeling this interest and public funding into projects that promise even greater returns — namely early childhood education.

EARLY EDUCATION AS A DEVELOPMENT TOOL

October 2000 U.S. Census data reveal that only 52 percent of all children ages three to five (not yet enrolled in kindergarten) were enrolled in "nursery school."[§ 21] Additionally, enrollment was substantially less frequent in low-income households, and children of low-income families were overwhelmingly (89 percent) enrolled in public programs like Head Start, while 77 percent of children from families with incomes of $75,000 or more attended private schools. These data support concerns regarding overall low attendance rates and inequity of services being provided to America's children. Unlike several Western European countries, many children in the U.S. do not have access to preschool programs, and the quality of current offerings, especially for children of low-income families, is questionable. CED first raised these concerns in *Preschool for All: Investing in a Productive and Just Society*.

Low pre-kindergarten enrollment rates and unequal access to pre-kindergarten are a concern because experimental, high-quality, intensive preschool programming, when tested under accepted experimental conditions, can be shown to produce substantial net social benefits.[22] Two such experiments, the High Scope/Perry Preschool project and the Carolina Abecedarian project, are estimated to have produced benefits in the range of $2–$8 per dollar invested.

High/Scope Perry Preschool Project The Perry program served children of low-income families in Ypsilanti, Michigan from 1962 to 1967, and participants received extraordinary preschool offerings. Most participants received two years of services, which included a 2.5 hour/day, nine-months/year classroom component, as well as a ninety-minute teacher home visit once per week. Additionally, student/teacher ratios were unusually low, and teachers were more qualified than most, being both certified public teachers and trained in child development. The experiment contained a total of 123 children. Participants and members of the experimental control group have been followed extensively, providing a comprehensive look into the broad range of costs and benefits associated with the program. As estimated by Steven Barnett, by the time participants reached 27 years of age, the results in Table 2 had been obtained. The 3 percent discount rate analysis indicates benefits of $8.74 per dollar invested. Assuming a different discount rate, of course, changes the net benefits, but the net benefits still remain positive. At a 5 percent discount rate, benefits are estimated at $5.58/dollar invested, and at a 7 percent discount rate, social benefits are predicted to be $3.75/dollar invested.[23] Worthy of note is the substantial portion of benefits attributed to crime reduction. These benefits are quantified including estimates of costs both to the judicial system and estimates of losses (financial and emotional) to victims.

Carolina Abecedarian Early Intervention The Abecedarian educational child care project, like the Perry Preschool, was a true experimental project, and included 111 students in Chapel Hill, North Carolina, beginning in 1972. Also like Perry, participants were children in low-income and often African-American families. Those allocated to the treatment group attended a year-round, full-day center, which provided free transportation

Table 2: Perry Preschool

Projected Program Social Benefits/Costs per Participant

In present value 1992 dollars

Assumed Discount Rate	3%	5%	7%
Measured Effects			
Child Care	738	722	702
K-12 Education	6,872	5,575	4,441
Adult Education	283	188	127
College	-868	-590	-354
Earnings	14,498	9,354	6,098
Crime	49,044	33,516	23,238
Welfare	219	157	117
Total Measured Effects	**70,786**	**48,922**	**34,369**
Projected Effects			
Earnings	15,833	6,394	3,418
Crime	21,337	11,214	6,055
Welfare	46	25	14
Total Projected Effects	**37,216**	**18,173**	**9,487**
Total Measured and Projected	**108,002**	**67,095**	**43,856**
Cost of Preschool Program	**-12,356**	**-12,022**	**-11,705**
NET BENEFIT	**$95,646**	**$55,073**	**$32,151**

Source: W. Steven Barnett, *Lives in the Balance: Age-27 Benefit-Cost Analysis of the High/Scope Perry Preschool Program, Monographs of the High/Scope Educational Research Foundation: Number Eleven* (Ypsilanti, MI: The High/Scope Press, 1996).

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[§] "Nursery school" is defined as "a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten." This definition includes Head Start programs.

and included staff at unusually high student/teacher ratios (3:1 for infants/toddlers; 6:1 for older children). The most recent assessment of participants was made at age twenty-one, and the cost-benefit analysis breaks down as shown in Table 3. The Abecedarian program reveals benefits of $3.78 for each dollar invested, assuming a 3 percent discount rate, and $2.20 and $1.45 in benefit per dollar invested, assuming a 5 percent and 7 percent discount rate, respectively.

The net benefits in both analyses, of course, are subject to question and interpretation. Estimation and quantification of social benefits, such as less fear of crime, is an imprecise exercise. Some benefits may be overstated, and others may be excluded, including benefits to siblings and future generations.** The sample sizes of the programs were small and the environments unique. The cost-benefit analysis may not be exact, but the best evidence by professionals consistently indicates that these programs yield extraordinary benefits, and certainly have more promise of positive return to investment than professionals estimate for territorially competitive inducements.

The cost-benefit analyses of Perry and Abecedarian are a first indicator of a larger discovery about early education programs: the real benefits are not from making children smarter, but from nurturing children's noncognitive skills, giving them social, emotional, and behavioral benefits that lead to success later in life.[24] Early education programs have proven to temporarily raise participants' IQs, but those effects dissipate early on in elementary school, while affects on children's behavior and self-discipline are lasting.[25] Evidence indicates that these positive effects are more persistent when a program is preventative, intensive, and starts at a very early age.[26] And, according to Pedro Carneiro and James J. Heckman, *skill begets skill* in a dynamic process, so skills gained early help students gain more skills in the next stage of development, and missing out on skills early is hard to compensate for later.[27] This theory is supported by Perry and Abecedarian participants: those receiving the treatment had more positive achievement scores, educational attainment, employment, and social outcomes (for example rates of crime and teen pregnancy).

Because of low participation rates and unequal access, we should be concerned that children, and society, are missing out on these key benefits of early education. With only half of children ages 3-5 involved in early education programs at all, and with many of those programs of insufficient quality to prepare children for school success,†† we can assume that many children are being underserved, and that investing in broader and more intense offerings would yield positive returns.

Perry or Abecedarian is not the only solution for other communities, nor would replication guarantee similar effects when applied in other environments. The results of Perry and Abecedarian cannot be generalized to larger and different program applications. Unfortunately, the evidence is limited. More research is needed to determine optimal program designs and targeting, and, in particular, there is a need to evaluate larger samples.[28]

But we can be certain that early childhood education offers *much* more promise of positive net social benefits than many of the territorially competitive incentive packages in which state and local governments invest billions each year, despite their frequent negative returns.

We understand that, given the current inducement-based system, it would be political and economic suicide for a state not to compete for economic development with incentive packages.[29] We cannot expect state and local governments to instantly substitute childhood investments for their current development initiatives. But we can educate policy-makers about the role of early childhood education as an economic development tool, with better expected return, less risk, and less damaging distortion than existing inducement programs, and demand slow but steady change. The evidence makes early education an easy sell. We hope to see policy-makers funding the further research that is needed and then appropriately investing in early education as a developmental priority.

Table 3: Abecedarian Early Intervention

Projected Program Social Benefits/ Costs per Participant

In present value 2002 dollars

Assumed Discount Rate	3%	5%	7%
Program Benefits			
Participant Earnings	37,531	16,460	6,376
Earnings of Future Generations	5,722	1,586	479
Maternal Earnings	73,608	51,939	38,085
K-12 Education	8,836	7,375	6,205
Smoking/Health	17,781	4,166	1,008
Higher Education Costs	-8,128	-5,621	-3,920
AFDC	196	129	85
Total Benefits	**135,546**	**76,034**	**48,318**
Program Cost	**-35,864**	**-34,599**	**-33,421**
NET BENEFIT	**$99,682**	**$41,435**	**$14,897**

Source: Leonard N. Masse and W. Steven Barnett, *A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention* (New Brunswick, NJ: National Institute for Early Education Research, 2002).

** In the Perry Preschool analysis, however, Barnett states explicitly that the assumptions made lend themselves to underestimation rather than overestimation of benefits.

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CED is a nonprofit, nonpartisan organization that for 60 years has worked with the business and academic communities to address the critical economic and social issues facing American society.

Early Childhood Education:
A Call to Action from the Business Community

Why America Needs High-Quality Early Childhood Education

Over the past two decades, business leaders have invested time, expertise, and resources in efforts to improve K-12 education in the United States. What we have learned leads us to conclude that America's continuing efforts to improve education and develop a world-class workforce will be hampered without a federal and state commitment to early childhood education for 3- and 4-year-old children.

As states implement the No Child Left Behind Act, designed to ensure that all students are proficient in reading and math by 2013-14, we also need to ensure that children enter school ready and able to succeed. Research shows, however, that far too many children enter school ill-prepared.

Studies document a wide gap between lower- and higher- income children before they enter kindergarten. When children begin school behind, they tend to continue to fall further and further behind. High-quality early childhood education can help close this gap. Long-term positive outcomes and cost-savings include improved school performance, reduced special education placement, lower school dropout rates, and increased lifelong earning potential (see the Appendix for a summary of this research).

Not only does high-quality early childhood education make a difference for children, it matters to their employed parents. Employers increasingly find that the availability of good early childhood programs is critical to the recruitment and retention of parent employees.

In today's world, where education and skill levels determine future earnings, the economic and social costs to individuals, communities, and the nation of not taking action on early childhood education are far too great to ignore, especially when the benefits far outweigh the costs. Estimates of the return on investment of high-quality programs for low-income children range from $4 to $7 for every $1 spent. However the research is clear: the return on investment is linked to quality; simply increasing participation without ensuring program quality will not produce positive results.

As business leaders, we see the discussion around early childhood programs for 3- and 4-year-olds as largely an education issue. Since states have primary responsibility for education, we believe that states need to take the lead in developing and funding a coherent early childhood education system from the patchwork of programs and services that exist today. The federal government also must play a leadership role. It must make high-quality early childhood education a national priority, and continue its historic role in focusing on the children most in need. Federal and state investments in early education must be coordinated in order to improve program quality and to serve more children.

Statement of Principles

The Business Roundtable (BRT) and Corporate Voices for Working Families (CVWF) believe federal and state efforts to develop early childhood education systems for 3- and 4-year-olds must be based on a set of guiding Principles that define the components of a successful system and high-quality programs. These Principles draw on current early childhood research, lessons from K-12 education reform efforts, and applicable lessons from the nation's experience in building a voluntary system of higher education. Although our focus is on 3- and 4-year-old children, we fully recognize the importance of quality improvement efforts for early childhood programs serving children under 3.

The six principles below are interconnected; they are not listed in priority order. BRT, CVWF, and others will use these Principles to assess existing early education programs, consider philanthropic priorities, evaluate policy proposals on Pre-K, Head Start, and other programs, and formulate policy positions.

1. LEARNING. *A successful early childhood education system* views children's learning as the central mission. It should:

- Provide positive learning experiences that foster the interconnections among children's social, emotional, and cognitive development and nurture children's innate joy in learning;
- Engage children in developmentally appropriate experiences with English language literacy and numeracy, and encourage family literacy programs to reinforce these experiences;
- Hold the same high expectations for success for all children while also respecting and supporting the diversity of children's families, cultures, races, socio-economic backgrounds, as well as the different ways that young children learn and the rates at which they progress; and
- Include healthy nutrition, safe environments, facilities conducive to learning, and diagnostic screening with effective follow-up services to treat disabilities or health problems that might affect children's ability to learn.

2. STANDARDS. *A successful early childhood education system* articulates standards for children's learning and program quality that align with state K-12 academic standards. It should:

- Align the objectives of the early childhood education system and the state's standards in the early grades of school;
- Adopt research-based curriculum options and program standards that enable early childhood education to achieve and sustain results for children;
- Endorse research-based indicators for what children need to know and be able to do when they enter school that respect the diverse ways that children grow and learn; and
- Use the results of regular and appropriate diagnostic assessments of children's performance to improve instructional practice.

3. **TEACHERS.** ***A successful early childhood education system*** **ensures that teaching staff possess the skills, knowledge, and attitudes to help young children enter school prepared to succeed. It should:**

- Employ skilled teaching staff who have a college degree and/or demonstrated knowledge and skill commensurate with the requirements of the position and meet performance criteria such as English verbal skills and the ability to connect with and teach young children;

- Require effective preparation as well as ongoing professional development that helps staff improve the quality of their teaching, become ongoing learners, and move through an articulated, degree-granting system, where appropriate; and

- Institute differentiated salaries based on the experience and competencies of teachers that, given the importance of consistent relationships to children's learning, are adequate to attract and retain a qualified teaching staff.

4. **PARENTS.** ***A successful early childhood education system*** **supports parents as their children's first teachers and provides high-quality program options to parents who choose to enroll their children. It should:**

- Provide access to high-quality early childhood programs for families seeking out-of-home early childhood education for their 3- and 4-year-old children, regardless of their socio-economic status;

- Offer seamless ways to meet the need of some families for care during the time they are working as well as the need for early learning experiences for their children; and

- Promote practical and effective strategies for parents to be involved in and support their children's learning at home and in early education programs.

5. **ACCOUNTABILITY.** ***A successful early childhood education system*** **embraces accountability for measurable results. It should:**

- Collect the data and conduct the research needed to identify best practices, assess system performance, and report these results to stakeholders;

- Evaluate the progress of children who have participated in early childhood education programs on the state's annual assessments required by the No Child Left Behind Act;

- Implement continuous improvement processes that put the lessons learned from research and evaluation into program standards and practice; and

- Establish incentives for meeting or exceeding objectives as well as consequences for persistent failure to achieve intended outcomes for children.

6. **PARTNERSHIPS.** ***A successful early childhood education system*** **builds crosscutting partnerships to govern, finance, sustain, and improve the system. It should:**

- Create effective and efficient governance mechanisms that support community planning, program development and oversight;
- Involve key stakeholders at the federal, state, and local levels, and encourage public/private partnerships to improve effectiveness, efficiency, and accessibility;
- Include participation among all sectors of the early childhood field within the state, including public and private programs as well as those that take place in schools, centers, and homes; and
- Insist on adequate, efficient, and shared financing mechanisms that minimize duplication of effort and identify priorities for public investments in times of budgetary constraints as well as a blueprint for future expansion.

From Principles to Policy

In 1990, the nation's governors and the Administration set as their first National Education Goal, "By the year 2000, all children will start school ready to learn." Thirteen years later, there has been progress—45 states are now providing some early childhood education services and programs, using both federal and state funding sources. The reality of today's families—including those with working parents and those with a parent at home—is that 69 percent of 3-year-old children and 82 percent of 4-year-old children are in some form of early childhood program on a regular basis. Yet most of these programs are not high quality, despite the research that shows that only high-quality programs produce a strong return on investment. Thus, the goal of school readiness remains largely unmet.

Three groundbreaking initiatives pave the way toward realizing this goal. Two reports by the National Research Council of the National Academy of Sciences summarize current research on early development and early learning: *From Neurons to Neighborhood: Applying the Science of Early Childhood Development* in 2000 and *Eager to Learn: Educating Our Preschoolers* in 2001. In addition, the Committee for Economic Development developed a vision for applying this knowledge in its publication, *Preschool for All: Investing in a Productive and Just Society* in 2002.

The Principles outlined in this statement take us the next step in formulating federal and state policies. As noted earlier, education is largely a state responsibility, but the federal government has always played a very significant financial role in early childhood programs and must continue to do so. Although the federal role in early childhood is different from its role in K-12 and higher education, policymakers should examine relevant lessons from federal initiatives that have strengthened both higher education and K-12 education.

In higher education, the federal government's first priority is to help low-income students gain access to postsecondary studies. The federal government also helped states build a voluntary higher education system that is the envy of the rest of the world. The federal government could take a similar role in the early childhood arena, supporting low-income children's participation in high-quality programs while also helping states to build the infrastructure for high-quality programs—including building staff capacity.

In elementary and secondary (K-12) education, the federal government only provides 7 percent of the overall resources, but influences the entire system because these resources link their assistance for low-income students in low-performing schools with requirements for rigorous state accountability systems that include all students. Although early childhood education is very different from the public K-12 system because it is has a higher percent of federal funding and a mix of public and private providers, we believe that the federal government could use a similar model of linking resources with accountability by pairing federal investments with requirements for strong state accountability systems that measure results, ensure high program standards, and expand the numbers of children served.

We are well aware that economic conditions, budgets, and political considerations can hinder or hasten domestic policy initiatives. But even in uncertain times, we can begin to plan for the future. We urge decision makers in the public and private sectors—the U.S. Congress, the Administration, local and state governments, school boards, the business community, and other leaders —to make early childhood education a high priority by supporting and endorsing these Principles and launching a multi-sector planning process to identify incremental and additional revenue streams required for implementation. BRT and CVWF are committed to working with all stakeholders to build a quality early learning system for today's and tomorrow's young children.

About The Business Roundtable

The Business Roundtable (BRT) is an association of 150 chief executive officers of leading corporations committed to advocating public policies that foster vigorous economic growth and a dynamic global economy. In 1990, the BRT adopted a nine-point policy agenda, "Essential Components of a Successful Education System," which outlined the framework for standards-based education reform. One of the nine essential components includes high-quality pre-kindergarten education for disadvantaged children. BRT member companies created or joined state business coalitions to promote higher standards, and business leadership has been a critical factor in many of the states that have significantly improved student achievement. The BRT also strongly supported the passage of the No Child Left Behind Act of 2001, which creates a national imperative to raise student achievement and close the achievement gap, and the Roundtable's Task Force on Education and the Workforce is actively involved in the law's implementation.

About Corporate Voices for Working Families

Corporate Voices for Working Families (CVWF) is a coalition of 36 leading corporations that have been engaged in listening to and addressing the challenges of their employee families for over two decades. The CVWF coalition was created in 2001 to bring this private sector voice and experience into the public dialogue on issues affecting their working families. CVWF is focused on communicating the business case for early learning to policymakers, corporations, and other stakeholders interested in strengthening working families. CVWF's partner companies believe that the care and education of young children is critical to the attraction, recruitment and engagement of today's parent employees as well as a key to economic growth. CVWF recently released an issue brief outlining why early education is an important business issue.

Appendix: Supporting Research

By the time children enter kindergarten, there already is a wide gap in their readiness for school.

- At age 3, high socio-economic status (SES)[1] children have average vocabularies of 1100 words, middle SES children have average vocabularies of 750 words, and low SES children have average vocabularies of 480 words (Hart and Risley, 1995).

- Lower SES children enter school with much poorer skills in the major areas of development and learning. Average achievement scores for kindergarten children in the highest SES group are 60 percent higher than those in the lowest SES group (Lee and Burkam, 2002).

- Only 47 percent of low SES kindergarteners are likely to have attended a center-based program (including Head Start) prior to kindergarten entry, compared with 66 percent of higher SES children. Moreover, higher SES children have access to higher-quality programs, further benefiting them (Lee and Burkam, 2002).

When children begin kindergarten behind, they continue to fall further and further behind.

- During the kindergarten year, children who are deemed at risk for later school failure because of their family backgrounds make gains in basic skills such as letter recognition, counting, and comparing object size. Yet these children remain farther behind children with fewer at-risk factors because the more advantaged children make even greater gains in reading and math skills in school than their less advantaged counterparts (West, Denton, and Reaney, 2001).

High-quality early childhood programs can make a difference in school readiness despite poverty and other risk factors in children's backgrounds.

- Children, including those of low and high SES, who attend high-quality centers, score significantly higher on measures of skills and abilities that are important for school success compared with children from lower quality centers. While children's abilities are typically related to their families' income level, the quality of the early childhood experiences can make a difference over and above the effects of family characteristics (Bryant, Maxwell, Taylor, Poe, Peisner-Feinberg, and Bernier, 2003).

High-quality early childhood education programs have a high return on investment for low-income children.

- In the short term, longitudinal studies of high-quality early childhood programs, including the Perry Preschool Program, the Abecedarian Early Childhood Intervention Project, and the Chicago Child Parent Center Program find increased achievement test scores, decreased rates of being held back in school, and decreased placement in special education among low-income children. In the

[1] Throughout this report we refer to the effects of socio-economic status (SES) and family income, which are different. In addition to income, SES takes into account such characteristics as parental education and social status.

longer term, studies also find increased high school graduation and decreased crime and delinquency rates (Schweinhart, Barnes, and Weikart, 1993; Campbell, Ramey, Pungello, Sparling, and Miller-Johnson 2002; Reynolds, Temple, Robertson, and Mann, 2001).

- Cost-benefit analyses of Perry Preschool and the Chicago Child Parent Center Programs find a cost savings of $7 for every dollar invested (Barnett, 1996; Reynolds, Temple, Robertson, and Mann, 2002). Cost-benefit analysis of the Abecedarian Early Childhood Intervention Project finds a cost savings of $4 for every dollar invested (Masse and Barnett, 2002).

- When using an internal rate of return, which compares public and private return on investments, high-quality early childhood programs fare well. The internal rate of return for the Perry Preschool Program has been calculated at 16 percent, supporting the notion that early education can be a good investment (Rolnick and Grunewald, 2003).

There is evidence that high-quality programs will benefit middle-class children as well.

- At the beginning of kindergarten, the gap between middle and higher SES children is larger than the gap between lower and middle SES children in achievement scores assessing literacy and mathematics (Lee and Burkam, 2002).

- An indication that middle-class[2] children might substantially benefit from preschool education is that they have relatively high rates of being held back in school and school dropout rates—problems that early childhood education has been found to reduce. Middle-income children have a 12 percent rate of being held back in school compared with 17 percent for low-income children and 8 percent for high-income children. Likewise, middle-income children have an 11 percent school dropout rate, compared with 23 percent for low-income children and 3 percent for high-income children (Barnett, 2003).

High-quality early childhood education is important to business.

- Numerous studies reveal that there is a cost to business in not responding to its employees' need for reliable and good-quality early childhood programs. Employees are likely to miss work when they spend long hours trying to find early childhood programs or when they deal with the often-tenuous arrangements they have, especially when these arrangements fall apart. When employees with these problems are at work, they have difficulty concentrating because they are worried about their children (Galinsky and Johnson, 1998).

- Companies have also found that there are business benefits in providing their own employees assistance with early childhood programs, including improved recruitment and retention (Galinsky and Johnson, 1998; Galinsky and Bond, 1998). Employees with access to family-supportive programs and policies are more likely to be satisfied with their jobs, to be loyal, to go the extra mile to help their companies succeed, and to stay at their jobs (Bond, Galinsky and Swanberg, 1998).

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[2] In this calculation, low-income children are in the bottom 20 percent of family income levels, middle-class children are in the 20-80 percent range, and high-income children are in the top 20 percent.

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Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku, Southwood Manor, Campbell, and Independence Park

Sampling of Letters of Support for Parents As Teachers Bill (HB 49)

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Upstream Learning – Glennallen
- SeaView Community Services – Seward
- Kenny Lake School – Copper Center
- Tok Parents as Teachers
- Tukurngailnguq School – Stebbins
- Hydaburg Cooperative Association
- Kake City School District
- Hydaburg City School
- Emmonak School
- The Alaska State Development Network, Alaska Council of School Administrators
- Partnerships for Families and Children – Juneau
- Association for the Education of Young Children – Southeast Alaska
- Parents As Teachers – statewide services
- Association for the Education of Young Children – statewide services
- Association of Alaska School Boards
- Southwest Region School District
- Communities in Schools – Juneau
- Numerous families from around Alaska, including:
    - Anchorage
    - Glennallen
    - Kodiak
    - Alakanuk
    - Chevak
    - Kenny Lake
    - Seward
    - Mountain Village
    - Marshall
    - Stebbins
    - Homer
    - Hoonah
    - Emmonak
    - Haines
    - Hydaburg

Year-Round
Phone (907) 269-0240
Toll-free (866) 465-2095
Rep.Chris.Tuck@legis.state.ak.us
www.akdemocrats.org/tuck

May-December
716 W. 4th Ave. Rm 370
Anchorage, AK 99501
Fax (907) 269-0242

January-April
State Capitol Bldg. Rm 426
Juneau, AK 99801
Fax (907) 465-3810

Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku, Southwood Manor, Campbell, and Independence Park

Sampling of Letters of Support for The Parents As Teachers Bill Passed by the House in the 26th Legislature (HB 69), which is Identical to HB 49

- Governor's Council on Disabilities and Special Education
- Best Beginnings, Anchorage (statewide services)
- Child Care Connection, Anchorage (statewide services)
- Chugach School District Early Childhood Partnership Districts (Chugach, Bering, Kuspuk and Lake and Peninsula School Districts)
- City of Unalaska
- Central Council of Tlingit and Haida Indian Tribes of Alaska
- Southwest Region School District
- Kake City School District
- Center for Community, Early Learning Program, Sitka
- Play-N-Learn Community Head Start, Fairbanks
- Infant Learning Program Association, Sitka
- Native Village of Marshall
- Marshall Traditional Council
- Parents As Teachers, Alaska State Office
- Kodiak Infant Learning Program
- Homer Children's Services / Birth 2 Three
- Numerous individuals, including:
    - Candace Crews, Fairbanks
    - Mary Jane Kasayulie, Dillingham
    - Ladonna Dybdahl, Hoonah
    - Wanda Friday, Kake
    - Marlene Duvall, Hoonah
    - Monica Zarazua, Hoonah
    - Melissa Thaalesen, Hoonah
    - Casey Badle, Hoonah
    - Andres Espinoza Solano, Hoonah
    - Deborah Dalton, Hoonah
    - Anastasia Lane, Seward
    - Cathy Henderson, Kake
    - Carrie Lindoff, Hoonah
    - Wilma Davis, Hoonah
    - Christine & Warren Belford, Hoonah
    - Amelia Lafferty, Hoonah
    - Rose Wassillie
    - Audrey Jones, Fairbanks
    - Alicia Notti, Anchorage
    - Baby Jeudy, Anchorage

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Advisory Board on Alcoholism
and Drug Abuse

abada
amhb

Alaska Mental Health Board

ALASKA MENTAL HEALTH BOARD
ADVISORY BOARD ON ALCOHOLISM AND DRUG ABUSE
431 NORTH FRANKLIN STREET, SUITE 200
JUNEAU, ALASKA 99801
(907) 465-8920

March 8, 2011

Representative Chris Tuck
Alaska State Capitol
Room 426
Juneau, Alaska 99801

Re: Support for HB 49, Parents as Teachers

Dear Representative Tuck,

On behalf of the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse, I express our support for the Parents as Teachers program and HB 69. The key to preventing the many individual, family, and community problems associated with mental health and substance use disorders is prevention and early intervention. Strengthening young families so that they raise strong and resilient children is an excellent form of prevention.

We support HB 49 because it would provide support to families as they raise their children and prepare them for academic success. Certified parent educators provide information and tools to parents to help them help their children reach their full potential. This program educates and empowers parents to engage with their children in everyday ways that will enhance their early development. It provides personalized family-oriented supports that help young parents provide a safe appropriate environment in which their children can grow. Parent educators can connect parents to appropriate community resources to help address risk factors for domestic violence and help parents learn healthy ways to communicate with their children and each other.

We appreciate your and your co-sponsors' work on behalf of Alaska's children, and encourage establishment of a Parents as Teachers program.

Sincerely,

J. Kate Burkhart
Executive Director

cc: Representative Kawasaki
Representative Gara
Representative Petersen
Representative Gruenberg
Representative Munoz

Upstream Learning - Copper River School District
P.O. Box 98, Glennallen, AK 99588
Ramona Henspeter, Contact Teacher
rhenspeter@crsd.k12.ak.us 907-822-8526

February 15, 2011

Senator Al Kookesh
State Capitol, Room 11
Juneau, AK 99801

Dear Senator Kookesh,

I am writing in support of the Parent as Teachers program. I have been familiar with the program for approximately 10 years, initially through my friend and neighbor, Jan Carlson, who is a long-time PAT parent educator in the Copper Valley and more recently a PAT trainer in Alaska. Jan is an extraordinary person, and any program she is affiliated with demonstrates 'quality' because of her involvement. I learned more about PAT when I was the Teacher/Director at Kluti-Kaah Head Start in Copper Center for two years (2007-2009), as both of our programs were administered by RurAL CAP in Anchorage. For the past two years I have been working as the teacher/coordinator of Upstream Learning, Copper River School District's home education program. Cynthia Buchanan, the Copper Center/Glennallen area PAT parent educator, has her office right across the hall from mine, so is my "neighbor". We share conversation, ideas, and even our space at times, and it's been fun to see her interacting with children and families as they sometimes drop in to visit during the week.

PAT and home-schooling share a common premise – that parents indeed are a child's first and most influential teachers. As a former home educator myself (I taught my own 3 children at home for 20 years), I believe in PAT's individualized, home-based support of parents. I am grateful that their program is well established in the Copper Valley, and I trust it will continue to thrive in this rural area of Alaska. Giving parents tools that will encourage and give them confidence in their very important role of training their young children is the primary purpose of PAT, and I am behind them 100%!

Thank you for learning more about PAT. I trust you will support funding requests that will give the program a firmer foundation for continuing their worthwhile service to Alaska's families in the future.

Sincerely,

Ramona Henspeter

Ramona Henspeter

SeaView
Community Services

P.O. Box 1045
302 Railway Avenue
Seward, Alaska 99664
Phone: 907.224.5257
Alaska toll free: 1.888.224.5257
Fax: 907.224.7081

February 22, 2011

Dear Representative Paul Seaton,

This letter is in support of RurAL CAP's Parents as Teachers (PAT) program to provide home-based services for families with children aged prenatal to five years old. Since the loss of our Head Start program, there continues to be a critical need in our community for an early childhood program that helps to build school readiness skills for our children and provides support for families, especially in the three to five year old populations. PAT's ability to work with families that are pregnant (particularly teen parents) has been such an asset to the community.

PAT, the Infant Learning Program, and Seward Community Library along with some funding from the Seward Community Foundation and the City of Seward collaborate together to provide a weekly play group for any family in Seward with children under the age of five. These groups offer an opportunity for parents to understand the growth and development of their children and to learn age-appropriate activities that they can do at home with their children to foster optimal development. PAT also provides health and developmental screenings of children, identifying children who may need additional support at an early age and makes appropriate referrals to our program as well as others in the community. I believe that RurAL CAP's PAT program provides families information and support that will be presented in a way that is appropriate for the variety of cultures in our area.

Not having the PAT program in Seward would be a great loss for this community. I would like to support the need for continued funding for PAT in Seward.

Sincerely,

Monica Luther

Monica Luther
Infant Learning Program Coordinator

Kenny Lake School

Soaring with Excellence!

Stacey Stansell, Principal
HC 60 Box 224
Copper Center, AK 99573
stacey.stansell@crsd.k12.ak.us
(907) 822-3870
(907) 822-3794 (fax)

Tuesday, February 16, 2011

To Sen. Al Kookesh and Rep. Alan Dick,

I am writing with great concern of the news that the funding for the "Parents as Teachers" program is being cut. As the principal in the small rural community of Kenny Lake, I am disappointed to know that this essential, early-developmental program is being taken from our families and toddlers.

"Parents as Teachers" has been a key piece for our school and community to reach out and come together, to help strengthen relationships with families, to get parents involved early in their children's education, and to help Pre-K students transition more smoothly into their first Kindergarten classroom setting. Parents bring their toddlers once a week to participating side-by-side in "Tot-Time" as well as visiting the K/1 classroom and participating in their "Circle-Time" for sharing and building friendships.

We have very limited resources out here and, realistically, we are around 35 miles away from the nearest Head Start facility. It's essentially the only weekly Pre-K experience that many of our toddlers have the benefit of attending. Research has proven that the earlier you have students involved in the education process, the more success you'll see in their future!

Thank you for your consideration in continuing this "Parents as Teachers" funding and continuing to help us increase student achievement here at Kenny Lake School.

Sincerely,

Miss Stansell

Miss Stansell
Principal

Excellence is the gradual result of always striving to do better.

8th March 2011

Dear Mr. Alan Dick,

I work for the Parent as Teachers program in Tok, Alaska. I also offer services to nearby villages such as Tanacross and Tetlin. This highly successful program has been implemented by RurALCap, the Rural Alaska Community Action program. Predominantly the population around Tok is Athabaskan and the program is very centered on traditional Athabaskan values that apply to raising a young child. There is little employment in the winter months and families rely on welfare and subsistence hunting to survive. As well as almost zero employment in the long winter there are also other problems with alcohol and substance abuse.

This vibrant program takes toys and activities to families in their own homes. I work with the parents to help them understand what the young child is learning, what to expect next and ways that they can enhance the development and positive interactions they have with the child. We have a strong literary component and I have been writing books in the Athabaskan language for our families to use. These have been well received and add another depth to the quality of our services.

My program is fully enrolled and I have a waiting list. Due to the high unemployment we have a high number of fathers attend the visits I conduct at in homes. Parents truly embrace the opportunity to learn more about their developing child and I can see them making life changing choices about their problems and perspective on life.

Fathers are stepping up to fulfill the parenting role so needed. My fathers are reading more to their children, getting involved in group activities and joining in with the sessions we have. This is a wonderful outcome for families in my region.

Not only fathers benefit, I see teenagers who are developing parenting skills, support a grandmother who is raising her small granddaughter, one of my younger mothers who is a convicted felon is changing her life around and volunteering in my program to clean toys. There are so many stories.

Please come to Tok/ Tanacross and Tetlin to see how my families are doing. I am sure you will see the wonderful benefits that I am seeing with the work I am doing to engage families of young children. Please support the vital work being carried out to assist all Alaskans in this remote area of the interior. Early childhood work is highly valued and well utilized in the Tok region of our state.

Yours sincerely

Jane Teague,

Parent Educator for Tok, Tanacross & Tetlin, PO Box 391 Tok AK 99780

Gerald Pickner

Principal Tukurngailnguq School

Box 129 Stebbins, Alaska 99671

Phone (907) 934-3021 Fax (907) 934-3031

gpickner@wbb.bssd.org

TO: Whom It May Concern
FROM: Gerald Pickner, Principal Stebbins School
DATE: 2/15/2011
RE: Parents as Teachers Program

It is my pleasure to be given an opportunity to show support for the Parents As Teachers program.

The program provides for a great deal of contact time with parents of our pre school age children and their parents. The work that they do in regards to the children of our community is developmentally appropriate activities and the support and direction they give to new parents is excellent.

Their efforts, to engage parents in the parenting process, is noted as a significant - accomplishment. They have worked hand in hand with the school on several occasions to assist students that are about to have children prepare for the rigors of becoming a parent. Their effort in this regard has shown successes and continues to be a positive first steps approach to future parenting.

This program is needed in our village and is developing into a quality program more each day. I cannot speak highly enough of the program and the Tukurngailnguk School in Stebbins, Alaska is proud to be in partnership with the **"Parents As Teachers"** organization.

With Respect,

Gerald Pickner

HYDABURG COOPERATIVE ASSOCIATION

PO BOX 349
HYDABURG, ALASKA 99922
Phone: 907-285-3666, 3665, 3660 or 3662
Fax: 907-285-3541

February 23, 2011

Senator Al Kookesh
State Capitol, Room 11
Juneau, Alaska 99801

Dear Senator Kookesh:

Hydaburg Cooperative Association would like to express our support for the PAT (Parents As Teachers) Program in Hydaburg, Alaska. This program has been very helpful and successful since there is no Head Start Program in Hydaburg. The students show how much they've learned at the end of their year and during programs for special occasions such as Thanksgiving/Hydaburg's Birthday.

The PAT Program has been a positive place for young children. The children are our future and deserve all they help they can be given. Your help to keep this program going will help greatly.

If you have any questions please don't hesitate to call. Thank you.

Sincerely,

Doreen Witwer
Tribal Administrator

Kake City School District

P.O. Box 450
Kake, Alaska 99830
(907) 785-3741

To: Alaska State Legislatures

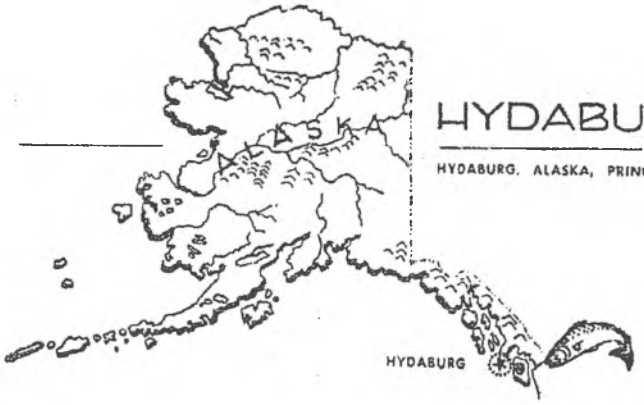
Fr: Corrina L. Guardipee ED. S.
Superintendent

Re: Parents as teachers

Please accept this correspondence as a letter of support for future funding for the Parents as Teacher's program. In Kake, because of our high poverty we have a definite need to continue this program. The Parents as Teacher coordinator for the city of Kake has done an outstanding job educating parents in the importance of early childhood development. She has provided materials, specific outcomes for parents on recommended learning growth models and provides time for developmental games as well as giving parents real life examples for parents of meeting the needs of their children.

We have seen a difference is the student's academic achievement and are able to pin point individual student needs at an earlier age.

Again if there is anything you need from me for the support of this program don't hesitate to ask.



HYDABURG CITY SCHOOL

HYDABURG, ALASKA, PRINCE OF WALES ISLAND 99922

February 17, 2011

Dear Senator Albert Kookesh:

It is a pleasure to be writing a letter of support for the Parents As Teachers (PAT) program in Hydaburg. I have been involved with the program since its onset. It is an integral part of our community and an extremely valuable part of our educational system in Hydaburg.

Most of our families with children from birth through age five are comprised of parents who are themselves very young. The skills that the PAT program teaches these young parents are critical to the development of the children, the family, and ultimately, to the development of the community. We are in desperate need of the early childhood parent education and family support program designed to empower parents to give their children the best start in life that the PAT program offers us. This quality program, both center and home-based, promotes activities and opportunities to train children and their parents in the areas of speech/language, fine and gross motor, social/emotional and cognitive skills. This wonderful training has helped our children and our families to thrive!

The PAT program has a powerful relationship with the Hydaburg City School District, both at the local and administrative levels. It is an integral part of a three-way partnership including the Early Learning program, (ages birth to three). These relationships enable effective early detection of developmental delays, assessment, and individual educational program planning. The goals and objectives for our children with developmental delays are implemented collaboratively. Our children are well served with this program and their individual needs met. They gain the readiness skills necessary to transition into the kindergarten program successfully.

We are very appreciative of your support thus far and ask that you would continue to sustain this vital program in Hydaburg. Together we can continue "living, learning and growing together" to form strong children, families and community.

Most Sincerely,

Pamala Penrose
Special Education Coordinator
Hydaburg City School District

Emmonak School
100 School Road
Emmonak, AK 99581
(907) 949-1248
Fax: (907) 949-1148

February 18, 2011

Senator Donald Olson
State Capitol, Room 508
Juneau, Ak 99801

Dear Senator Olson,

The Emmonak School is an enthusiastic supporter of RurAl Cap's Parents As Teachers Program. This project is aimed at providing services for families with children aged prenatal to three years old..

The PAT program helps build school readiness skills for our children and provides support for families. Since conception in 2003, Emmonak's PAT coordinator has been able to organize childrens' families and perform referrals to address domains that are delayed.

One of our schools main priorities is to prepare children for kindergarten with skills necessary for success. Research has proven (Kennewick School District, 2008) that children who are not at reading proficiency by the third grade will be challenged in school the remainder of their educational career. Students who are delayed in reading have a high correlation to "at risk behaviors" and high frequency of not completing high school.

Continued funding for this valuable program is highly recommended.

We look forward to collaborating on this project. Please contact us with any questions.

William Sprott, Instructional Leader

The Alaska Staff Development Network

Alaska Council of School Administrators
2204 Douglas Highway, Suite 100 • Douglas, Alaska 99824 • USA
Phone: (907) 364-3801 • Fax: (907) 364-3805

J. Kelly Tonsmeire, Director
Internet: asdn@ptialaska.net
Web Site: www.asdn.org

March 7, 2011

Representative Tuck
Alaska State Legislature
State Capitol Bldg.
4th Floor, Room 426
Juneau, AK 99801

Greetings,

This letter is on behalf of the Alaska Staff Development Network, in support of establishing state funding and coordination for Parents As Teachers programs.

Alaska Staff Development Network provides professional development for teachers across the state. On of the major areas of need is positive behavioral and remediation support for children that enter school unprepared and with undeveloped social skills.

James Heckman, a Nobel Prize-winning economist from the University of Chicago makes the case that the most cost effective way to improve schools is to support early childhood programs in his February, 2011 report "***The American Family in Black and White:***"

> *Schools do little to reduce or enlarge the gaps in skills that are present when children enter school. Parenting matters, and the true measure of child advantage and disadvantage is the quality of parenting received. A growing fraction of American children across all race and ethnic groups is being raised in dysfunctional families.*
>
> *Investment in the early lives of children in disadvantaged families will help close achievement gaps. America currently relies too much on schools and adolescent remediation strategies to solve problems that start in the preschool years. Policy should prevent rather than remediate. Voluntary, culturally sensitive support for parenting is a politically and economically palatable strategy that addresses problems common to all racial and ethnic groups.*

We urge the Alaska State Legislature to invest in proven program such as Parents As Teachers to ensure more children are ready to succeed by the time they enter school.

Sincerely,

JKTonsmeire

Kelly Tonsmeire, Director

AEYC
Association for the Education of
Young Children-Southeast Alaska
907.789.1235
888.785.1235
www.aeyc-sea.org

Juneau Public Health
3412 Glacier Hwy
465-3353

Communities In Schools
586-2806

Bartlett Beginnings
Bartlett Regional Hospital
907.796.8900
www.bartletthospital.org

Juneau Family Health & Birth Center
907.586.1203
www.juneaubirthcenter.org

Juneau School District
907.523-1704
www.jsd.k12.ak.us

Juneau Youth Services
907.789.7610
www.jys.org

AWARE.
907.586-6623
Www..awareak.org

OCS—Office of Children's Services
907.465.1650
www.hss.state.ak.us/ocs/default.htm

REACH Infant Learning.
907.586.8228
www.reachak.org

SEARHC
Southeast Alaska Regional
Health Consortium
907.463.4040
www.searhc.org

SERRC
Southeast Regional
Resource Center
907.586.6806
www.serrc.org

T&H Central Council Headstart
907.463.7127
www.ccthita.org/headstart.html

United Way –Southeast
907.463.5530
www.unitedwayseak.org

USCG Work / Life Office
907.463.2225
http://www.uscg.mil/D17/

PARTNERSHIPS for families & children

March 2, 2011

Representative Tuck,

This letter is in support of establishing funding and state coordination for existing and new Parents As Teachers programs in communities throughout Alaska.

Partnerships for Families and Children is a Best Beginnings Partnership. The coalition of over 16 organizations meets throughout the year to coordinate outreach to families, address gaps in services, and increase public awareness and support of young children and families.

We conducted a comprehensive needs assessment and strategic planning process to increase kindergarten readiness, strengthen families, and increase the healthy development of young children. One of the top priorities identified during this two year community wide process is to establish a Parents As Teachers option for Juneau families.

We strongly believe this "gold standard" heavily evaluated program will move us toward all three of our goals. The Parents As Teachers program is effective in increased school readiness, reducing stress and isolation in families, and connecting families to resources to support healthy development such as vision, hearing, and developmental screenings.

Thank you for your foresight and vision in supporting implementation of Parents As Teachers in Alaska.

Carolyn Garcia
Program Associate
Partnership for Families and Children

Mission Statement: Partnerships for families and children works collaboratively to promote shared broad-based community support for young children and their families.

3100 Channel Drive, Suite 215 ◊ Juneau, Alaska 99801 ◊ www.southeastfamilies.org ◊ 907.789.1235 ◊
juneaupartnships@gmail.com

thread connecting early care & education to alaska

March 2, 2011

Representative Tuck
Alaska State Legislature

March 2, 2011

Representative Tuck,

We have been talking about the need for a Parents as Teachers program in Juneau for over ten years. Though we are experienced grant writers, in order to start a program, there needs to be some level of sustainability beyond a two year foundation grant cycle that will then be looking to fund another new innovative project, rather than continuation funds for a proven program. Support from the State of Alaska would allow us to proceed with confidence in securing additional funds to administer a long term successful high impact program.

This letter is in support of establishing funding and state coordination for existing and new Parents as Teachers programs in communities throughout Alaska.

AEYC Southeast Alaska is part of the thread Child Care Resource and Referral Network, serving early care and learning programs and assisting parents in finding child care in order to work. We are also the lead agency in our Best Beginnings Partnership, and coordinate the Dolly Parton Imagination Library in Southeast Alaska.

AEYC Southeast Alaska offers parent education and family literacy events throughout the year, and we produce a monthly bulletin which is distributed to over 1,000 families with young children in Juneau. We have the structure in place to further engage parents in serving as the first and most important teachers for their children.

We were encouraged that the Alaska House of Representatives passed legislation last year to implement a Parents as Teachers program in Alaska, and appreciate your continued support in working toward this highly effective approach to strengthening families and promoting kindergarten readiness.

Joy Lyon, M.A.

Executive Director

AEYC-SEA

Southeast Alaska | 3100 Channel Drive, Suite 215, Juneau, AK 99801 | www.threadalaska.org | 907.789.1235 | 888.785.1235

Parents as Teachers

March 9, 2011

Dear Members of the Alaska State Legislature,

On behalf of the national office of Parents as Teachers, I would like to encourage you to support HB 49 which would establish a statewide network of Parents as Teachers programs throughout Alaska. HB 49 is a critical investment in the long-term benefits of the individuals and communities that you represent.

Parents as Teachers is a research-based, family support and parent education program serving families throughout pregnancy until their child enters kindergarten. Research has clearly shown that the early years of life are critical in a child's development and lay the foundation for success in school and in life. We believe that parents are their children's first and most important teachers.

Independent research shows that at age 3, Parents as Teachers children are more advanced in language, social development, problem solving and other cognitive abilities. Children who participate in Parents as Teachers score higher on kindergarten readiness tests and on standardized measures of reading, math and language in first through fourth grades. Furthermore, parents who participate in Parents as Teachers are more confident about their parenting and are more involved in their children's schooling...a key component of a child's success in school.

Few investments have the rate of return of early childhood programs and Parents as Teachers is critical to high-quality preschool programs. Please invest in your most important resource – Alaska's children and families by supporting HB 49. Thank you for the important work that you do. Please let me know of any other way that we can be of support.

Sincerely,

Susan S. Stepleton
President and CEO
Parents as Teachers
314-432-4330 x 279
sue.stepleton@parentsasteachers.org

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PO Box 22870 · Juneau, AK 99802
907.789.1235 · www.akaeyc.org

To lead, facilitate, and support the efforts of those working in the Early Care and Education profession throughout Alaska.

March 5, 2011

Representative Les Gara
Alaska State Capitol, Room 500
Juneau AK 99801

Greetings,

This letter is to inform the legislative body of the widespread support across the state to establish a voluntary Parents As Teachers home visiting program for families with children ages birth to kindergarten entry. Our membership represents nearly a thousand early childhood educators across the state, devoted to increasing the quality of early learning experiences for young children in order to prepare them for success in school and life.

Parents are their children's first and most influential teachers. Voluntary family visiting programs serving families with children prenatal up to kindergarten entry provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life. Such programs increase parent knowledge of early childhood development, improve parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and school success. Through these preventative programs, future costs such as special education and remedial education, have been shown to be reduced.

- In Alaska, 40% of children entering kindergarten are not ready for school. Children who begin school behind rarely catch up later on and are less likely to graduate from high school, attend college, or acquire the skills necessary to obtain a job that pays a living wage.
- Alaska's graduation rate according to the Alaska Department of Education and Early Development is around 60%. The lack of school readiness at kindergarten leads to low graduation rates.
- The best outcomes for children occur when quality pre-kindergarten experiences include research based home visiting programs that involve parents.
- Families involved with home visitation programs such as Parents as Teachers are more involved in their children's later school experiences, leading to more positive outcomes for their children's education.

Establishment of such programs is an investment in the young children of Alaska and their families, with positive outcomes for years to come.

Gara Bridwell

Gara Bridwell, M.A.
Alaska AEYC Chair

ASSOCIATION OF ALASKA SCHOOL BOARDS

ADVOCATES FOR ALASKA'S YOUTH

The Honorable Chris Tuck
House of Representatives
State Capitol, Room 426
Juneau, AK. 99801

March 7, 2011

Dear Representative Tuck,

During our recent Legislative Fly-in, AASB members expressed unanimous support for additional state investment in early childhood development programs, including Parents As Teachers. Education leaders know that far too many children enter kindergarten lagging behind in skills necessary to be proficient in reading and math. And far too many of those children never catch up.

AASB believes that initiatives such as Parents As Teachers are essential to raising student achievement in Alaska school children without adding to the cost and size of government. Money invested in our youngest Alaskans is returned many times over again in improved earning power and lower rates of social problems.

I would like to thank you for your efforts on HB 49 and would encourage the Alaska Legislature to enact and fund this important legislation.

Sincerely,

Carl Rose
Executive Director

1111 West 9th Street, Juneau, AK 99801

☎ (907) 586-1083 (907) 586-2995 aasb@aasb.org http://www.aasb.org

Southwest Region School District

P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576

(907) 842-5287 • Phone
(907) 842-5428 • Fax

March 3, 2011

Representative Chris Tuck
State Capital Building, Room 426
Juneau, AK 99801

Dear Representative Tuck,

As members of the Southwest Region School District team, we are writing in support of the legislation in HB 49 supporting the Parents as Teachers program. This bill would support funding for Parents as Teachers programs in the communities that our school district serves.

The district knows the importance of the development of young children's minds during the first few years of life and the priorities of the state need to support that development. The Parents as Teachers program has had a positive impact on the children in the communities of Southwest Region School District in previous years. The program increased the school readiness component of the children's early education, which had a positive effect on improving school success in later years and increasing parents' involvement in their child's education. This legislation would bring this program back to our communities and allow children to start school ready to learn.

We urge the state legislature to support this legislation. The investment of educational resources into the early years of children's lives and parental involvement will benefit those parents and children for a lifetime.

Cordially,

Jack Foster, Superintendent

David Piazza, Director of Instruction & Information Services

Jon Clouse, Federal/State Programs Director

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Portage Creek

Togiak

Twin Hills

Communities In Schools OF JUNEAU

Representative Chris Tuck
State Capitol Room 426
Juneau AK, 99801

March 7, 2011

Dear Representative Tuck:

This letter is written on behalf of the board for the Communities In Schools of Juneau in support of establishing state funding and coordination for Parents As Teachers programs. Communities In Schools of Juneau works to increase graduation rates of students, and reduce teenage drug and alcohol use. The State of Alaska can not afford to continue the high costs associated with high school drop outs.

Because our organization sees the value in early learning to leverage greater success for students, we devote considerable resources and attention to services that connect young children and families to literacy and health resources. We ask that the State of Alaska do the same. As a state, we need to reduce the heavy remediation costs, along with drug, alcohol treatment programs, crime, teen pregnancy, and learning disabilities. The solution lies in programs to strengthen families and help parents become engaged in their child's learning right from birth.

As Nobel Laureate Economist James Heckman states: "Voluntary, culturally sensitive support for parenting is a politically and economically palatable strategy that addresses problems common to all racial and ethnic groups."

The Parents As Teachers program has a proven track record. We urge the State of Alaska to invest in this effective program so children will be ready to succeed by the time they enter school.

Sincerely,

Elsa Demeksa, Executive Director
Communities In Schools, Juneau

Nancy J. Wells
P O Box 1814
Kodiak, Alaska 99615
907-487-2415
907-942-4600

March 9, 2011

Representative Chris Tuck
State Capitol Bldg. Room 426
Juneau, AK 99801
Fax: 907-465-3810

Re: HB 49 – Parents as Teachers Act

Dear Representative Tuck,

Thank you for recognizing that Alaska's children are our most valuable resource and once again sponsoring the Alaska Parents as Teachers (PAT) Act. PAT is a nationally recognized evidence based program which supports parents and families as they strive to enhance their child's development. PAT is a voluntary program, with families actively choosing to participate because they understand the significance of parenting. They want their child to have an early childhood that builds a secure and loving foundation from which to grow, learn and ultimately to be a well balanced and productive citizen. These children are the people who hold the future of our country in their tiny hands. It only makes sense to provide their parents with access to every valuable tool we can. Here in Kodiak the local PAT program is considered a valued resource. The number of families wanting to participate greatly exceeds the number of funded openings.

Nationally we have devoted countless amounts of time, energy and money into researching how the brains of infants and toddlers grow and develop. We know what they need and what we should be doing. We also have extensive documentation related to the costs of not doing or providing those things that infants and young children need. Unfortunately those costs are never aggregated. They are scattered across a broad range of programs, special education, mental health, juvenile justice, adult incarceration, substance abuse, unemployment, etc. These sums are truly astronomical in comparison to the cost of "early childhood" services.

I have spent the past 20 years of my life working with families whose children were born with conditions that cause developmental delays. Some things are like lightning strikes, unpreventable and a reality of life and we will always have a few children born with unpreventable developmental issues. As a state and as a country we do have limited resources. Fiscal reality means we need to think about our resources, what are they, and how do we prioritize them for the maximum long term outcome. I submit that our first, foremost and number one priority is our young children. We cannot afford to allow any child's potential to be limited or destroyed. I applaud you and your fellow legislators for recognizing that our future is our children and taking action to make Alaska's future secure.

I support HB 49. Please feel free to share this letter with your constituents, legislators and any others you choose.

Respectfully,

Nancy Wells

Dear Senators

It is important that the state of Alaska continues to fund the Parents as Teachers Program because our children is our future. Parents are childrens first teachers and this education to our children is important them and us. My child has been enjoying these visits and learning from these home visits.

Thank you
Shane & Tim
Stanislaws

2-22-11

Dear Senators;
We would like to hope that the State of Alaska would continue to fund the home visits with the Parents as Teachers Program because the children learn first at home and they are important to start early education. Our kids do learn from these vital first years of visits.

Thank you,
Mary T Damian

2-16-11

Dear Senators: Mr. Hoffman + Mr. Foster

My child has been enrolled in the PAT program since May 2010 and is enjoying the home visits here in Alakanuk. She has learned so much at home as well as me. Please continue to fund the Parents as Teachers Program here so that my child can continue to recieve the visits that she likes.

Thank You,
Eleanor Phillips
Concetta Phillip

Feb. 10, 2011

Dear Senators,

Begining in 2004 I've had my children enrolled in the Pat Program here in Alakanuk. With my oldest daughter, who is developmentally delayed, the program was very helpful. Also I, myself have been in the program My youngest child is now in the program and she loves it. She is learning more and likes to "go to school". I think this program is very helpful because it helped catch all the delays my daughter has and helped us get her the help she needed.

Please help fund the Alakanuk Pat Program for our future children.

Renald Black

February 10, 2011

Dear State Senators

Please help Fund the Alaskanuk parents As teachers program which I have two Children En-rolled In and are learning at home to give them a head Start in there early lifes. My children enjoy the activites.

Janet H. Beans

I Jimmy D. Droane Sr. am a Parent to two children, Keianne Carmine Droane and Jimmy D. Droane Jr. We do not want the Parents as teachers program to quit. Never know if one of these kids become a scientist or a leader for the great country of United States of America. Having our children learn things at a young age. So you who ever is in charge think about the possibilitys that our children can do to change our country in the future. ——→ J. D. Droane Sr.

2/10/11

Dear State Senators 2-10-11

Please fund the Parents as Teachers program here in ~~ALAKANUK~~,
Since 2009 my son has been anttending PAT program and visit has been learning. He has ~~B~~ been enjoying his group socials.

Ruth Swpold

February 23, 2011

From: Nellie Edmund, Teacher Director, PAT ON Site Supervisor Alakanuk Head Start

P.O. Box 189

Alakanuk, AK 99554 (907) 238-3917

To: State of Alaska Senators Hoffman and Foster Mt's

RE: Support Letter for PAT Program's Grant

This letter is to support the Parents as Teachers Program here in the village of Alakanuk. The children that are enrolled into the program are a lot more involved everyday at school which is a big change and we get different reactions from them that are enrolled compared to the peers that are not enrolled, there's an extensive knowledge in the home visit group. I would like to see the PAT program continue to be funded by the State of Alaska. This makes a big difference when they are better prepared to come to school and what to expect when they are at school.

Please continue to fund this program here in Alakanuk so that our children will be educated at the home and the parents will learn how better to help their child learn great new opportunities that are developed at the home.

They do a lot of work with the parents and children with a lot of activities that supports early educations and this is great. They do great in having the monthly group socials, the children and parents like the program and we would not like to lose this very important program that the Senators should support.

Thank you for your time,

Nellie Edmund

Alakanuk Schools
Lower Yukon School District
P. O. Box 9
Alakanuk, AK 99554
Phone: (907) 238-3312, Fax: (907) 238-3417

Diane E. Reed
Instructional Leader

Kerl St. Jeor
Asst. Instructional Leader

February 21, 2011

To Whom It May Concern:

I am writing this letter as requested by Hilda Stern. I strongly believe in the program that Hilda is involved in. Here in our village we have young ladies who find themselves pregnant and ready to take on parenthood without very much support or education as to how they can effectively parent this new baby. That is where this program comes in, offering support in the way of advice, education, as well as other types of help. Please understand that in a somewhat isolated location, this program is often the only way to give young parents any help. Without financial support his program will have to be discontinued. That would be a shame.

By acquiring stronger parenting skills, these young people will better be able to have children that will be contributing citizens of the community. Please support this program ensuring that Alakanuk's young parents will continue to have this support in their lives.

Sincerely,

Diane Reed

February 23, 2011

Dear Senators of this great State of Alaska: Neal and Hoffman

I would like to take this opportunity to thank you first of all for supporting the state of Alaska with your time and commitment in your duties in the Office of the Senate. I am the Home Visitor for the Parents as Teachers Program for RurAL CAP in Anchorage, Alaska. I really do enjoy my job as it entails many hats to wear such as social service work, educator, advisor, listener, companionship, friend in need. In this line of work we service prenatal to three years of age and provide age appropriate activities to bring to the home and helpful handouts that the parents can learn through information about what is going on in the brain at this critical time in their early lives, where the 'window of opportunity' is open to receive vital educational handouts that will form and stay with the child as he/she is learning from the important activities that is done with each child and parents that are age appropriate. I serve 24 families in the village of Alakanuk and the families that are served are very grateful of this program and many have learned information that otherwise would not have known about like when their newborn is first able to see, write, walk, run, preparation to write, stimulation of the brain, memory skills, fine motor and gross motor development, language and social-emotional development. This program also offers at least one group social a month to where all children and their families can come and have a snack or dinner do an activity, and they get to see where other children are at, how their child can play with other children their age, and share information about resources that are working for them and what isn't working. We also assist in the process of preparation for Head Start (or Preschool). With PAT we do screenings for development in vision, hearing, and for any delays that the child may have. With this in place we work with Family Infant Toddler Program in referrals so that the child can get the extra help that they may need in the future. We also supervise the Reading is Fundamental book distribution which the children so love to get their own books which are hard to get out here in the rural delta villages because it is very expensive to live out here and are just surviving on the basic necessities. Resources are gathered into one and offered to the families that do request of it whether it be educational, training, crisis, immunization support, transition, health, home, etc.

So with all this information it is our hope that many parents do share in this village and state that you will help to support the continuance of funding this program for our families that we would love to continue to serve. Many that are enrolled really do love this program and would like to see it continually happen for years to come because education really does start at home with the parents and they are learning how to better educate their child so they too can become a leader as well.

Thank you for your time and consideration,

Hilda Stern, Parents as Teachers, Home Visitor-P.O. Box 189 Alakanuk, AK 99554 (907)238-3918

Hilda Stern, PAT Homevisitor

2-23-11

Dear State of Alaska Senators:

My Children (2) ~~is~~ are enrolled in the parents as teachers program and was able to detect early interventions and so were able to get the help that one child would need to see a delay developmentally. I would like to continue the program in Alakanuk since ever expecting another child and will enroll into the program. Please help to continue to fund in the State of Alaska I just hope they keep it going.

Thank you,

Eric Koreft

February-15-2011

Senator Bettye Davis

To whom it may concern:

I have been involved in the Rural Cap Parents As Teachers' Program for 3 years now, I have been with the Program all this time, because I have received the help and the needed tools to work with my daughters. I have been enabled to make them ready to go to school. the material provided by the program is very useful, as well as the help received. I really like the kind attention my daughters and I have received from Sara.

Branda Fragoso
participant.

February 15, 2011

Senator Bettye Davis
To: Who may concern.

I been enroll at Parents as Teachers at Rural Cap2 program year. I like the ideas of this program because all the activities have to do with materials that are not expencives. They allways bring books that are amazing to read to my child. This program helps me to knew my childs development and offer ideas of things I can do at home with her.

Deicy Camarena

To: Representative Mia Costello

State Capitol Room 412

Juneau, Alaska 99801

From: Beverly Johnson, Parents as Teachers Parent

3500 West 80th Avenue, Apt #3

Anchorage, Alaska 99502

Date: February 22, 2011

Re: Support for Rural Cap's Parents As Teacher (PAT) Program

Hello. My name is Beverly Johnson. I am a Parents As Teachers (PAT) parent. I am writing this letter to support the Rural Cap's PAT program and am asking for your support of the PAT program as well.

I am a single parent on unemployment and public assistance. I have a 2 year old daughter enrolled in the PAT program. My daughter has medical issues, which prevents me from working at this time. I go to the food bank several times a month, just to make ends meet.

Every parent wants the best for their child, and wants to provide the best opportunities for them. Rural Cap's PAT program is an invaluable community resource that has helped my family and my daughter. PAT program has provided me with information, encouragement and support to better my daughter's learning environment.

Our PAT family visitor has provided me with easy and inexpensive developmentally-appropriate teaching activities to do with my child. The PAT family visitor also assessed what my daughter knows and tailored these teaching activities so that my daughter can be challenged a little. Our family visitor has provided me with examples of how I can make teachable moments in my everyday life. As a single low-income parent, I am often more worried about putting food on the table and paying the bills than my

daughter's learning environment. The PAT family visitor makes my task of teaching my child much easier as she gives me examples of how I can show my daughter new concepts and activities.

Our family visitor is very knowledgeable and resourceful. My family has benefited many times when she gave me information about other community resources, such as Denali Kid Care's Early Screening program and other pamphlets on parenting workshops. Each time our family visitor comes to our home, she provides me with information on helpful community resources that I am usually un-aware of.

I know that many low-income families have much more things, such as finances, to worry about than their child's early years of development and learning. The Rural Cap's PAT program is an invaluable asset to these families and to our community. The PAT program helps parents and their children, by providing encouragement and support to people who otherwise would probably would not value or do these learning activities.

So, please, I am asking you to support the Rural Cap's PAT program. It is a huge asset and powerful resource for my family, our community and will make a difference in the future of many disadvantaged children. Thank you for your time and support.

Sincerely,

Beverly Johnson

Beverly Johnson

Representative Chris Tuck
State Capitol Building
4th Floor, Room 426
Juneau, AK 99801
Phone: (907) 465-2095

Dear Representative Chris Tuck,

I am writing to ask you to support continued funding for the RurAL CAP Parents as Teachers (PAT) Program. My daughters and I are participants in the Anchorage PAT Program and I want to share with you some of the ways the program has impacted our lives.

Our PAT Family Visitor provides home visits every other week. At each visit she shares information on brain development and how I can foster the growth and development of my daughters. We always learn a new activity that is specific to each of my daughters and their individual milestones. Each visit also includes a book or literacy activity and often we get a book to keep and add to our own collection. We enjoy each visit and the fun activities our PAT Family Visitor shares with us.

The PAT Program holds group socializations every month. These provide opportunities for children and parents to get together, play, learn something new and have fun! We especially enjoyed a group social that was held at our public library. We learned about all of the activities the library provides for young children and were encouraged to sign up for a library card if we didn't already have one.

Our PAT Family Visitor offers me resources and a chance to discuss any concerns I have about my daughters development. I appreciate the opportunity to ask questions and learn new things in my home; having two young doesn't always lend itself well to getting out in the community to participate in similar activities.

The PAT Program has taught me that I am my daughters first and best teacher. My oldest daughter was born 10 weeks premature and is flourishing; I am certain that our participation in the PAT Program has given her an advantage and has given me the tools and resources I need to better support her growth and development. The PAT Program has empowered me to be an advocate for both of my daughters.

I hope that you will share this with your colleagues and please encourage them to also support funding for the RurAL CAP PAT Program.

Sincerely,

Alicia Notti

RurAL CAP PAT Parent

2-23-11

My son Sheldon was enrolled into the PAT Program since September of 2007. Betty was his PAT Family Visitor from 2007 until he transitioned into the Chevak Head Start this school year. I think that having Sheldon involved in the PAT Program was not only rewarding and beneficial for him, but for our whole family as well! The PAT Program encourages parents to become involved w/ their children and family. We even received helpful tips on parenting and also had Sheldon practice his fine motor skills. Although Sheldon was diagnosed with MLD later on, Betty still provided services for him and also referred us to the Family Infant Toddler Program in Bethel.

I am so thankful for your Program! It makes me happy to know that even though any child is facing any type of challenges, the Parents as Teachers Program is there to help! I really appreciate your services and will gladly refer any parents to your program!

Amber Lingazak
Family Advocate
Chevak Head Start

As a first time father I appreciate the PAT program, for providing such good program for my son. I believe what the PAT Workers are doing is very important to the children to prepare for school.

Clifford Paniyak

Feb. 22, 2011

PAT program provides my babies exposure to the world, thru books, toys and interaction. Plus the babies faces light up when we tell them that its time for a home visit by the PAT program.
Thank you for providing the positive exposure to the world!

Paula Atherian
For Liliauna and
Ina Atherian and
the rest of the Edwin
Atherian Sr. Clan.

To whom it may concern;

Getting Toddlers and Preschoolers Ready for School

Both toddlers and preschoolers can face the same issues when transitioning to another phase of life. From home to a preschool, and then from a preschool to grade school, this change in a child's routine can effect him in a negative way if he is not prepared for it. It is the responsibility of every parent to make sure that their child is ready for preschooling or regular schooling. However, teachers also play an important role in preparing a child for these two levels of education.

The Parent as Teachers (PAT) Parents are of course the most influential being to their children they have the most access for them to be taught. They have formulated the idea to expose the children to education with their parents, for them to become a lot prepared to their formal school challenges. 'Parents as Teachers ' or PAT Program is an effective tool in shaping the minds of these young toddlers. I support the PAT Program 100% and that they keep continuing the PAT Program in our community and other communities as well.

Cecelia Atchak
P.O. Box 157
Chevak, Alaska 99563
February 23, 2011

[redacted] 2011

Hello PAT!

I'm Sonya Johns. an CASSidy my daughter. We both really enjoy having our family visitor over! Every since cassidy was born She has came over and we always learn an play together! The best thing about our visits is when she comes over an Shows me how to teach my daughter easier ways of learning! Her father and I really appreciate the visits that She takes time in.

Sincerely,
Sonya, Paul
-N-lil Cassidy.

ALSO, when im working an trying to finish highschool it really gives us a great "sit down" time an just HAVE a fun time together learning!

-We love the great things She has already helped us accomplish!

Thank you very much for having this program, it will and always has been great!

From: Tamara Hamby (tehamby@hotmail.com)
To: arctic_alaska@yahoo.com;
Date: Thu, February 17, 2011 3:58:30 PM
Cc:
Subject: PAT blurb

I hadn't slept much the night before a family visit from Parents As Teachers because we were trying to take the pacifier away from my 14 month old. I had just made the decision about an hour before bedtime and thought "there's no time like the present!" My visit started out normal and then Cynthia handed me the Pacifiers Are Not Forever book. What a whamoooo moment. It was encouraging and supportive and just told me, in my gut, that I was doing the right thing; it made the bags under my eyes worthwhile.

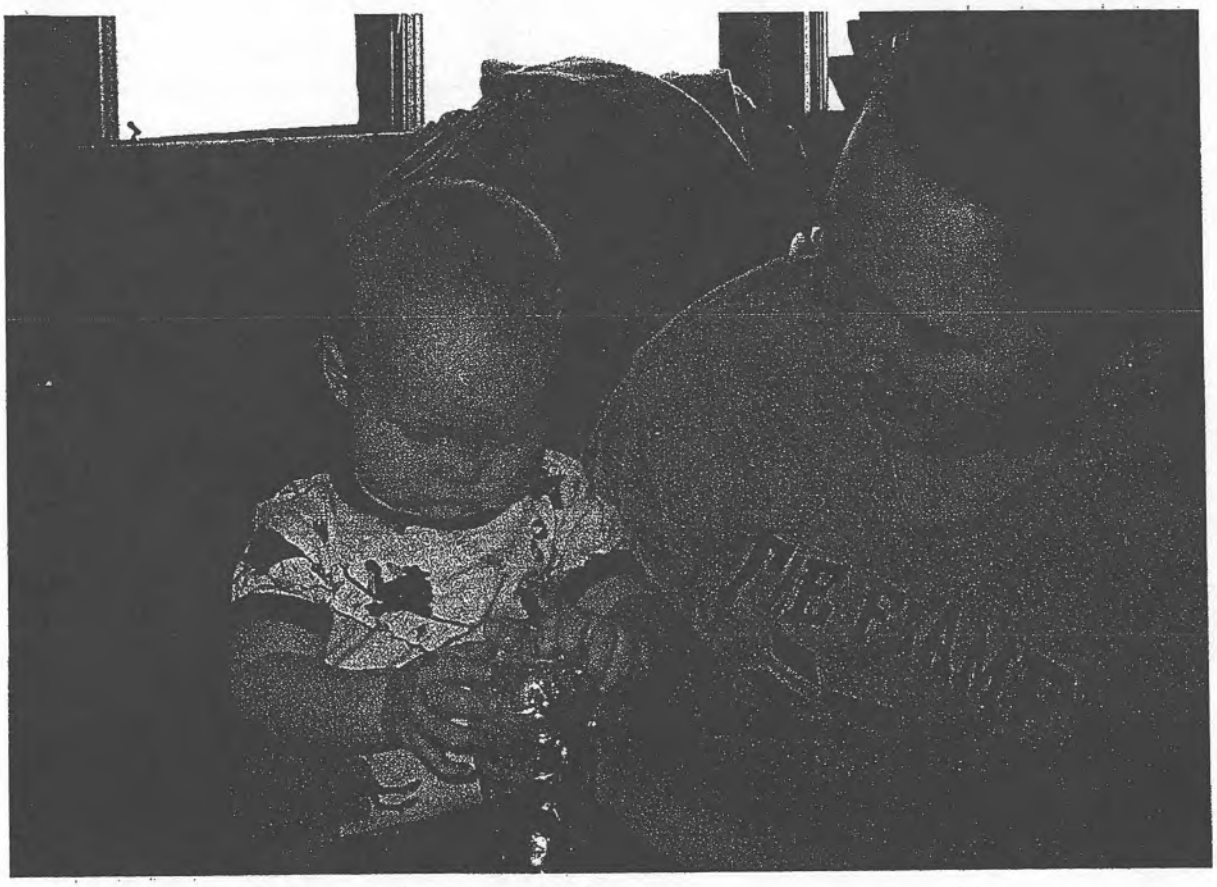
With each visit I am able to take a deep breath and step back from the act of parenting to learn about the art of parenting from a learning perspective. I may not absorb everything presented to me in that hour, but later as I re-read the material there are many whamooo moments. The Parents As Teachers program allows me, a stay at home mom, opportunities for continuing education. It offers an open forum to talk about my problems, ask my questions, and rejoice in successes.

The Tot Time is another extremely important part of our weekly routine that we all look forward to all week long. I reason to get out of the house, get the kids running around in a gym, talk with other parents, and, if nothing else, just know there are other people in our community who are going through the same things on a daily basis as I am.

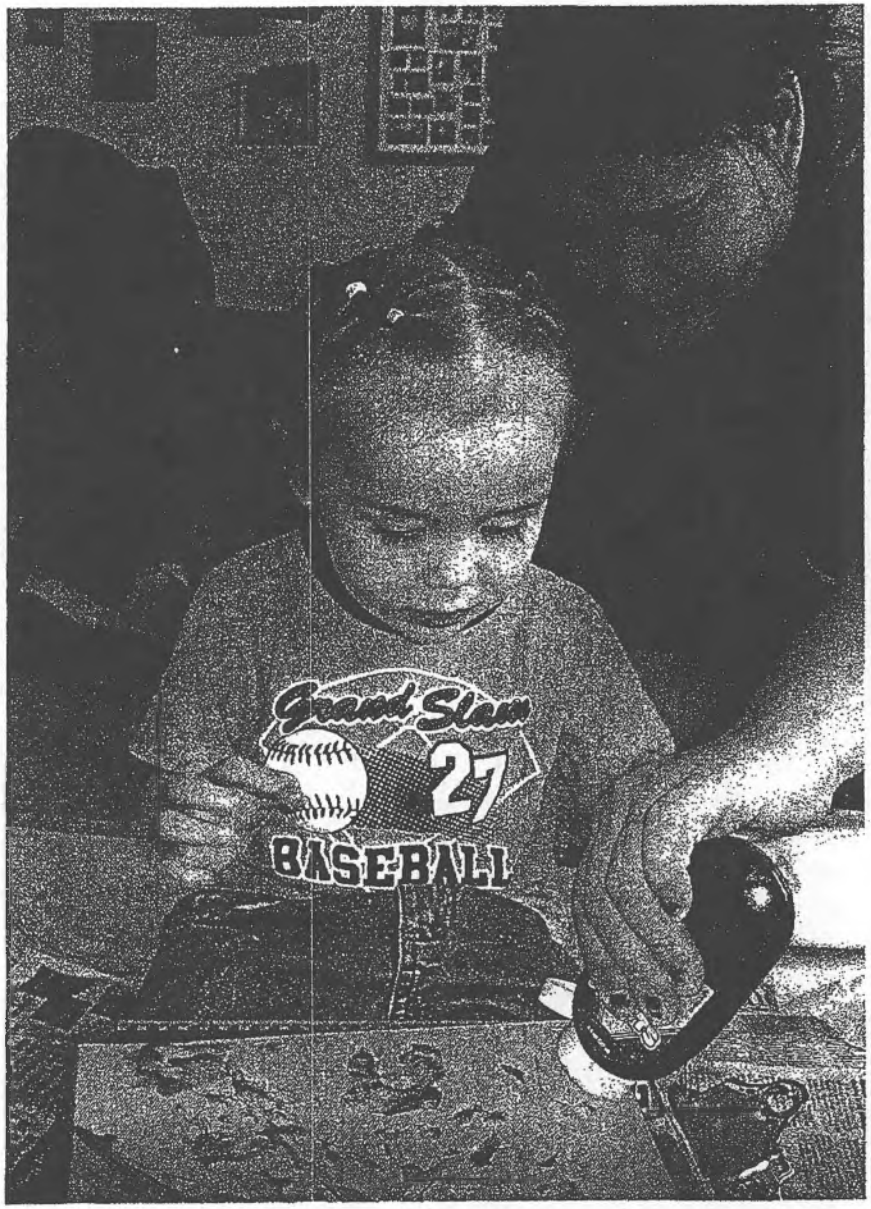
It's all about making connections that make living in rural Alaska easier and it has become an integral resource for us to grow as a family and a community.

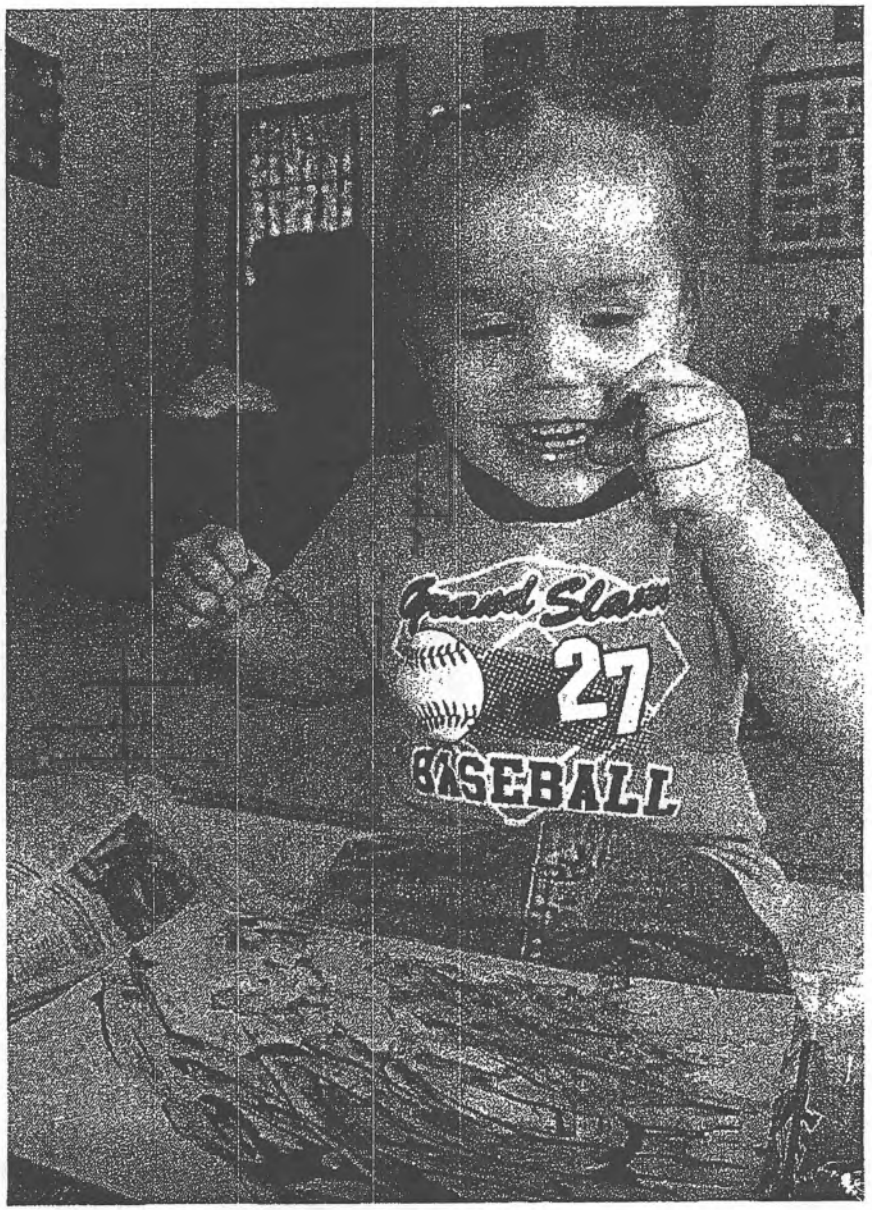
Madeline had to feel what was in the bag and match it to the picture.

Glenallen



Little Melanie trying to get a cherio out of a plastic bottle. Glenmallen





Zephaniah found great joy in the sensation of squeezing the finger paint.
Gulkana

Zephaniah Enceladus Tyone - child

To whom this may Concern

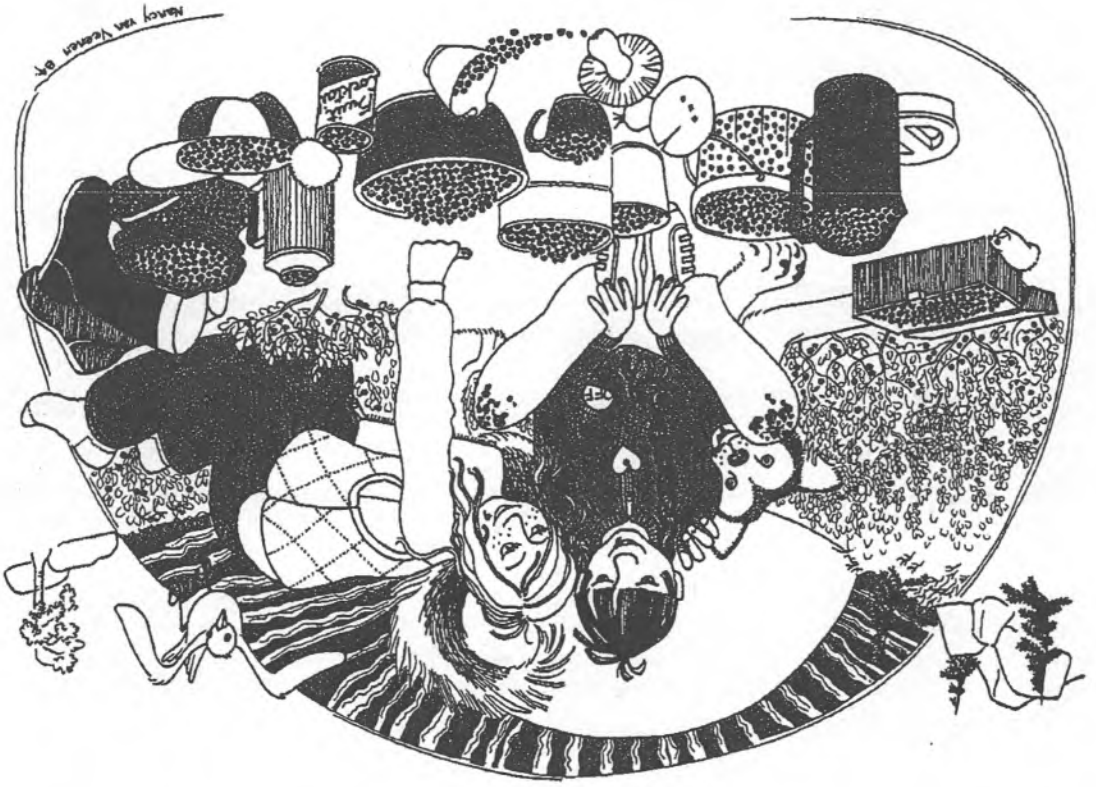
I really think this parents teachers is a really good thing to have for kids that need around here cause some parents dont Send there kids to school Until they see the parents teachers so I think this is a really good thing to have aroond here in Glenmallen way I like my daughter seeing cynthia or pat

from Davina Lanes

To Whom It May Concern,

I'm a former early-elementary teacher who is currently staying home with our 20-month-old son. My training as an early childhood educator emphasized the importance of early intervention programs and activities for very young children. We learned that all elements of development are critical for the well-being of a child, both health and intellectually. Programs like P.A.T. offer the opportunity for parents to be involved in a current, research-based program which helps their children develop in all these critical areas.

→



Enough for a Pie
Nancy van Veenen

PAT is unique in that it's focus is to enable parents to take an active role as a teacher early in life. Those early years are critical in laying a foundation for future success.

Even though I've had years of experience teaching young learners, the PAT program has enriched my son's life through weekly "Tot Time," an opportunity to interact with children his age. In addition, the strategies and learning activities presented by our local PAT Coordinator have been so helpful in making our son's playtimes intentional.

Please seriously consider supporting the continuance of a great program like P.A.T.!

Sincerely, Sherri Scribner

MAIDEN ALASKA
SR 30563 Fairbanks, Alaska 99701
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Printed in U.S.A.

To: Sen. Donald Olsen
State Capitol, Rm508
Juneau, AK 99801

To: Rep. Neal Foster
State Capitol, Rm 434
Juneau, AK 99801

From: Terese Tegaruakda
PO Box 281
Emmonak, AK 99581

2.18.11

Re: PAT Program

I've been participating in PAT Program since I was pregnant in 2006 with my daughter & Im still in it with my son Rylan. He just turned 2 on the 7th of this month. This program helped me out as a 1st time parent & I get a lot of information about being a parent & about my children's development Right now Im learning about my sons muscles & how to help him stop drooling or to control his drooling. This program is helping me and their dad to be a better parent. Summer time we get a lot of fun activities also with safety like a 1st aide kit. PAT Program is GREAT. I'm also encouraging new parents & other parents with 0-3 y/o kids. If I didnt have this program I think I'd be not so good of a parent now.

Thank you PAT Program!

Terese Tegaruakda

Ronald and Bertina Trader
Box 243
Emmonak AK 99581

February 18, 2011

Senator Don Olson
State Capital Room 508
Juneau AK 99801

Dear Senator Olson,

My name is Ronald Trader. I am happily married to my wife, Bertina. We have a 9 month old son, William. He is a happy child, who is starting to discover books. He is also enrolled in the Parent as Teachers Program.

I am writing this letter to support the PAT Program. As we all know the child's first teachers are parents! This is a vital tool for families and it is much needed out here in rural Alaska! PAT Program works! How?

My wife and I learned about our son's cognitive stages and what to expect on development abilities at certain ages. We went through a vision and hearing tests. We got invited to social gatherings with others parents and babies. We received tips on keeping healthy during the flu season! We also received books that were appropriate for his age! He's attention span is growing when we read to him! He likes certain books! I enjoy seeing him get excited when we read books like, Twinkle twinkle little star and what's under the tree for me.
We need PAT programs to inspire kids AND parents education. It works! Education starts at home! The more education we give to our children, the less problems we have in our schools and social lives!

I applaud Senator Kawasaki for pushing Early Childhood Education! Early education for our children is investing in our future!

I support the Parent as Teacher Program because I see it working in my son, not only in him but as well with my wife and I!

Sincerely,
Ronald Trader

Feb 17, 2011

To: Whom it may concern
From: Christine Tegantakla
PAT program parent

Dear Sir or Mam,

I am writing this letter in support of requesting funding RurAL Cap for the Parents As Teachers program. In the past I was the family visitor for this PAT program station at Emmonak. Due to Child care & health issues I resigned my position. I also registered my baby into this program for FY 2010-2011.

This program helps parents understand how their child overall development is. I support this program especially for young parents who are just starting to care for their babies. Its also good for experienced parents like my self. Even I'm an experienced parents I learn something new at each visit about how to help my child for his age level. With this program available, it helps us to realize how vital what we do with our babies at young age is. We learn and there for help our babies grow to their full potential which also helps them as they get older.

Please provide another funding for this most important program parents can recieve. Working with families and Children I can see the difference in them compared to those who are not enrolled into this program... Thank You.

Sincerely,
Christine Tegantakla
Emmonak AK 99581
949-6047

100 School Road
Emmonak, AK 99581
February 22, 2011

Senator Donald Olsen
State Capitol, Room 508
Juneau, AK 99801

Dear Senator Olson:

My name is Cassandra Peterson. I am a special education teacher in Emmonak, a small, remote village in Western Alaska. I am writing to you in support of RurAL CAP Parents as Teachers program. I feel compelled to write to share the importance of early childhood programs and their bearing on their readiness for school. It has been my personal experience that children who have participated in early childhood programs are more ready and successful when they begin kindergarten. Not only are early childhood programs important for academic and social readiness, these programs are also vital in helping to identify children who have potential delays or disabilities, and the sooner interventions begin, the greater chance for success. The RurAL CAP program has been an invaluable support for the families with young children in Emmonak. Your continued support of this and other early childhood programs would be a great service to the children of Alaska.

Sincerely,

Cassandra Peterson

To Whom it may Concern; Feb 22, 2011

Parents as Teachers has been a wonderful support for me to have, even though I am not a first time parent. It has helped to enrich the experiences that I give my daughter, and her older siblings. My daughter Olivia enjoys the special playtime, and showing off her advanced skills in almost every activity she encounters. It is also great for me to have a knowledgeable adult sounding board for my fears & concerns. Please continue the funding so that many more families get this wonderful family support.

Angela Wilde

Haines

Haines

February 22, 2011

To Whom It May Concern,

I am writing this letter in support of Alaska's Parents As Teachers program. I have two children enrolled here in Haines and am thrilled by the positive impact our PAT visitor, Kim Phillips, has on my kids and my family. The information she brings to our house on a bi-weekly basis about child development, nutrition, growth, play, sleep, safety, to name only a few, has proven incredibly useful and helpful to us as well as to many other families we know whose children are blessed to have Kim in their lives.

We deeply appreciate Kim's dedication, her decades of experience in Early Childhood Education and development, and her constant encouragement and support as we raise our kids. She is very resourceful; any time we've needed extra information, she is quick to provide it, or to direct us to someone who can help us more specifically. (She helped us to arrange for our daughter to get her hearing tested since hearing loss runs in our family. She also provided extra information about vaccines when we asked - these are only a couple of dozens of examples I could give)

I understand that the grant money that supports Kim's job is running out. I implore you to do whatever necessary to keep PAT going, especially in rural areas where this type of family support is so crucial.

As my kids grow I see so many wonderful changes that are the direct result of Mrs. Phillips' work. Please allow her work to continue by giving financial assistance to her program. By doing so you are not only employing a phenomenal woman, but you're changing the lives of young Alaskans in such positive ways.

If you want to keep the children in this great state as happy and healthy as possible, keep the Parents As Teachers Program alive. And if there's anything left over, give Kim Phillips a raise. Of all the working people I know, She deserves it! She does her job because she loves kids and is a passionate advocate; not because she just wants a paycheck — She'd do this kind of work without a paycheck, I think. She's the perfect model of someone who has found their true calling in life.

Thanks and I look forward to seeing the children of the Chilkat Valley enjoy a PAT visitor for years and years to come.

Sincerely,

Vanessa Salmon

2/22/11

Haines

To Whom it may concern,

My family and I love the Parents As Teachers program. Joseph our three and a half year old was enrolled in the program from the time he was six months old. He loved every visit, the packages he got during the summer and the playgroups. When I was pregnant I got enrolled in the program and received information about our developing baby. Now that Baby (Hunter) is 10 months old and is enrolled in the PAT program! He loves it when Kim comes over, loves looking at the books and playing with her just like Joseph did.

I love to recieve the developmental information and take my kids to the playgroups. I get to meet other parents with kids my age.

The Parents As Teachers program is greatly appreciated by our family and other family in our community. Please continue to provide funding for it!

Sincerly,

Kelsey Albeeker of Haines

To whom it may Concern, Bill Thomas. Haines

We would like to take this opportunity to express our gratitude for the Parents As Teachers program, as well as those that make funding this wonderful program possible. Families are a fundamental unit of society. Programs such as Parents As Teachers promote good parenting which in return, can strengthen families. If we want a better society, we need to turn to the families. The Parents As Teachers program has enabled us to more fully appreciate the teaching involved with parenthood. What a noble calling! We hope you are as willing to keep this great program available, as we are. Parenting is more than providing food and shelter. As a parent we are responsible for teaching our children. we cannot and should not rely on others to do this for us. We wish there were more programs out there with these values!

Sincerely,
Susanna & Kevin Kennedy (and Sariah age 2½ and Kayla age 6 months ☺)

Holly Davis
P.O. Box 451
Haines AK 99827
907-766-3756

February 22, 2011

Dear Bill,

Thank you so much for your support of the Parents as Teachers program! Kim Phillips, the P.A.T. person in Haines, is such an amazing resource for all of our families. John Caleb (age 3 now!) really looks forward to her visits, and I learn from her every time we get together. Please keep supporting P.A.T.

Thank you for all you do!

Sincerely,
Holly Davis

Feb 22, 2011

Dear Representative Kookesh,

I am writing this letter in support of the Parents as Teachers program. The program has been very helpful to our family since the arrival of our daughter in 2007. It has taught us as Parents that we are the first teacher of our daughter. The program has given us the tools/info we need to encourage our daughter through the early years. We would not have had this information available to us if it were not provided by our Local PAT agent

Thank You
Leslie Katt
Leslie Kattenhorn

2/22/11

Haines

Dear Rep. Thomas,

I am writing you to ask for your support in the PAT (Parents as Teachers) program here in Haines.

I have been fortunate enough to be a part of this great program with two of my children. I strongly believe it is important for parents to be educated about the early stages of their children's lives and the development of their brains from 0-3 years specifically.

It is so nice to have the opportunity to have someone make home visits to our home, plan activities with our child, educate us on the stages our child is at at that time, answer questions we have as parents, etc.

I know so many families in Haines have greatly benefited from this program, so I strongly urge you to help with the funding to allow it to continue.

Thanks in advance!

Melissa Ganey

Haines
2-21-11

Parent as Teachers program is a great program here in Haines. We feel pleased to have Kim more than fully qualified for the position. We receive encouragement for age appropriate activities for our children. Our kids are excited to have Kim visit our house and love her playgroups. Not being around kids before I had my own kids, its great to have someone to ask questions and know she is monitoring their development. We are encouraged to become great parents and enjoy the moments when our kids are infants. I would recommend this program to others!

Mark + Alissa Koverdan
Ania 5, Arik 3, Andy 6 months

Bill Thomas, Haines

I can not stress enough how wonderful this program has been for my family. Growing up in Haines we didn't have a lot of programs to choose from and help us learn about raising children and child development. I was lucky to have family around me and always be around children growing up so I had an understanding. But others are not so lucky, and aware of what kinds of things we can do to make sure our children are getting the attention and are developing the skills they need to succeed in life. I can say having a child at the wrong age I was was, was the scariest thing I had ever experienced. I understood the basics of caring for a child and making sure they were healthy but was always afraid he wasn't developing motor skills and other skills that are very important at the young stages in life. Having Kim there for meetings every few weeks was amazing. She played with my son and showed me things that as a parent sometimes you overlook. This program made me realize how important teaching children is when they are so young. If you don't take the time to work with them when they are infants and toddlers they may not get in to reading or writing or other important skills you need in life later on when they start school. Pam has really shown me how to teach my son so he can go off to school in a few years and do well. Kids are the future and we need more programs like this one to help them become the best they can be in life.

Kaitlin Podsiki

TO:
Representative William Thomas, Jr.

02-22-11

To whom it may Concern,
My name is Chanda Turpin and I am writing this letter on behalf of the program we have in Hyde Co. I have one child in the program this year and one who was in the program last year and is now in Kindergarten. Not only is my 4 yr. old benefiting from the program but my 5 yr old did as well. I also have a two yr old and a one yr old who are enrolled, they enjoy and learn alot during the home visits that are provided for us. We also go in and volunteer, we take part in class and appreciate it, the time we are in class I my self as a mother get alot out of the program not only the home visits or the time in class but the one on one attention from teachers. I really appreciate the information to improve my parenting and home teachers & my family. I can never forget the building without learning something new and improving to make not only my childs life better but also my own. Thank you

For this program and it would
help to see the programs
we are given succeed and go
further on for more education
because we are very fortunate
to be given the opportunity to
better our children's lives through
the education that is available
to us.

Thank you for the chance
to be able to thank you
and tell you how much
these programs not only
benefit us, but also mean
to the families.

Thank you

Francis Jurgen

Hydaburg, AK

February 23, 2011

Senator Al Kookesh

State Capitol, Room 11

Juneau, AK 99801

Dear Senator Kookesh,

I am writing this letter in support of the Parents As Teachers Program in Hydaburg, Alaska.

I have two children, age 2 and 5 months enrolled in the program. I enjoy the home visits that are provided that help guide me to be my children's best and first teacher. I have learned about how my child develops and learns. They also provide health screenings. Because of the Parents As Teachers Program, I was able to get referred for services for my son's speech delay with the Early Learning Program. The Hydaburg program also provides monthly playgroups for our children that I really enjoy. The parents get to sound out to each other experiences of their children, and the Family Visitor is knowledgeable about what is happening. I never leave a group without learning something.

In addition to the program for my young children, Hydaburg P.A.T. also has a preschool for the 3 – 5 year olds that my children will be attending when they reach that age. This is very important to keep funded as there is no other early childhood education programs in Hydaburg.

Sincerely,

Terra Adams

Hydaburg, AK

Dear Senator Al Kookesh 2/24/14
State Capitol Room 11
Juneau, AK 99801

My name is Judylee Guthrie. I'm writing this letter on behalf of the Parents As Teachers Program (PAT). The PAT program is a very helpful program to this Community. Many Children are enrolled into the program including my 19 month son. He has been enrolled since he was 6 months. For being a New parent and getting the one on one help with learning for My Child and Myself. I also help a Child in the school. He very much enjoys going to school and learning. As a helper, an Aunt and a Mother to the Kids at the school. Our days are based on the PAT Program for schooling. The PAT program has been here for years and hopefully for More years to come. I'm hoping for my son to be enrolled for going to school as soon as he can.
Thank you so much for taking the time to read my letter

Judylee Guthrie - Hydaburg, Ak

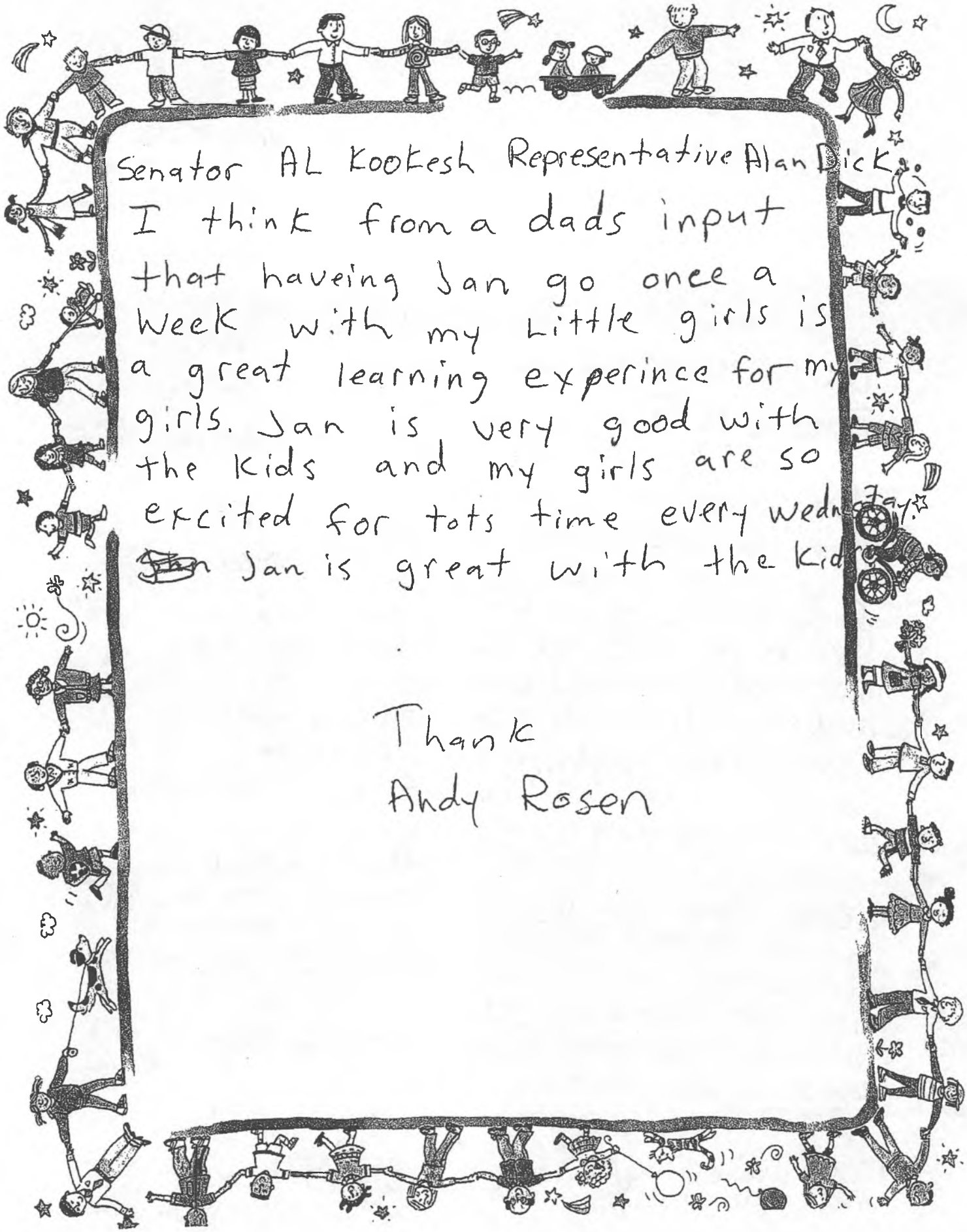
Dear Senator Al Kookesh + Representative Alan Dick –

February 15, 2010

I am writing to both of you to express my concerns about the state wanting to cut the Parents As Teachers program. I can tell you from first hand experience that this is a bad idea especially in our rural area! I have a 4 yr. old daughter who has been in the PAT program for 3 years and she made exceptional progress primarily due to the resources our family receives from PAT. The nearest head start is 40 miles roundtrip and that is too far for myself and others to benefit from that. If that had been my only option for early education for my daughter, I wouldn't have been able to take her and her learning opportunities would have been severely reduced. Also, I own the local store in Kenny Lake and am very involved with the community and can honestly name a numerous amount of families that have or will benefit from PAT. Please do not take away our only valuable, exceptional learning program that is educating our children of tomorrow.

lisalynnboone@yahoo.com
907-822-3212

Lisalynn Boone
Concerned parent
Local Business Owner



Senator AL Kookesh Representative Alan Dick,

I think from a dads input that haveing Jan go once a week with my Little girls is a great learning experince for my girls. Jan is very good with the kids and my girls are so excited for tots time every wednesday. Jan is great with the kids

Thank
Andy Rosen

2/16/2011

Dear Senator Al Kookesh and Representative Alan Dick,

I am a mom of three young boys, one of whom is still at home. Jan Carlson has been visiting our home for eight years, when our firstborn was an infant. We live in a very rural, isolated community and there are no resources for parents of pre-school children. The Parents as Teachers program has been a great resource for us and has given us so much to look forward to in our long winter months. Jan has been a tremendous asset to me as a parent & have learned so much about the different stages of my boys development and how to be a better mom. Her visits to our home are such a highlight for my toddler. As there is no local pre-school, Jan's guidance has also helped me prepare my boys for school. They have excelled in school from the very beginning.

©ME Inc.

and I think Dan's visits through the Parent as Teachers program have aided in that. I think it would be a tremendous loss for our community if we were to lose this valuable program. There is literally nothing else. Please continue this program for our community. We are so grateful for it. Thank you for your consideration of our needs.

Sincerely,

Sarah Dodge
Kenny Lake mom

PO Box 1871
Seward, AK 9964

February 15, 2011

Representative Paul Seaton
345 W. Sterling Hwy. Suite 102B
Homer, AK 99603

Dear Representative Seaton;

My name is Jeanie Moseman and my husband and I live in Seward with our son Jonas, who is eighteen months old.

I am writing to offer my support for the Parents as Teachers (PAT) program here in Seward. We have been signed up with the program since my son was born in 2009. We have found it to be a valuable resource for information on Jonas' development and expected milestones, as well as a source for suggestions of fun and interactive games and activities.

Our family always looks forward to our biweekly visits with Christina Pichotta, our PAT representative. Jonas enjoys learning new rhymes and games, and it has been reassuring to have someone evaluating his progress, especially as a first time parent. At Jonas' one year well child checkup, we were troubled to hear the doctors had some concerns about his head growth. Ms. Pichotta was able to supply us with documentation regarding his normal development to show his pediatrician, which was immensely helpful.

Please consider supporting the continued funding of this effective and valuable program. Thank you for your time.

Sincerely,

Jeanie Moseman

Jeanie Moseman

February 16, 2011

Representative Paul Seaton
345 W. Sterling Hwy. Suite 102 B
Homer, Alaska

Dear Representative Seaton:

This letter is in support of RurAL CAP's Parents as Teachers (PAT) program to provide home-based services for families with children aged prenatal to five years old. There is a critical need in our community for an early childhood program that helps to build school readiness skills for our children and provides support for families. We believe that the PAT program is an ideal model to meet this need.

Bi-weekly home visits and monthly group socializations offer an opportunity for parents to understand the growth and development of their children and to learn age-appropriate activities that they can do with their children to foster optimal development. The program also provides health and developmental screenings of children, identifying children who may need additional support at an early age. We firmly believe that RurAL CAP's PAT program will provide families with crucial, scientifically based information that will be presented in a way that is appropriate for our culture.

We offer our full support of this valuable program, both in our community and statewide.

Sincerely,

Lidia T Petersen
11694 Seward Hwy
Seward, AK 99664
lidia.t.petersen@gmail.com

February 16, 2011

Representative Paul Seaton
345 W. Sterling Hwy. Suite 102 B
Homer, Alaska

Dear Representative Seaton:

This letter is in support of RurAL CAP's Parents as Teachers (PAT) program to provide home-based services for families with children aged prenatal to five years old. There is a critical need in our community for an early childhood program that helps to build school readiness skills for our children and provides support for families. We believe that the PAT program is an ideal model to meet this need.

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We offer our full support of this valuable program, both in our community and statewide.

Sincerely,

Sean M. Gore

Honorable Paul Seaton
State Capitol Room 102
Juneau AK, 99801

February 16, 2011

Dear Representative Seaton,

I would like to provide my support for the Parents as Teachers (PAT) program offered in the city of Seward. The PAT program has been beneficial for both my daughter and me. The program has given me some structured ideas on how to educate my daughter while we play together. The activities are great during our sessions with Chris Pichotta, our PAT coordinator, and the packets we can keep after each session are filled with ideas of things we can do for the rest of month. This is important especially over the long cold winter when outdoor play is not possible and we need things to do besides watching TV.

In a remote town like Seward, that does not offer pre-school, it is invaluable to have programs such as PAT that can prepare our children for elementary school. The PAT program has been most beneficial for me because it provides me some bench marks on what my daughter should be capable of doing at her age and what I should be teaching her. One example is teaching her how to use scissors. I have not done this with her because I was not sure it was safe. The PAT program provided a nice instructional list on how to get your child started with scissors and had a list of activities on how to practice.

Please help us support this program.

Sincerely,

Lori Polasek
Seward Resident
lori_polasek@alaskasealife.org
(907) 224-6893

February 16, 2011

Dear, Mr. Paul Seaton,

I am writing to tell you what a wonderful program that Seward has to offer for children 5 and under which is call the Parents As Teachers program. I have enrolled my daughter when she was 10 months old and she loves it. It is great to have a program to have an instructor come to your home and help you teach your child and give her the one on one experience as I believe she is learning more at a young age and developing skills faster with this program. She amazes me with the new stuff she does and how eager she is to learn. And with the program they do once a month group socials which gives the children an opportunity to meet and play with each other and get to know the other parents that are enrolled. I am very grateful to have this program in our community as our community doesn't have much to offer for children 5 and under in programs.

Sincerely,

Amber Reese and Family

Amber Reese

Representative Paul Seaton
State Capitol, Room #107
Juneau, AK 99801-1187

Dear Mr. Seaton, 2/18/2011

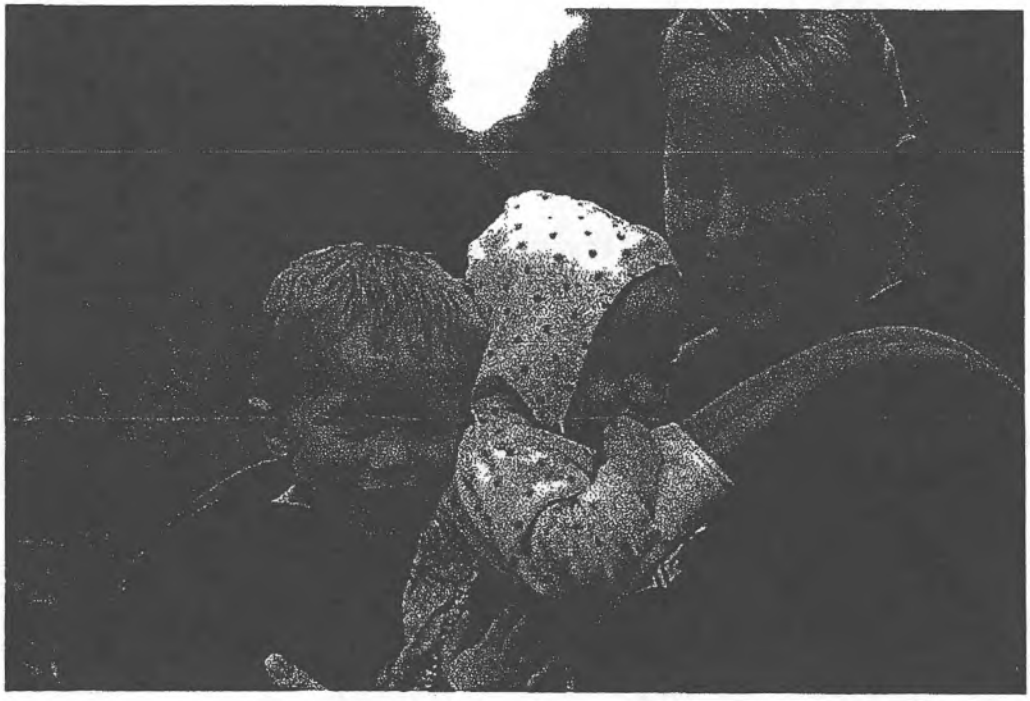
I am writing today in support of the Rural Alaska Community Action Program - more specifically the Seward Parents As Teachers program (P.A.T.)

I have two children - a son 3yrs old and a daughter 11 months; My son has been enrolled in the program since he was approx 4 months old. My daughter has been enrolled from birth as I participated in the prenatal program that Seward PAT also offers.

The PAT program has given me the tools that I need to provide my children w/ an atmosphere to learn & grow in. The facilitators are always kind and encouraging to me and my family. The home visit program has given my son and daughter the opportunity to learn and grow in ways that I could not have done on my own.

We ask that you continue to support the program with financial funding in the next fiscal year and thank you for supporting rural Alaskan families like ours!

Regards, Jena Petersen - Seward, Alaska
Lane Petersen - 3y
Arigun Peters - 11 mths



Thank you for your continued support of our rural alaskan family!

- Jena & Cole Petersen
and - Lane & Atigun Petersen
3yrs 11 mths

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, Ak 88901-1182

At this point in time, the Parents as Teachers Program in Hoonah is funded by a federal grant. As the Federal Legislature votes to fund fewer and fewer of these types of projects it will become imperative that the State pick up these programs that are crutial to assuring a positive and bright future for our children.

These photos are from the Hoonah Parents as Teachers TOTS' Clinic that is held annually. At this clinic every child in Hoonah, birth to kindergarten has the opportunity to have screenings for:

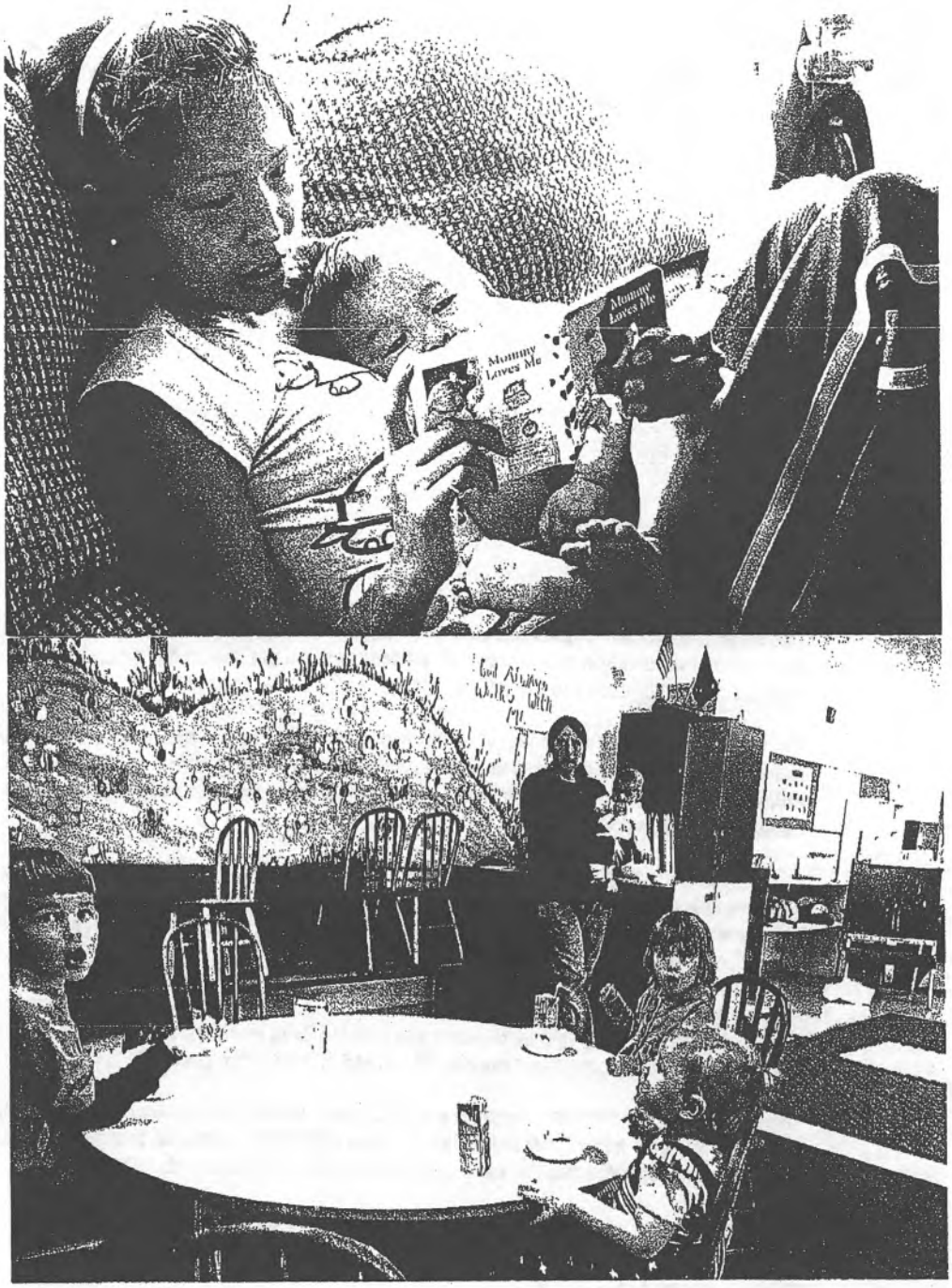
Hearing	PAT Parent Educators, SESA equipment
Vision	PAT Parent Educators & Head Start Staff with the support of the Juneau Lions Club & their state of the art equipment
Medical	Dr. Amy Dressel, Pediatrician
Developmental	Jackie Bell, ILP
Motor	Bev Ingram, ILP
Speech/Language	Julie Peters, ILP
Social/Emotional	Bill Sallenbach, PhD

The U.S. Forest Service donates the use of their bunk house for this week long activity.

All of the children are weighed & measured and each parent is given a growth chart to help them track their child's height and weight percentiles. In addition to getting a book in the mail monthly from the Dolly Parton Imagination Library, each child who attends the TOTS Clinic gets an age appropriate book.

Parents are given any help and support they might request as they follow up on any referrals made as a result of this clinic.

Respectfully Submitted,
Lynne Osheim, Director
Parents of Teachers
Hoonah City Schools


Mommy Loves Me
Mommy Loves Me
God Always Walks With Me

Tammy Aguchak
PO Box 32284
Mountain Village, AK 99632
E-mail: ttaguchak@yahoo.com

February 15, 2011

Senator Donald Olson
State Capitol, Room 508
Juneau, AK 99801

RE: Parents As Teachers Program

Dear Honorable Olson;

This letter is in support of the Parents as Teachers (PAT) Program in Mountain Village, Alaska. I have had three of my four children enrolled in the PAT program and the impact left a permanent mark on my children. They still recognize their "first" teacher and are very fond of her.

Tryston, my second child who was first enrolled in the PAT program had his first social when he was four months old. Although he slept through the class, it was important for me to bring him to learn what milestones he should be reaching for his age. All other socials he was awake and participated in the hand/eye coordination and motor skill exercises.

Tyler, my second child enrolled in the PAT program had a speech impediment and through the program, we were able to get speech therapy for him. Before the end of the year, his speech improved ten fold and we were finally able to understand what he was saying. His older brother by a year and a half, Tryston, no longer needed to translate for him.

My youngest child, Ana, excelled in the PAT program and through all the hand outs we knew exactly what to expect of her by age. By the time she entered head start, she knew her name, age, parents, where she was from, colors and shapes. All learned in the PAT program.

I continue to support the PAT Program and would love to see it continue on our small community of Mountain Village. I know it has helped a lot of first time parents on what to expect of their children and by what age. I hope you feel the same after reading this and support this vital program.

Respectfully,

Tammy Aguchak
Former PAT parent

John M. Joe
PO Box 32284
Mtn. Village, AK 99632
(907) 591-2035 (P)

February 18, 2011

To Whom It May Concern

RE: Parent as Teachers Program

To Whom It May Concern:

I fully support the Parents as Teachers Program. All three of my children participated in this program in the past. I have realized the huge impact this program had on my children. By the time they reached Kindergarten, the Kindergarten teachers shared that they were well ahead of the curve compared to children who did not participate in the program.

I noticed my kids were always pleased to actively participate in the program with the local director. My children learned the basic developmental skills essential to their growth. It was reassuring and gratifying to see the development of my children as they progress throughout the program from birth to the entrance to Headstart and then to Kindergarten. The program also assisted in teaching young parents, as myself, on how to get the full benefits of parenthood and life skills.

I feel this is an essential program for the community since the program prepares our "most valuable people" the essentials to an improved lifestyle. I entirely agree with the saying that "It takes a community to raise a child." I feel this program is an essential building block in the development of our most valuable children.

If you have any questions or comment, please feel free to contact me at the numbers and address above. Thank you for your time and consideration.

Sincerely,

John M. Joe
Community Member

Lloyd And Beverly Alexie
P.O. Box 32077
Mountain Village, AK 99632
(907) 591-2077

February 17, 2011

Senator Donald Olson
State Capitol, Room 508
Juneau, AK 99801

RE: Parents as Teachers Program

Dear Senator Olson;

My Name is Beverly Alexie from Mountain Village. My daughter, Traclynn is in the PAT program this year with Agnes L. Brown and she really enjoys her visits.

I have noticed many changes in my daughter's learning stages, from when she was just a year old to now, age three. Traclynn has learned a lot from the teaching materials Agnes brings to the home visits. We together show her how to do beading, building blocks, cutting with scissors, pasting objects and shapes on to paper, reading books and remembering animals names, etc. (to much to name).

I really enjoy this program myself because I am informed about what Traclynn should be learning by how many months she is. It's interesting to know exactly where she needs to be at during this important developing stage. I can see that she does things a little early then the stages say. Filling out the questionnaire Agnes brings every three months or so also shows how far Traclynn is coming along and if there are parts we really need to work on before then next home visit . I am also offered safety tips and even given fire extinguishers and fire alarms if we don't have them.

I believe this program is very helpful because I see at the group socials the children have a lot of confidence and great motor skills. They are able to do crafts and play well with each others. I also see all the children that attend the group social to love to read books with their parents, too. Every time we have these group socials they interact with each others and then the next time they meet, we see an improvement in their social skills by remembering to taking turns and stand in line to wash their hands and even talking with each others. Seeing these actions, I know it will lead to respect.

This awesome program has a great impact on our children here in Mountain Village. Before the PAT Program, we (young parents) really didn't know what our children's learning stages were, so we were practically raising them on how we thought was right and not knowing if our children have learning difficulties. Having the PAT Program now is very helpful and it gives us knowledge about the growing stages of our children and if we need to enroll them in special programs like FIT (Family Infant Toddlers) Program for speech delay or hearing problems.

If we loose the Parents As Teachers Program, I think we will see a huge difference in our children. This program benefits parents who don't know that they need to teach their children different skills their child should know at certain ages. Especially, with their large and small motor skills it could cause them

to have a delay in their growth that affects the use of their social and motor skills, which most parents are not aware of until their child reaches Head Start. It is best to keep this program so that we can catch these delays early.

With respect and love of our future leaders, I Beverly Alexie, a proud parent of Traclynn Alexie would like you, Senator Donald Olson, to continue to support this excellent program. You are our voice for our future children and we thank you for the hard work you do and the pride you have in your people!

Respectfully,

Beverly Alexie

Beverly Alexie
Mountain Village

Beverly Alexie
P.O. Box 32077
Mountain Village, AK 99632
(907) 591-2077

February 17, 2011

Representative Neal Foster
State Capitol, Room 434
Juneau, AK 99801

RE: Parents as Teachers Program

Dear Representative Foster;

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Respectfully,

Beverly Alexie
Mountain Village

2-20-11

To: Senate
from: P.A.T parent

Hello, my baby loves P.A.T Program she loves the different toys, objects, shapt colors. She got used of Janice visiting because she is interested in the toys. + speech learning slowly.

Lola Tequanicka

02/25/2011 11:26 9076795323 MARSHALL HEADSTART PAGE 01

PAGE 02/02
PAT-K
03/01/2011 03:36 9072477497

PAT letter of support

From: **Jillian Britton** (jillianbritton@yahoo.com)
Sent: Sun 2/27/11 11:47 PM
To: Mimi Eddy (mimi_eddy@msn.com)

Hey Mimi, I made a few more changes to the letter I sent to the chick in ANC. Below is a copy, let me know what you think. I hope its good and hopefully will help. Write back and tell me what you think of it.

~Jill

To Whom it May Concern,

I have been with the Parents As Teachers program going on three years now and would like to express my appreciation for being able to be a part of such a great program. It has been such a wonderful opportunity to have Mimi, our home visitor, visit us in our home. As a stay at home mom, it is great to have a professional come for scheduled visits that allow me to completely focus on my daughter and also be shown so many new ways to broaden her creativity using items we have here in our home. Through Mimi's PAT training, she is able to share many different ways to expand ideas for fun learning activities that we are able to do and enjoy in our home and even at friends or families homes. It has given me more confidence as a parent to help and encourage my daughter to learn using the activities that Mimi has introduced to us through the PAT program.

She also brings many different books on colors, shapes, numbers, etc that have helped my daughter's love for books increase. I am so proud to see how much Rowan enjoys the books and activities that our PAT representative brings for her. Rowan is so excited to learn how to read.

I would also like to add that it has been such an honor to work with Mimi, our PAT home visitor. My daughter gets so excited every time she hears that Mimi is on her way to our house. I only wish she were able to visit more often. I would also like to add that I am now a more confident parent -thanks to working with Mimi. I can only hope that the Parents as Teachers program will continue and hopefully become a year round program. I firmly believe that it is important for young children to consistently be exposed to new skills through different and creative projects that encourage them to learn and it would be so beneficial to both Rowan and me to have the opportunity to work with PAT year round. The Parents as Teachers program is such an amazing program that has so many benefits for children as well as parents and it would certainly be more beneficial if it were year round. Rowan and I are so lucky to be able to be a part of it and to have Mimi as our home visitor. She has been such a pleasure to work with.

Please feel free to contact me with questions or if I can help in any way to ensure that this wonderful program continues, hopefully year round.

Sincerely,

Jillian Britton

Dear Donny Olson,

I like the Pat program, there doing a really good job for all the kids here in Stebbins. My 3 year old daughter always looks forward to her home visits with her teacher. And she's very excited about going to school at the head start next year. Thank you for all your support for the Pat Program and we all hope to continue with your help for the program and the kids attending School and home visits.

Stebbins, Alaska

Angela M. Mercuby

Dear Donnie Olson, 2·10·11

I think you should continue the PAT program because it helps the young children learn new stuff and skills. Also the young children enjoy home visits with the teacher.

Jamara Smith - Stebbins, Ak

2.17.11

Dear Dony
We would like to Keep our PAT program to help our children develop their skills and minds.

Tinisha Snowball
Stebbins

To whom it may concern:

We are learning how our children are growing and learning from the pat program and to watch them learn a little more before they get into grade School.

Jeannine Lockwood Sr.

Stebbins Ak. 99671

Letter to Legislator

Your Name Francis Dalton
Address P.O. Box 693
City, State, Zip Hoonah AK 99829

Date Feb. 24, 2011

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I strongly believe that P.A.T should continue. I love taking my son to P.A.T and I don't think I could have raised him by myself. I like that if I have questions, they answer them. If they don't know the answers, they will find the answers one way or another.

Thank you for your time and consideration.

Sincerely,

Francis Dalton

Letter to Legislator

Your Name Harold William Dick
Address P.O. Box 476
City, State, Zip Hoonah AK 99829

Date 2/24/11

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I wanted to let you know what a great job you are doing to support the Hoonah AK PaT. Our family is learning so much under this program!

Thank you for your time and consideration.

Sincerely,

Letter to Legislator

Your Name Casey Budke
Address P.O. Box 418
City, State, Zip Hoonah, AK, 99829

Date 2/23/11

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I am a parent of three going on four. I just wanted to thank you for supporting early development Programs like PAT and other Programs like it... Thanks again

Thank you for your time and consideration.

Sincerely,
Casey Budke

Letter to Legislator

Your Name William DALTON SR.
Address PoBox 693
City, State, Zip Hoonah AK 99829

Date 24 Feb 2011

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

Me and my wife Take our Son who is 21 months now, To PAT. We also had my wife Go TO PAT while she was carring our Son. We(I) Couldn't have ~~done This~~ Raised our Son with out PAT.

Thank you for your time and consideration.

Sincerely,

Wm D. Dalton Sr.

Letter to Legislator

Your Name Faus L. Gallagher
Address P.O. BOX 394
City, State, Zip Hoonah, AK 99829

Date 2-24-11

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

As a full-time grandmother I support Early childhood education. My grandchildren are involved with the Parent As Teachers program and it brings parents and children closer, providing the tools for learning as they grow, interactive and spending time with your children. These programs are very beneficial and rewarding

Thank you for your time and consideration.

Sincerely,

Faus L Gallagher

Letter to Legislator

Your Name Luneloff Father & Kim Campbell
Address POBOX 221
City, State, Zip Hoonah AK 99829

Date February 24, 2011

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I would hope for near future you guys keep the early childhood going. This has been a great program for our newborn child. Something going before Headstart so the can interact right before can be ready so again thank you

Thank you for your time and consideration.

Sincerely,

Kim Campbell
Father Campbell

Letter to Legislator

Your Name Judy Britz
Address Box 627
City, State, Zip Hoonah, AK 99829

Date 2-25-11

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I am a parent educator at the Hoonah PAT. I work with birth-age 5 children. The PAT program helps parents be the best parent they can be by educating parents in literacy, child development, and parenting tips. This is a valuable and worthwhile program for the families in Hoonah. Please continue your support for PAT.

Thank you for your time and consideration.

Sincerely,

Judy Britz

Letter to Legislator

Your Name Faith Gallagher
Address PO. BOX 394
City, State, Zip Hoonah, AK 99829

Date 2-24-11

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

Early child Hood development is very important in our community. My grandchildren have benefited from the PAT-program for the past 5 years. Being able to socialize with other children and families in play groups, home visits activities that fit their age group. these programs bring families closer to their children

Thank you for your time and consideration.
I support these programs 100%.

Sincerely,

Faith J Gallagher

Letter to Legislator

Your Name Christina B. Dick
Address P.O. Box 476
City, State, Zip Hoonah, Alaska 99829

Date 2/24/2011

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

My name is Christina B. Dick, I have two children one is five and the other is twelve. They love recieving to PAT and participating in the groups especially family days. I especially love the fact that they offer a family culture night when I have finally got a chance to learn to do other basket weaving. Please vote to continue any funding you can for these programs.
Thank you for your time and consideration.

Sincerely,

C. Dick

Letter to Legislator

Your Name Amy Cook
Address PO Box 527
City, State, Zip Hoonah, AK 99829
Date Feb 24, 2011

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

Supporting early childhood bills is critical to the future of our children, families, and community. Providing rich, safe, developmentally appropriate education through 0-3 home visits, Parents As Teachers play groups, parent education through family nights, and every opportunity for diverse early experiences ensures us success and productive, happy futures.

Thank you for your time and consideration.

Sincerely,

Amy Cook, CCLS, M.Ed TSL BBEd, Ed, ECE Kinderg

Letter to Legislator

Your Name Auther & Kim Campbell
Address PO BOX 221
City, State, Zip Hoonah AK 99829

Date February 24, 2011

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

Our family would like to personally thank you for the early Childhood Care to have this before Headstart is good for my first child to learn on to be ready for future schooling We hope that you keep this going

Thank you for your time and consideration.

Sincerely,

Kim Campbell
Auther Campbell

Letter to Legislator

Your Name Judy Bitz
Address Box 627
City, State, Zip Hoonah AK 99829

Date 2-25-11

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

I am a parent educator at the Hoonah PAT. I work with birth-age 5 children. The PAT Program helps parents be the best parent they can be by educating parents in Literacy, child development, and parenting tips. This is a valuable and worthwhile program for the families in Hoonah. Please continue your support for PAT.

Thank you for your time and consideration.

Sincerely,

Judy Bitz

Letter to Legislator

Your Name Lynne Osborn
Address P.O. Box 24
City, State, Zip Hoonah, AK 99829

Date 4-25-11

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

As the director of the Parents as Teachers Program in Hoonah, I get to witness 1st hand the impact of the program. Language development is one of the most important components for success in school. The children/parents in Hoonah are being helped to improve this area of development through the efforts of PAT Parent Educators.

Thank you for your time and consideration.

Sincerely,

Lynne Osborn

Testimony to the House Education Committee

March 11, 2010

Respectfully Submitted by Norman Eck, Ph.D.

Thank you for allowing me the opportunity to testify this morning. For the record, I am Dr. Norman Eck, Superintendent of the Northwest Arctic Borough School District. I have been employed as an administrator in this District for 13 years and this is my 6th year as superintendent. Two years ago I was the Alaska State Superintendent of the Year.

I am in support of House Bill Number 49. This Bill will provide a solid base to prepare parents and their children for when their children enter school. Many parents when they have children ages zero to 4-years, do not know what sort of activities that they can engage in with their children that will promote positive cognitive development. Parents as Teachers does that.

It is important that early childhood programs implemented in Alaska follow the guidelines of the National Association for the Education of Young Children. I firmly believe that evidence-based, non-mandatory, parent engaging efforts that meet high standards are the marks of good pre-Kindergarten programs and will meet the need of Alaska's children.

There is no one single solution to preschool needs. Our state is varied and the needs of students and families are very different. However, one fact is certain,

and that is that the Parents As Teachers Program is a solid pre-school offering that can make a substantial difference in a child's life.

Let me give a concrete example. In 2003, Northwest Arctic was awarded a federal grant to implement a Parents as Teachers type program. We called our program, Getting Ready to Learn. As funds were limited, we strategically operated it in 5 of our lowest performing village schools. One of the program goals was to assure parents that they are their child's first teacher: "As your child's first teacher you need to provide one-on-one interaction between your child and yourself to develop the brain and language skills to build the best foundation for future learning."

Four major skill areas were emphasized: language and literacy skills, thinking skills, self-control and self-confidence for parents and their children. The teachers worked to foster trust and communication and to provide activities which enhance attachment, engagement, investment and enjoyment of the child by the parents. Playgroups were established and home visits were made.

The homes in these five villages were primarily print free environments. So, family literacy programs were formed in each village. The purpose of those were to encourage families to read together at home by providing them with quality age appropriate books and simple activities that promoted family interactions.

Our federal funding ran out in 2006 and we had to close the Getting Ready to Learn Program. This was a great shame. By the legislature passing this bill, the

opportunity we had that brought so many of our children to success as students will be able to be offered to Alaska's neediest families. We would hope to be able to re-implement our program.

Over the past 7 years, there have been many things that we have put into place in our district to contribute to improving student academic achievement. We have implemented quality programs, quality teacher training, and we require strict adherence by all teachers to do what is best for children at all times.

What did we find in our test scores that, I believe, were directly affected by the Getting Ready to Learn Program and through our overall quality schools efforts?

Overall student achievement based on the Standards Based Assessments taken by our students in grades 3 through 10 increased as follows: In 2003, 36% of our students were proficient in language arts, by 2008 that percentage had risen to 51%. During the same time frame on the same assessment, our math scores have risen from 2003 with 32% of our students proficient to 51% of our students being proficient in 2008.

It takes many puzzle pieces to construct the entire picture of a successful education. Early childhood education is essential, especially for our underperforming students. Parents as Teachers is an excellent step for our legislature to take toward helping students to be academically successful.

Klawock City School District

P.O. Box 9 Klawock, Alaska 99925 907-755-2220 Fax: 907-755-2913

Richard E. Carlson
Superintendent

Jim Holien
K -12 Principal

March 14, 2011

Chairman Alan Dick and Members of the House Education Committee

Dear Chairman Dick:

The purpose of this letter is to express my strong support of HB 49. As an educator for nearly 40 years, 30 years of which has been spent in rural Alaska, I have found no single factor more important to a child's success in school than parental engagement, especially early in the child's life. HB 49 provides an opportunity for parents to become involved with their child's learning at an early age in a structured and supportive manner. HB 49 is a low-cost, high-impact, voluntary program that can significantly change the lives of many children.

I would ask for your support and the support of the House Education Committee to pass HB 49.

Sincerely,

Richard E. Carlson
Superintendent

cc: Rep. Chris Tuck

PAGE 02/ 2 KLAWOCK SCHOOL 15072753520 03/14/2011 08:32

HB

93

<TARGET><BILL>HB 93</BILL><SUBJECT>HB
93</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS0227\I
Mischel
2/23/11

CS FOR HOUSE BILL NO. 93(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GUTTENBERG, Kerttula, Kawasaki

A BILL

FOR AN ACT ENTITLED

"An Act relating to school gardens, greenhouses, and farms."

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

*** Section 1.** AS 14.30.375(a) is amended to read:

(a) A school district may authorize **a nonprofit corporation to operate** or **may** operate a school garden, greenhouse, or farm. **A nonprofit corporation authorized under this section must contribute to the operation of each school garden, greenhouse, or farm matching funds in an amount that is equal to or greater than one-half percent of the state aid received by the school district under AS 14.17.400 for the school each year.** The garden, greenhouse, or farm must be used for educational purposes and for growing fruits and vegetables for consumption by the students through the school district's meal and snack program.

*** Sec. 2.** AS 14.30.375(b) is amended to read:

(b) If a school district **authorizes or** operates a school garden, greenhouse, or farm, the district **or the authorized nonprofit corporation** shall give students representing student organizations, including vocational programs, the opportunity to

New Text Underlined [DELETED TEXT BRACKETED]

be involved in the operation of the school garden, greenhouse, or farm.

* **Sec. 3.** AS 14.30.375(d) is amended to read:

(d) If a school district **authorizes or** operates a school garden, greenhouse, or farm, the excess fruit and vegetables may be sold.

* **Sec. 4.** AS 14.30.375 is amended by adding new subsections to read:

(e) If a school district authorizes a nonprofit corporation to operate a school garden, greenhouse or farm under this section, the school district shall apply for a grant under AS 14.30.377 to provide funds to the nonprofit corporation for the operation of each school garden, greenhouse, or farm.

(f) In this section, "nonprofit corporation" means a corporation that qualifies for exemption from taxation under 26 U.S.C. 501(c) (Internal Revenue Code).

* **Sec. 5.** AS 14.30 is amended by adding a new section to article 7 to read:

Sec. 14.30.377. State grant for operation of a school garden, greenhouse, or farm. (a) A school district may apply to the department on a form approved by the department for a state grant for the operation of one or more school gardens, greenhouses, or farms under AS 14.30.375.

(b) The department shall award a grant to a school district in an amount that is not more than $10,000 for each school at which a garden, greenhouse, or farm will be operated each year.

(c) The department may not, in a fiscal year, award grants for the operation of more than five gardens, greenhouses, or farms that were not previously the subject of a grant award under this section.

(d) A school district is eligible to receive a grant under this section if the district provides proof satisfactory to the department that a school or an approved nonprofit entity provides matching funds in an amount that is equal to or greater than the grant amount.

(e) The department may adopt regulations necessary to implement this section.

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

GRANTS FOR SCHOOL GARDENS, GREENHOUSES, AND FARMS. Notwithstanding the limitation placed on the number of new grants awarded for the operation

of a school garden, greenhouse, or farm under AS 14.30.377(c), added by sec. 5 of this Act, the department may award grants for the operation of not more than 10 gardens, greenhouses, or farms in fiscal year 2012.

ALASKA STATE LEGISLATURE

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

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

Representative David Guttenberg

House Bill 93: School Gardens
Sponsor Statement

House Bill 93 creates a grant program for non-profits who operate school gardens at public schools and have raised operation funding in their communities. It would allow the state to provide an additional ½ of one percent of state aide to a school for the purposes of supporting a non-profit run school garden, farm or greenhouse.

This legislation makes recognition of Alaska's problems with obesity and food security. By teaching young Alaskans how to grow their own healthy food in their own communities we can begin to ease both problems.

Even if every school in Alaska found non-profits to manage gardens, greenhouses or farms, the cost to the state would be minimal and the benefits would be astronomical.

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

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: **HB93**
() Publish Date

Identifier (file name) HB93-EED-TLS-2-10-2011
Title: "An Act relating to school gardens, greenhouses, and farms."
Sponsor: Representatives Guttenberg & Kerttula
Requester: House Education Committee

Dept. Affected: Education & Early Development
Appropriation: Teaching & Learning Support
Allocation: Student & School Achievement
OMB Component Number: 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	32.0						
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	5,351.1						
Miscellaneous							
TOTAL OPERATING	**5,383.1**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	5,383.1						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**5,383.1**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version

Prepared by: Cynthia Curran, Director — Phone 465-2857
Division: Teaching & Learning Support — Date/Time 2/10/2011 2:25PM
Approved by: Michael Hanley, Commissioner — Date 2/10/2011

(Revised 12/29/2010 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB93
2011 LEGISLATIVE SESSION

Analysis

The attached spreadsheet includes the FY2012 projected state entitlement under AS 14.17.400 with the calculation for allocations based on one-half percent of state aid to be authorized under the proposed amended Section 1. AS 14.30.375 (a). The proposed amendment would generate $5,351.1 under this legislation.

A unit within the Division of Teaching & Learning Support would be responsible for developing an application process and administering the grant program. This unit is nearly 100% funded through federal programs and must code their time to the appropriate funding source for activities. Based on .25 FTE, the activities of administering this program would be approximately $32.0.

Department of Education and Early Development
HB93 Proposed Allocations

School District	FY12 PROJECTED Total State Entitlement	HB93 FY12 PROJECTED @.5%
Alaska Gateway	7,006,626	35,033
Aleutian Region	1,366,274	6,831
Aleutians East	5,272,685	26,363
Anchorage	307,010,379	1,535,052
Annette Island	2,247,075	11,235
Bering Strait	27,466,427	137,332
Bristol Bay	1,852,688	9,263
Chatham	2,812,111	14,061
Chugach	2,312,876	11,564
Copper River	6,871,999	34,360
Cordova	3,371,706	16,859
Craig	4,832,300	24,162
Delta/Greely	10,211,507	51,058
Denali	5,237,098	26,185
Dillingham	5,905,442	29,527
Fairbanks	111,683,595	558,418
Galena	19,413,209	97,066
Haines	3,089,485	15,447
Hoonah	1,809,531	9,048
Hydaburg	1,054,592	5,273
Iditarod Area	5,440,002	27,200
Juneau	39,430,210	197,151
Kake	1,326,673	6,633
Kashunamiut	3,494,947	17,475
Kenai Peninsula	72,282,474	361,412
Ketchikan Gateway	17,312,351	86,562
Klawock	1,875,810	9,379
Kodiak Island	23,988,015	119,940
Kuspuk	6,292,706	31,464
Lake & Peninsula	8,996,251	44,981
Lower Kuskokwim	57,418,665	287,093
Lower Yukon	28,874,243	144,371
Mat-Su	135,873,821	679,369
Nenana	7,019,280	35,096
Nome	8,188,733	40,944
North Slope	13,627,513	68,138
Northwest Arctic	29,223,116	146,116
Pelican	432,056	2,160
Petersburg	5,577,973	27,890
Pribilof	1,320,080	6,600
Saint Mary's	3,195,710	15,979
Sitka	11,461,673	57,308
Skagway	398,019	1,990
Southeast Island	4,485,593	22,428
Southwest Region	9,373,257	46,866
Tanana	967,428	4,837
Unalaska	3,793,096	18,965
Valdez	4,226,234	21,131
Wrangell	3,854,512	19,273
Yakutat	1,433,547	7,168
Yukon Flats	7,135,624	35,678
Yukon/Koyukuk	11,276,286	56,381
Yupiit	6,587,717	32,939
Mt. Edgecumbe	3,211,093	16,055
TOTALS:	1,070,222,313	5,351,112

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: **CSHB93(EDC)**
() Publish Date

Identifier (file name) HB093CS-EED-TLS-2-25-11
Title "An Act relating to school gardens, greenhouses, and farms."
Sponsor Reps. Guttenburg, Kerttula,Kawasaki
Requester House Education Committee

Dept. Affected EED
Appropriation Teaching and Learning Support
Allocation Student and School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	10.6		10.6	10.6	10.6	10.6	10.6
Travel							
Services							
Commodities							
Capital Outlay							
Grants	100.0		150.0	200.0	250.0	300.0	350.0
Miscellaneous							
TOTAL OPERATING	**110.6**	**0.0**	**160.6**	**210.6**	**260.6**	**310.6**	**360.6**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	110.6		160.6	210.6	260.6	310.6	360.6
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**110.6**	**0.0**	**160.6**	**210.6**	**260.6**	**310.6**	**360.6**

Estimate of any current year (FY2011) cost _____

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

The funding mechanism for this version has changed from .5% of the State Aid under AS 14.17.400 per district to $10.0 per grant award with a limit of 10 schools in FY12 and a limit of 5 new schools per year on a statewide basis thereafter. The cost to develop a competitive grant application process and the administration of the grants has been reduced to an amount based on work by an existing Education Specialist II dedicated to the program.

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching and Learning Support — Date/Time 2/26/11 3:04 PM
Approved by Mike Hanley — Date 2/26/2011
Commissioner

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB93(EDC)

Analysis

Under section 14.30.377 of the Committee Substitute, the department may award grants for operations of not more than 10 gardens, greenhouses, or farms in FY12. In subsequent fiscal years the department shall grant to a school district not more than an amount of $10,000 to each school at which a garden, greenhouse or farm (under AS 14.30.375) will be operated each year. The department may not award grants for the operation of more than five gardens, greenhouses, or farms that were not previously the subject of a grant award under the section.

A unit within the Division of Teaching & Learning Support would be responsible for developing an application process and administering the grant program. This unit is nearly 100% funded through federal programs and must code their time to the appropriate funding source for activities. Based on .12 FTE, the activities of administering this program would be approximately $10.6.

[redacted]OUSE COMMITTEE REPOR[redacted]

(7)
Date Referred to Committee: January 18, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 2/25/11

The EDUCATION Committee considered: **HB 93**

HOUSE BILL NO. 93
"An Act relating to school gardens, greenhouses, and farms."
HB 93 SCHOOL GARDENS, GREENHOUSES, AND FARMS

Recommends it be replaced with [ ] HCS *or* [ ] CS for House Bill 93 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Sharon Cissna	Sharon Cissna	✓			
Peggy Wilson	WILSON				✓
Paul Seaton	SEATON	✓			
	FEIGE		✓		
Chair:	Dicke	✓			
Chair:					

PO Box 106
Ester, Alaska 99725
907-451-0691 (phone/fax)

February 1, 2011

Chairman Alan Dick
House Education Committee
State Capitol
Juneau, AK 99801

Dear Chairman,

We at Calypso Farm and Ecology Center (Calypso) are thrilled at the prospect of House Bill 93 and what it could mean for Alaska! Our Schoolyard Garden Initiative (SGI) and Engaging Alaskan Teens in Gardening program (EATinG) have been very successful in the past eight years, producing food for the community, creating jobs for teenagers, involving community businesses and volunteers, and encouraging healthier eating habits. We know other Alaskan communities can benefit from implementing a model similar to ours, and think the incentive of matching legislative funds could really drive this process.

Calypso's SGI is currently the only nationally recognized Farm-to-School effort in the State of Alaska. It is an innovative community food program which creates school gardens that function as experiential learning environments – reaching well over 2,500 students during the school year – where students make a concrete connection to where food comes from and have the opportunity to harvest and eat fresh food from their schoolyards. During summer months, the EATinG program kicks in and the school gardens are maintained by local teenagers who plant, maintain, and harvest each of 6 school gardens, sell the vegetables throughout the summer at local farm-stands, and assist in teaching home gardening workshops to aspiring gardeners in the community and garden lessons to younger children in the fall. In exchange for their work, each Student Gardener takes home a weekly supply of vegetables and receives a monetary stipend at the end of the season. For most, this is their first job experience, and they gain excellent job readiness skills, develop a work ethic, contribute to meeting the community's need for food, and grow the local economy.

In Alaska, there are currently 7 schools in the program, with many other communities – such as, Soldotna, Kenai, Haines, and Juneau – who have indicated interested in replicating Calypso's model program or creating something similar. The growth of these programs has happened slowly, not exactly keeping pace with demand. Calypso would like to see schools throughout Alaska offering these programs and help non-profit farms statewide build similar programs, but funding can be an obstacle.

Calypso works hard each year to raise funds through soliciting contributions from corporations, local service clubs, and our members, as well as at our annual auction, special dinner events, a community-wide celebration of the programs. We also send targeted appeal mailings and apply for foundation grants. Most, recently, we were awarded a legislative grant. And we could grow more. That will require stable and diverse funding, including matching funds from the state, which is why Calypso strongly supports HB93. The matching funds incentive will provide a much-needed to boost to schools and groups on the cusp of starting a garden, greenhouse, or farm.

Below are some quick bits of information that, when you multiply them by the potential implied in HB93, would have a huge impact on youth and their families in Alaska:

- **In 2010 the school gardens produced over 10 tons of vegetables.**
- **In 2011 Calypso will engage over:**
    - **120 teenagers in EATinG**
    - **1,500 elementary school children** who will benefit by having school gardens to learn and play in
    - **300 low-income community members** who are expected to purchase food from the neighborhood farm stands associated with each garden. Five of the six schools are within walking distance of low-income housing and two of the schools are federally recognized as Title I Schools (serving youth from low-income families).

At Calypso, we've seen a tremendous impact on our community when there were just five schools engaged in SGI and EATinG. We know the exponential potential HB93 could have on our local area, let alone every community in our great state. If passed, the long-term outcomes of this legislation could include: healthier youth and families; improved local food economies and better food security; enhanced access to local foods for those using WIC, Senior Coupons and Food Stamp benefits; increased jobs in the agriculture sector; and strong workforce development.

At Calypso, we fully appreciate your time and consideration of this important bill and encourage all Alaskans to rally behind its possibilities to improve every community.

Sincerely,

Laenne K. Thompson

Laenne K. Thompson, *Calypso Farm Development Director*
fundcalypso@gmail.com
(907) 451-0691

Chairman Alan Dick, House Education Committee

Please support and help pass HB 93 that **will pave the way for more communities to tap into state funds for programs similar to Calypso's Schoolyard Garden Initiative and Engaging Alaska Teens in Gardening program.**

This bill is a long-term investment in Alaska because it offers a percentage of annual operating support for a school garden/greenhouse/farm, rather than offering funds for just one year.

The matching requirement is a way for the state to ensure the communities' commitment to each project.

In sum, this is unique and will actually have a long-lasting impact and would solidify Calypso's and **other community future school garden/greenhouse/farm projects.**

I am trying to get school gardens going in the Central Kenai Peninsula and urge your support for this bill. Calypso's inspirational message last fall was the impetus for our Garden Club to start school gardens.

Please play a leading role in the national surge for more local food production. Help young Alaskans learn how to grow more of their own food.

This is the equivalent of teaching kids who then taught their families to "Stop, Drop & Roll" in fire emergencies. "Learn, Plant and Grow Locally." HB 93 is part of a serious and sincere effort to wake all of us up to Alaska's need to get growing.

Most sincerely,

Marion Nelson
President & Program Chair
Central Peninsula Garden Club
(over 200 members)
907 283 4632

Dear Sir,

I am writing to ask you to support HB 93. As our garden committee chairman I have worked diligently to promote and start the garden at Randy Smith Middle School. This project has had universal support from the staff and students as they easily see the win/ win/ win benefits of it.

Teachers support the garden as an educational resource that can support curricula in several disciplines. Special education and intensive resource teachers support it as more hands on and real world opportunities for their students. Staff in general support it as a way to enhance the nutrition and quality of food in our lunch program. Our cooking staff support it an opportunity to use the freshest ingredients in the food they prepare. Students know it is a work opportunity in the summer and a chance to be hands-on in bringing food to their own table. Parents are excited to see it becoming a reality for the same reasons as everyone else.

The role Calypso Farms plays in helping school gardens get started is invaluable, from guiding infrastructure development, working with district administration and facilities, physical labor, and plant materials to education support. They have developed an initiative that really works in our community and can serve as a role model in others. Passing House Bill 93 will insure that Calypso Farms is able to keep running this important program with more schools and reach more students farther into the future. Thank you very much for your consideration and support.

Sincerely,

Katherine Helmuth

Randy Smith Middle School
Fairbanks, AK
458-7600

February 7, 2011

Chairman Alan Dick
House Education Committee
State Capitol
Juneau, AK 99801

Dear Chairman Dick:

I am writing this letter in support of House Bill 93. I am an elementary school teacher in Fairbanks, and have the privilege of utilizing a school garden as part of my daily work with students. The Pearl Creek Community Garden (my school garden) is one of several under the umbrella of the Calypso Schoolyard Garden Initiative. I am an active member of the school's Garden Committee, and I have seen firsthand what an effective teaching tool the garden can be. Our students plant seeds for the garden in the spring, as well as turn the soil and help prepare the beds. We also use the garden throughout the late summer and early fall for classroom activities and learning across all the academic curricula. Classrooms compost vegetable matter throughout the school year to help build our garden soil. The garden has become an important part of our school identity - for students, staff, and families.

The garden touches our larger school community in other ways. It provides young people with meaningful summer work and lifelong knowledge and skills, encourages interest in agricultural professions, brings fresh vegetables to the tables of many families as well as our students, and creates a beautiful space for the community. HB 93 would provide stability in funding which would help school gardens plan for growth and improvements as they are needed, ensuring that the gardens continue to employ our youth and have the resources necessary to supply the locally-grown food that more and more people in Alaska are demanding.

Here in the Forty-ninth State, we pride ourselves on our ability to live off the beautiful land around us. School gardens provide a means for Alaskan children and families to learn about sustainable food production, healthy choices, and responsible employment. I urge you to give HB 93 the highest possible consideration!

Sincerely,

Jacqueline M. Martin

Jacqueline M. Martin

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Most sincerely,

Marion Nelson
President & Program Chair
Central Peninsula Garden Club
(over 200 members)
907 283 4632

Introduction to Science Performance Standards

(Grade Level Expectations)

The Alaska Science Performance Standards/Grade Level Expectations (PSGLEs) have been developed for grades 3 through 11 in fulfillment of the No Child Left Behind Act of 2001 (NCLB) requirements.

This document is intended to provide a road map for the development of assessment items as well as the basis upon which school districts refine, align, and develop their science curriculum. The content described by the PSGLEs does not represent the entire science curriculum for a grade or course. Nor does it represent the final word on the science content that is presented since one of the basic understandings in science is that our knowledge continues to grow and change as we gather more evidence about a subject. The PSGLEs indicate core content to be mastered by the end of a given grade. Science content can be added and enriched as appropriate for a district program, school, or student. It may be necessary to introduce some skills at an earlier grade in order for students to achieve mastery at a given level. Similarly, skills will need to be maintained after mastery has occurred at a given grade level.

The Alaska Science PSGLEs are aligned to the Alaska Science Content Standards. The Content Standards were revised in 2003 to align with the National Science Education Standards. Participants in the development of the PSGLEs actively researched the concepts and skills contained within this document.

References

National Research Council (U.S.). (1996). *National Science Education Standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy*. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

The Science Content Standards are grouped into seven strands, A-1 through G-1.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

A1—Science as Inquiry and Process

SA Students develop an understanding of the processes and applications of scientific inquiry.
SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.
SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.
SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of the processes of science by	**The student demonstrates an understanding of the processes of science by**	**The student demonstrates an understanding of the processes of science by**
[3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating	[4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*	[5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*
[3] SA1.2 observing and describing their world to answer simple questions	[4] SA1.2 observing, measuring, and collecting data from explorations and using this information to classify, predict, and communicate	[5] SA1.2 using quantitative and qualitative observations to create their own inferences and predictions
The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**
[3] SA2.1 answering "how do you know?" questions with reasonable answers	[4] SA2.1 supporting their ideas with observations and peer review (L)	[5] SA2.1 supporting their statements with facts from a variety of resources and by identifying their sources (L)
The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by	**The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by**	**The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by**
[3] SA3.1 observing local conditions that determine which plants and/or animals survive (L)	[4] SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)	[5] SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive

The number in brackets indicates the grade level.

PSGLEs repeated with no changes across grade levels are marked with asterisks to indicate that the PSGLE assumes increasing complexity to indicate growth in the PSGLE.

Note: Items differentiated with an "i.e." indicate that statewide assessment items may be written only to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

The number indicates the Content Standard and the Grade Level Expectation number; thus PSGLE [4] SA3.1 represents Content Standard SA3, and the first PSGLE for that Content Standard for grade 4.

Differences between grade levels are underlined.

Participants in the development of the PSGLEs actively researched the concepts and skills contained within this document.

References

National Research Council (U.S.). (1996). *National Science Education Standards: Observe, interact, change, learn.* Washington, DC: National Academy Press.

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy.* Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

A1—Science as Inquiry and Process

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SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.

SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.

SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of the processes of science by	**The student demonstrates an understanding of the processes of science by**	**The student demonstrates an understanding of the processes of science by**
[3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating	[4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*	[5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*
[3] SA1.2 observing and describing the student's own world to answer simple questions	[4] SA1.2 observing, measuring, and collecting data from explorations and using this information to classify, predict, and communicate	[5] SA1.2 using quantitative and qualitative observations to create inferences and predictions
The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**
[3] SA2.1 answering "how do you know?" questions with reasonable answers	[4] SA2.1 supporting the student's own ideas with observations and peer review (L)	[5] SA2.1 supporting the student's own statements with facts from a variety of resources and by identifying their sources (L)
The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by	**The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by**	**The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by**
[3] SA3.1 observing local conditions that determine which plants and/or animals survive (L)	[4] SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)	[5] SA3.1 identifying the limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive

** Same concept at a higher level*

B1— Concepts of Physical Science

SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.

SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.

SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.

SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.

SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of the structure and properties of matter by	**The student demonstrates an understanding of the structure and properties of matter by**	**The student demonstrates an understanding of the structure and properties of matter by**
[3] SB1.1 classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility)	[4] SB1.1 identifying and comparing the characteristics of gases, liquids, and solids	[5] SB1.1 comparing models that represent matter as solids, liquids, or gases and the changes from one state to another (L)
The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by	**The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by**	**The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by**
[3] SB2.1 classifying materials as insulators or conductors (i.e., fur, metal, wood, plastic) and identifying their applications	[4] SB2.1 investigating the effectiveness of different insulating and conducting materials with respect to heat flow and record the results (L)	[5] SB2.1 classifying the changes (i.e., heat, light, sound, and motion) that electrical energy undergoes in common household appliances (i.e., toaster, blender, radio, light bulb, heater)
The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by	**The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by**	**The student demonstrates understanding of the interactions between matter and energy and the effects of these interactions on systems by**
[3] SB3.1 recognizing that temperature changes cause changes in phases of substances (e.g., ice changing to liquid, water changing to water vapor, and vice versa)	[4] SB3.1 explaining that temperature changes cause changes in phases of substances (e.g., ice changing to liquid water and liquid water to water vapor)	[5] SB3.1 identifying physical and chemical changes based on observable characteristics (e.g., tearing paper vs. burning paper)
The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by**	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by**
[3] SB4.2 recognizing that objects can be moved without being touched (e.g., using magnets, falling objects, static electricity)	[4] SB4.1 simulating that changes in speed or direction of motion are caused by forces (L)	[5] SB4.1 investigating that the greater the force acting on an object, the greater the change in motion will be (L)

SB4.1 is not addressed until grade 4.

C1—Concepts of Life Science

SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.

SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.

SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.

SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by**	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by**
[3] SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) {L} [3] SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species	[4] SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live [4] SC1.2 describing fossil evidence (e.g., casts, track ways, imprints, etc.) of extinct organisms	[5] SC1.1 contrasting inherited traits (e.g., flower color, number of limbs) with those that are not (riding a bike, scar from an accident) [5] SC1.2 making reasonable inferences about fossil organisms based on physical evidence
The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by	**The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**	**The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**
[3] SC2.1 sorting animals and plants into groups based on appearance and behaviors [3] SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce	[4] SC2.1 choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things [4] SC2.2 describing the basic characteristics and requirements of living things	[5] SC2.1 identifying and sorting animals into groups using basic external and internal features [5] SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce [5] SC2.3 recognizing that organisms are composed of cells
The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by**	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by**
[3] SC3.1 identifying and sorting examples of living and non-living things in the local environment {L} [3] SC3.2 organizing a simple food chain of familiar plants and animals {L}	[4] SC3.1 identifying examples of living and non-living things and the relationship between them (e.g., living things need water, herbivores need plants) [4] SC3.2 identifying a simple food chain of familiar plants and animals, diagramming how energy flows through it; describing the effects of removing one link	[5] SC3.1 diagramming how matter and energy are transferred within and between living and nonliving things [5] SC3.2 organizing a simple food chain of familiar plants and animals that traces the source of the energy back to sunlight

D1—Concepts of Earth Science

SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

SD1 Students develop an understanding of Earth's geochemical cycles.

SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.

SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system.

SD4 Students develop an understanding of the theories regarding the evolution of the universe.

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of geochemical cycles by	**The student demonstrates an understanding of geochemical cycles by**	**The student demonstrates an understanding of geochemical cycles by**
[3] SD1.1 recognizing that most rocks are composed of combinations of different substances [3] SD1.2 describing the water cycle to show that water circulates through the crust, oceans, and atmosphere of Earth	[4] SD1.1 describing that most smaller rocks come from the breaking and weathering of larger rocks as part of the rock cycle [4] SD1.2 recognizing the physical properties of water as they relate to the rock cycle	[5] SD1.1 observing a model of the rock cycle showing that smaller rocks come from the breaking and weathering of larger rocks and that smaller rocks (e.g., sediments and sands) may combine with plant materials to form soils (L)
The student demonstrates an understanding of the forces that shape Earth by	**The student demonstrates an understanding of the forces that shape Earth by**	**The student demonstrates an understanding of the forces that shape Earth by**
[3] SD2.1 identifying and comparing a variety of Earth's land features (i.e., rivers, deltas, lakes, glaciers, mountains, valleys, and islands)	[4] SD2.1 observing models of how waves, wind, water, and ice shape and reshape the Earth's surface by eroding rock and soil (L) [4] SD2.2 identifying causes (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, and avalanches) of rapid changes on the surface	[5] SD2.1 describing how wind and water tear down and build up the Earth's surface resulting in new land formations (i.e., deltas, moraines, and canyons)
The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by	**The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by**	**The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by**
[3] SD3.1 using recorded weather patterns (e.g., temperature, cloud cover, or precipitation) to make reasonable predictions (L)	[4] SD3.1 recognizing changes to length of daylight over time and its relationship to seasons [4] SD3.2 observing that heat flows from one object to another (L)	[5] SD3.1 observing a model that shows how the regular and predictable motion of the Earth and moon determine the apparent shape (phases) of the moon over time (L) [5] SD3.2 comparing heat absorption and loss by land and water

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by**	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by**
[3] SD4.1 recognizing that objects appear smaller the farther away they are	[4] SD4.1 recognizing that stars are like the sun but are so far away that they look like points of light	[5] SD4.1 distinguishing among stars, planets, moons, comets, and meteors (L)
[3] SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described	[4] SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described*	[5] SD4.2 recognizing that the Earth is in regular and predictable motion and this motion explains the length of a day and a year
[3] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes) (L)	[4] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes)* (L)	[5] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes)* (L)

** Same concept at a higher level*

E1—Science and Technology

SE Students develop an understanding of the relationships among science, technology, and society.

SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.

SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.

SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by**	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by**
[3] SE1.1 identifying local problems and discussing solutions (L)	[4] SE1.1 recognizing that tools (e.g., spear, hammer, hand lens, kayak, computer) and processes (e.g., drying fish, sewing, photography) are an important part of human cultures	[5] SE1.1 identifying a community problem or issue and describing the information needed to develop a scientific solution (L)
The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by	**The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by**	**The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by**
[3] SE2.1 identifying local tools and materials used in everyday life (L)	[4] SE2.1 identifying the function of a variety of tools (e.g., spear, hammer, hand lens, kayak, computer) [4] SE2.2 identifying multiple explanations (e.g., oral traditions, folklore, scientific theory) of everyday events (e.g., weather, seasonal changes) (L)	5] SE2.1 investigating a problem or project over a specified period of time and identifying the tools and processes used in that project (L) [5] SE2.2 comparing multiple explanations (e.g., oral traditions, folklore, scientific theory) of everyday events (e.g., weather, seasonal changes) (L)
The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by	**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**	**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**
[3] SE3.1 listing the positive and negative effects of a single technological development in the local community (e.g., fish trap, fish wheel, four-wheeler, computer) (L)	[4] SE3.1 listing the positive and negative effects of a scientific discovery	[5] SE3.1 describing the various effects of an innovation (e.g., snow machines, airplanes, immunizations) on the safety, health, and environment of the local community (L)

F1—Cultural, Social, Personal Perspectives, and Science

SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.

SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.

SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.

SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

GRADE 3

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[3] SF1.1-SF3.1 exploring local or traditional stories that explain a natural event (L) Cross referenced with SA3.1.

GRADE 4

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[4] SF1.1-SF3.1 connecting observations of nature to a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) (L) Cross referenced with SA3.1.

GRADE 5

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[5] SF1.1-SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) and relating it to a scientific explanation*(L) Cross referenced with SA3.1.

G1–History and Nature of Science

SG Students develop an understanding of the history and nature of science.

SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.

SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.

SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).

SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GRADE 3	GRADE 4	GRADE 5
[3] SG 1.1**	[4] SG 1.1**	[5] SG 1.1**

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding of the bases of the advancement of scientific knowledge by	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by**	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by**
[3] SG2.1 comparing the results of multiple observations of a single local event (L)	[4] SG2.1 recognizing the need for repeated measurements	[5] SG2.1 reviewing and recording results of investigations into the natural world

GRADE 3	GRADE 4	GRADE 5
[3] SG 3.1**	[4] SG 3.1**	[5] SG 3.1**

GRADE 3	GRADE 4	GRADE 5
The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by	**The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by**	**The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by**
[3] SG4.1 asking questions about the natural world	[4] SG4.1 using an account of a discovery to recognize that an individual's (e.g., George Washington Carver, Marie Curie) curiosity led to advancements in science	[5] SG4.1 investigating that scientists' curiosity led to advancements in science (L)

**"Most of the historical benchmarks do not appear until high school." (Project 2061 [American Association for the Advancement of Science], 2001, p. 129)

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy.* Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

A1—Science as Inquiry and Process

SA Students develop an understanding of the processes and applications of scientific inquiry.

SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.

SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.

SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates an understanding of the processes of science by	**The student demonstrates an understanding of the processes of science by**	**The student demonstrates an understanding of the processes of science by**
[6] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*	[7] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*	[8] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*
[6] SA1.2 collaborating to design and conduct simple repeatable investigations (L)	[7] SA1.2 collaborating to design and conduct simple repeatable investigations, in order to record, analyze (i.e., range, mean, median, mode), interpret data, and present findings (L)	[8] SA1.2 collaborating to design and conduct repeatable investigations, in order to record, analyze (i.e., range, mean, median, mode), interpret data, and present findings (L)*
The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**
[6] SA2.1 identifying and differentiating fact from opinion	[7] SA2.1 identifying and evaluating the sources used to support scientific statements	[8] SA2.1 recognizing and analyzing differing scientific explanations and models
The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by	**The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by**	**The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by**
[6] SA3.1 gathering data to build a knowledge base that contributes to the development of questions about the local environment (e.g., moose browsing, trail usage, river erosion) (L)	[7] SA3.1 designing and conducting a simple investigation about the local environment (L)	[8] SA3.1 conducting research to learn how the local environment is used by a variety of competing interests (e.g., competition for habitat/resources, tourism, oil and mining companies, hunting groups) (L)

** Same concept at a higher level*

B1—Concepts of Physical Science

SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.

SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.

SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.

SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.

SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates understanding of the structure and properties of matter by	**The student demonstrates understanding of the structure and properties of matter by**	**The student demonstrates an understanding of the structure and properties of matter by**
[6] SB1.1 using models to represent matter as it changes from one state to another	[7] SB1.1 using physical properties (i.e., density, boiling point, freezing point, conductivity) to differentiate among and/or separate materials (i.e., elements, compounds, and mixtures)	[8] SB1.1 using physical and chemical properties (i.e., density, boiling point, freezing point, conductivity, flammability) to differentiate among materials (i.e., elements, compounds, and mixtures)
The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by	**The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by**	**The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by**
[6] SB2.1 recognizing that energy can exist in many forms (i.e., heat, light, chemical, electrical, mechanical)	[7] SB2.1 explaining that energy (i.e., heat, light, chemical, electrical, mechanical) can change form	[8] SB2.1 identifying the initial source and resulting change in forms of energy in common phenomena (e.g., sun to tree to wood to stove to cabin heat)
The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by	**The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by**	**The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by**
[6] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending on temperature	[7] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending on the motion of their particles	[8] SB3.1 exploring changes of state with increase or decrease of particle speed associated with heat transfer (L) [8] SB3.2 exploring through a variety of models (e.g., gumdrops and toothpicks) how atoms may bond together into well defined molecules or bond together in large arrays (L)
The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by**	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by**
[6] SB4.2 stating that every object exerts gravitational force on every other object [6] SB4.3 making waves move through a variety of media (L) *SB4.1 is not addressed in grade 6.*	[7] SB4.1 illustrating that unbalanced forces will cause an object to accelerate [7] SB4.2 recognizing that electric currents and magnets can exert a force on each other [7] SB4.3 describing the characteristics of a wave (i.e., amplitude, wavelength, and frequency)	[8] SB4.1 demonstrating (L) and explaining circular motion [8] SB4.2 describing the interactions between charges

C1—Concepts of Life Science

SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.

SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.

SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.

SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by**	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by**
[6] SC1.1 recognizing sexual and asexual reproduction [6] SC1.2 recognizing that species survive by adapting to changes in their environment	[7] SC1.1 comparing and contrasting sexual and asexual reproduction [7] SC1.2 describing possible outcomes of mutations (i.e., no effect, damage, benefit)	[8] SC1.1 describing the role of genes in sexual reproduction (i.e., traits of the offspring)
The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by	**The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**	**The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**
[6] SC2.1 using a dichotomous key to classify animals and plants into groups using external or internal features [6] SC2.2 identifying basic behaviors (e.g., migration, communication, hibernation) used by organisms to meet the requirements of life [6] SC2.3 describing the levels of organization within a human body (i.e., cells, tissues, organs, systems)	[7] SC2.1 describing the basic structure and function of plant and animal cells [7] SC2.2 identifying the seven levels of classification of organisms [7] SC2.3 identifying and describing the functions of human organs (i.e., heart, lungs, brain)	[8] SC2.1 placing vertebrates into correct classes of taxonomy based on external, observable features [8] SC2.2 explaining that most organisms utilize inherited and learned behaviors to meet the basic requirements of life [8] SC2.3 describing the functions and interdependence of human body systems (i.e., circulatory, respiratory, nervous)
The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by**	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by**
[6] SC3.1 recognizing that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing the importance of energy transfer in these changes [6] SC3.2 organizing a food web using familiar plants and animals	[7] SC3.1 recognizing and explaining that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing and explaining the importance of energy transfer in these changes [7] SC3.2 classifying organisms within a food web as producers, consumers, or decomposers	[8] SC3.1 stating that energy flows and that matter cycles but is conserved within an ecosystem [8] SC3.2 organizing a food web that shows the cycling matter

D1—Concepts of Earth Science

SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

SD1 Students develop an understanding of Earth's geochemical cycles.

SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.

SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system.

SD4 Students develop an understanding of the theories regarding the evolution of the universe.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates an understanding of geochemical cycles by	**The student demonstrates an understanding of geochemical cycles by**	**The student demonstrates an understanding of geochemical cycles by**
[6] SD1.1 exploring the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks (L)	[7] SD1.1 describing the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks	[8] SD1.1 making connections between components of the locally observable geologic environment and the rock cycle (L)
[6] SD1.2 identifying the physical properties of water within the stages of the water cycle	[7] SD1.2 explaining the water cycle's connection to changes in the Earth's surface	[8] SD1.2 applying knowledge of the water cycle to explain changes in the Earth's surface
The student demonstrates an understanding of the forces that shape Earth by	**The student demonstrates an understanding of the forces that shape Earth by**	**The student demonstrates an understanding of the forces that shape Earth by**
[6] SD2.1 describing the formation and composition (i.e., sand, silt, clay, organics) of soils	[7] SD2.1 identifying strategies (e.g., reforestation, dikes, wind breaks, off road activity guidelines) for minimizing erosion	[8] SD2.1 interpreting topographical maps to identify features (i.e., rivers, lakes, mountains, valleys, islands, and tundra)
[6] SD2.2 identifying and describing its layers (i.e., crust, mantle, core)	[7] SD2.2 describing how the movement of the tectonic plates results in both slow changes (e.g., formation of mountains, ocean floors, and basins) and short-term events (e.g., volcanic eruptions, seismic waves, and earthquakes) on the surface	[8] SD2.2 using models to show the relationship between convection currents within the mantle and the large-scale movement of the surface (L)
[6] SD2.3 describing how the surface can change rapidly as a result of geological activities (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, avalanches)		
The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by	**The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by**	**The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by**
[6] SD3.1 connecting the water cycle to weather phenomena	[7] SD3.1 describing the weather using accepted meteorological terms (e.g., pressure systems, fronts, precipitation)	[8] SD3.1 recognizing the relationship between the seasons and Earth's tilt relative to the sun and describing the day/night cycle as caused by the rotation of the Earth every 24 hours
[6] SD3.2 identifying that energy transfer is affected by surface conditions (e.g., snow cover, asphalt, vegetation) and that this affects weather	[7] SD3.2 recognizing the relationship between phase changes (i.e., sublimation, condensation, evaporation) and energy transfer	[8] SD3.2 recognizing types of energy transfer (convection, conduction, and radiation) and how they affect weather

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by	The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by	The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by
[6] SD4.1 contrasting characteristics of planets and stars (i.e., light reflecting, light emitting, orbiting, orbited, composition)	[7] SD4.1 comparing and contrasting characteristics of planets and stars (i.e., light reflecting, light emitting, orbiting, orbited, composition)	[8] SD4.1 creating models of the solar system illustrating size, location/position, composition, moons/rings, and conditions (L)
[6] SD4.2 defining a light year	[7] SD4.2 using light years to describe distances between objects in the universe	[8] SD4.2 comparing the brightness of a star to its distance and size

E1—Science and Technology

SE Students develop an understanding of the relationships among science, technology, and society.

SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.

SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.

SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by**	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by**
[6] SE1.1 recognizing that technology cannot always provide successful solutions for problems or fulfill every human need	[7] SE1.1 describing how public policy affects the student's life (e.g., public waste disposal) (L)	[8] SE1.1 describing how public policy affects the student's life and participating diplomatically in evidence-based discussions relating to the student's community (L)
The student demonstrates an understanding that solving problems involves different ways of thinking by	**The student demonstrates an understanding that solving problems involves different ways of thinking by**	**The student demonstrates an understanding that solving problems involves different ways of thinking by**
[6] SE2.1 identifying and designing a solution to a problem [6] SE2.2 comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem (L)	[7] SE2.1 identifying, designing, testing, and revising solutions to a local problem (L) [7] SE2.2 comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem* (L)	[8] SE2.1 identifying, designing, testing, and revising solutions to a local problem* (L) [8] SE2.2 comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate and evaluate potential solutions to a question or problem (L)
The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by	**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**	**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**
[6] SE3.1 describing the various effects of an innovation on a global level	[7] SE3.1 recognizing the effects of a past scientific discovery, invention, or scientific breakthrough (e.g., DDT, internal combustion engine)	[8] SE3.1 predicting the possible effects of a recent scientific discovery, invention, or scientific breakthrough (L)

** Same concept at a higher level*

F1—Cultural, Social, Personal Perspectives, and Science

SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.

SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.

SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.

SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by	**The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by**	**The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by**
[6] SF1.1-SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth's surface) and relating it to a scientific explanation* (L). Cross referenced with SA3.1.	[7] SF1.1-SF3.1 investigating the basis of local knowledge (e.g., describing and predicting weather) and sharing that information (L). Cross referenced with SA3.1.	[8] SF1.1-SF3.1 describing how local knowledge, culture, and the technologies of various activities (e.g., hunting, fishing, subsistence) influence the development of scientific knowledge (L). Cross referenced with SA3.1.

** Same concept at a higher level*

G1—History and Nature of Science

SG Students develop an understanding of the history and nature of science.

SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.

SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.

SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).

SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GRADE 6	GRADE 7	GRADE 8
The student demonstrates an understanding of the bases of the advancement of scientific knowledge by [6] SG1.1** [6] SG2.1 recognizing differences in results of repeated experiments	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by** [7] SG1.1** [7] SG2.1 explaining differences in results of repeated experiments	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by** [8] SG1.1** [8] SG2.1 describing how repeating experiments improves the likelihood of accurate results
See [6] SE 3.1	**The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by** [7] SG3.1 revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses) (L)	**The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by** [8] SG3.1 revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses)* (L)
[6] SG4.1**	[7] SG4.1**	[8] SG4.1**

** Same concept at a higher level*

**"Most of the historical benchmarks do not appear until high school." (Project 2061 [American Association for the Advancement of Science], 2001, p. 129)

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A1—Science as Inquiry and Process

SA Students develop an understanding of the processes and applications of scientific inquiry.

SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.

SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.

SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 9	GRADE 10	GRADE 11
The student demonstrates an understanding of the processes of science by	**The student demonstrates an understanding of the processes of science by**	**The student demonstrates an understanding of the processes of science by**
[9] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*	[10] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, analyzing data, developing models, inferring, and communicating	[11] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, analyzing data, developing models, inferring, and communicating*
[9] SA1.2 hypothesizing, designing a controlled experiment, making qualitative and quantitative observations, interpreting data, and using this information to communicate conclusions	[10] SA1.2 reviewing pertinent literature, hypothesizing, making qualitative and quantitative observations, controlling experimental variables, analyzing data statistically (i.e., mean, median, model), and using this information to draw conclusions, compare results to others, suggest further experimentation, and apply student's conclusions to other problems (L)	[11] SA1.2 recognizing and analyzing multiple explanations and models, using this information to revise student's own explanation or model if necessary (L)
The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**	**The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by**
[9] SA2.1 formulating conclusions that are logical and supported by evidence	[10] SA2.1 examining methodology and conclusions to identify bias and determining if evidence logically supports the conclusions	[11] SA2.1 evaluating the credibility of cited sources when conducting the student's own scientific investigation (L)
		The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by
		[11] SA3.1 conducting research and communicating results to solve a problem (e.g., fish and game management, building permits, mineral rights, land use policies) (L)

**Same concept at a higher level*

B1—Concepts of Physical Science

SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.

SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.

SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.

SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.

SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

GRADE 9	GRADE 10	GRADE 11
The student demonstrates an understanding of the structure and properties of matter by	**The student demonstrates an understanding of the structure and properties of matter by**	**The student demonstrates an understanding of the structure and properties of matter by**
[9] SB1.1 describing atoms and their base components (i.e., protons, neutrons, electrons)	[10] SB1.1 using the periodic table to describe atoms in terms of their base components (i.e., protons, neutrons, electrons)	[11] SB1.1 predicting the properties of an element (i.e., reactivity, metal, non-metal) using the periodic table and verifying the predictions through experimentation (L)
The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by	**The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by**	**The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by**
[9] SB2.1 applying the concepts of heat transfer (i.e., conduction, convection, radiation) to Alaskan dwellings [9] SB2.2 recognizing simple electrical circuits	[10] SB2.1 examining energy (i.e., nuclear, electromagnetic, chemical, mechanical, thermal) transfers, transformations, and efficiencies by comparing useful energy to total energy	[11] SB2.1 demonstrating energy (e.g., nuclear, electromagnetic, chemical, mechanical, thermal) transfers and transformations by comparing useful energy to total energy (entropy) (L)
The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by	**The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by**	**The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by**
[9] SB3.1 recognizing that a chemical reaction has taken place [9] SB3.2 explaining that in chemical and nuclear reactions, energy (e.g., heat, light, mechanical, and electrical) is transferred into and out of a system [9] SB3.3 recognizing that atoms emit and absorb electromagnetic radiation	[10] SB3.1 describing the behavior of electrons in chemical bonding [10] SB3.2 recognizing that radioactivity is a result of the decay of unstable nuclei [10] SB3.3 comparing the relative wavelengths and applications of different forms of electromagnetic radiation (i.e., x-ray, visible, infrared, microwaves, radio)	[11] SB3.1 predicting how an atom can interact with other atoms based on its electron configuration and verifying the results (L) [11] SB3.2 researching applications of nuclear reactions in which a small amount of matter is converted directly into a huge amount of energy (i.e., $E=MC^2$) (L)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[9] SB4.1 explaining the relationship of motion to an object's mass and the applied force

[9] SB4.2 recognizing that the gravitational attraction between objects is proportional to their masses and decreasing with their distance

[9] SB4.3 describing the interactions of waves (i.e., reflection, refraction, wave addition)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[10] SB4.1 recognizing that when one thing exerts a force on another, an equal amount of force is exerted back on it

[10] SB4.2 explaining that different kinds of materials respond to electric and magnetic forces (i.e., conductors, insulators, magnetic, and non-magnetic materials)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[11] SB4.1 conducting an experiment to demonstrate that when one thing exerts a force on another, an equal amount of force is exerted back on it (L)

[11] SB4.2 conducting an experiment to explore the relationship between magnetic forces and electric forces to show that they can be thought of as different aspects of a single electromagnetic force (e.g., generators and motors) (L)

C1—Concepts of Life Science

SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.

SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.

SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.

SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

GRADE 9	GRADE 10	GRADE 11
The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by**	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by**
[9] SC1.1 recognizing that all organisms have chromosomes made of DNA and that DNA determines traits	[10] SC1.2 explaining how the processes of natural selection can cause speciation and extinction	[11] SC1.1 relating the structure of DNA to characteristics of an organism
[9] SC1.2 using probabilities to recognize patterns of inheritance (e.g., Punnett Squares)	[10] SC1.3 examining issues related to genetics (L)	[11] SC1.2 researching how the processes of natural selection cause changes in species over time (L)
[9] SC1.3 inferring evolutionary pathways from evidence (e.g., fossils, geologic samples, recorded history)	*SC1.1 is not addressed in grade 10.*	
The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by	**The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**	**The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by**
[9] SC2.1 describing and comparing the characteristics of phyla/divisions from each kingdom	[10] SC2.1 describing the structure-function relationship (e.g., joints, lungs)	[11] SC2.1 describing the structure-function relationship*
[9] SC2.3 stating the function of major physiological systems (i.e., circulatory, excretory, digestive, respiratory, reproductive, nervous, immune, endocrine, musculoskeletal, and integumentary)	[10] SC2.2 explaining that cells have specialized structures in which chemical reactions occur	[11] SC2.2 describing the learned behaviors (e.g., classical conditioning, imprinting, trial and error) that are utilized by living organisms to meet the requirements of life
SC2.2 is not addressed in grade 9.	[10] SC2.3 explaining the functions of organs of major systems (i.e., respiratory, digestive, circulatory, reproductive, nervous, musculoskeletal, and excretory)	[11] SC2.3 describing the functions and interdependencies of the organs within the immune system and within the endocrine system
	[10] SC2.4 tracing the pathways of the digestive, circulatory, and excretory systems	

** Same concept at a higher level*

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

[9] SC3.1 describing the carbon and nitrogen cycle within an ecosystem and how the continual input of energy from sunlight keeps the process going (L)

[9] SC3.3 identifying dynamic factors (e.g., carrying capacity, limiting factors, biodiversity, and productivity) that affect population size

SC3.2 is not addressed in grade 9.

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

[10] SC3.1 relating the carbon cycle to global climate change

[10] SC3. 2 exploring ecological relationships (e.g., competition, niche, feeding relationships, symbiosis) (L)

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

[11] SC3.1 relating the carbon cycle to global climate change*

[11] SC3.2 analyzing the potential impacts of changes (e.g., climate change, habitat loss/gain, cataclysms, human activities) within an ecosystem

** Same concept at a higher level*

D1—Concepts of Earth Science

SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

SD1 Students develop an understanding of Earth's geochemical cycles.

SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.

SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system.

SD4 Students develop an understanding of the theories regarding the evolution of the universe.

GRADE 9	GRADE 10	GRADE 11
The student demonstrates an understanding of geochemical cycles by	**The student demonstrates an understanding of geochemical cycles by**	**The student demonstrates an understanding of geochemical cycles by**
[9] SD1.1 using a model to demonstrate the rock cycle (L)	[10] SD1.1 using a model to explain the processes (i.e., formation, sedimentation, erosion, reformation) of the rock cycle	[11] SD1.1 creating a model to demonstrate the rock cycle (L)
[9] SD1.2 applying knowledge of the water cycle to explain changes in the Earth's surface*	[10] SD1.2 describing their interrelationships (i.e., water cycle, carbon cycle, oxygen cycle)	[11] SD1.2 integrating knowledge of the water cycle and biogeochemical cycling to explain changes in the Earth's surface (L)
The student demonstrates an understanding of the forces that shape Earth by	**The student demonstrates an understanding of the forces that shape Earth by**	**The student demonstrates an understanding of the forces that shape Earth by**
[9] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes	[10] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes*	[11] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes*
[9] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface	[10] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface*	[11] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface*
The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by	**The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by**	**The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by**
[9] SD3.1 recognizing the effect of the moon and sun on tides	[10] SD3.1 describing causes, effects, preventions, and mitigations of human impact on climate	[11] SD3.1 describing causes, effects, preventions, and mitigations of human impact on climate*
[9] SD3.2 explaining the phenomena of the aurora		[11] SD3.2 exploring causes and effects related to phenomena (e.g., the aurora, solar winds, Coriolis Effect) (L)

** Same concept at a higher level*

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by**	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by**
[9] SD4.1 recognizing that a star changes over time	[10] SD 4.1 recognizing phenomena in the universe (i.e., black holes, nebula)	[11] SD4.1 describing phenomena in the universe (i.e., black holes, nebula)
[9] SD4.2 explaining that the position of stars changes in the expanding universe	[10] SD 4.2 explaining that the position of stars changes in the expanding universe*	[11] SD4.2 using evidence to explain how the position of stars changes in the expanding universe
[9] SD4.4 identifying the Big Bang Theory	[10] SD 4.4 describing the Big Bang Theory	[11] SD4.4 describing the Big Bang Theory and exploring the evidence that supports it (L)

SD4.3 is not continued in 9-11.

** Same concept at a higher level*

E1—Science and Technology

SE Students develop an understanding of the relationships among science, technology, and society.

SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.

SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.

SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

GRADE 9	GRADE 10	GRADE 11
The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by**	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by**
[9] SE1.1 recognizing that the value of any given technology may be different for different groups of people and at different points in time (e.g., different uses of snow machines in different regions of Alaska)	[10] SE1.1 identifying that progress in science and invention is highly interrelated to what else is happening in society	[11] SE1.1 researching how social, economic, and political forces strongly influence which technology will be developed and used (L)
The student demonstrates an understanding that solving problems involves different ways of thinking by	**The student demonstrates an understanding that solving problems involves different ways of thinking by**	**The student demonstrates an understanding that solving problems involves different ways of thinking by**
[9] SE2.1 questioning, researching, modeling, simulating, and testing a solution to a problem (L)	[10] SE2.1 questioning, researching, modeling, simulating, and testing multiple solutions to a problem (L)	[11] SE2.1 questioning, researching, modeling, simulating, and testing multiple solutions to a problem* (L)
The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by	**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**	**The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by**
[9] SE3.1 predicting and evaluating the possible effects of a recent scientific discovery, invention, or scientific breakthrough (L)	[10] SE3.1 researching a current problem, identifying possible solutions, and evaluating the impact of each solution (L)	[11] SE3.1 researching a current problem, identifying possible solutions, and evaluating the impact of each solution* (L)

** Same concept at a higher level*

F1—Cultural, Social, Personal Perspectives, and Science

SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.

SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.

SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.

SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

GRADE 9

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[9] SF1.1-SF3.1 describing the scientific principles involved in a subsistence activity (e.g., hunting, fishing, gardening) (L). Cross referenced with SA3.1.

GRADE 10

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:

[10] SF1.1-SF3.1 analyzing the competition for resources by various user groups to describe these interrelationships. Cross referenced with SA3.1.

GRADE 11

The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by

[11] SF1.1-SF3.1 investigating the influences of societal and/or cultural beliefs on science (L). Cross referenced with SA3.1.

HB 104

<TARGET><BILL>HB 104</BILL><SUBJECT>HB 104</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: January 18, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3/21/11

The EDUCATION Committee considered: **HB 104**

HOUSE BILL NO. 104

"An Act renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds; making conforming amendments; and providing for an effective date."

HB 104 ALASKA PERFORMANCE SCHOLARSHIPS

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* House Bill 104 (EDC)

For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [✓] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED		✓	

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Cissna				X
Peggy Wilson	WILSON				X
	Pruitt				X
	FEIGE				X
Paul R. Seaton	Seaton	X			
Chair:		X			
Chair:					

CS FOR HOUSE BILL NO. 104(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

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

A BILL

FOR AN ACT ENTITLED

"An Act renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an account and fund for those purposes; making conforming amendments; and providing for an effective date."

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

*** Section 1.** AS 14.03.113, as enacted by sec. 1, ch. 14, SLA 2010, is amended to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship under AS 14.43.810 - 14.43.849. If a student is eligible, the district shall state in the student's permanent record the highest level of funding for which the student is eligible. A district shall provide a student with an opportunity to

request that the district correct an error in the eligibility determination.

* **Sec. 2.** AS 14.43.810, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.810. Alaska performance [MERIT] scholarship program established; regulations. (a) The Alaska **performance** [MERIT] scholarship program is established to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state.

(b) The department shall, in consultation with the commission, adopt regulations necessary to implement the **scholarship** program. The commission shall administer the daily operations of the **scholarship** program and financing of the **scholarship** program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other nonloan financial aid, consistent with federal law.

* **Sec. 3.** AS 14.43.820(a), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(a) Subject to appropriation, the commission shall award an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship to an applicant who

(1) is a resident of the state as defined in AS 01.10.055;

(2) graduated or will graduate within six months from a high school in the state;

(3) has completed a core academic curriculum in high school that includes

(A) four years of mathematics, four years of language arts, four years of science, and four years of social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or

(B) three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language;

(4) has a minimum grade-point average in high school of 2.5 or higher; the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(5) has achieved a minimum score on a

(A) college entrance examination; or

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

(6) is enrolled in good standing in a course of study at a qualified postsecondary institution in this state that is intended to result in the award of a certificate or degree.

*** Sec. 4.** AS 14.43.825(a), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(a) The maximum annual awards for the Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarships are as follows:

(1) the first award level is $4,755 and requires a 3.5 grade-point average or above and a very high minimum score on a college entrance examination;

(2) the second award level is $3,566 and requires a 3.0 grade-point average or above and a high minimum score on a college entrance examination;

(3) the third award level is $2,378 and requires a 2.5 grade-point average or above and a moderately high minimum score on a college entrance examination.

*** Sec. 5.** AS 14.43.825(f) is repealed and reenacted to read:

(f) Payment of a scholarship is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible scholarships, the commission may not award a scholarship to a new applicant, and the commission shall pay existing awards on a pro rata basis for that fiscal year.

*** Sec. 6.** AS 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.830. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions for purposes of awarding an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship:

(1) a university or college physically located in the state that [IS]

(A) **is** authorized to operate in the state under AS 14.48.020 or is exempt from authorization under AS 14.48.030(b)(1); [AND]

(B) **is** accredited by a regional accreditation association;

(C) has an advisory program established for incoming students that provides counseling related to course selection, career choice, and personal challenges; and

(D) provides courses and credits that can result in the issuance of a degree or certificate available at the institution within a time frame expected for that degree or certificate;

(2) a career and technical school program physically located in the state that **meets the standards established in (a)(1)(C) and (D) of this section and that** has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission shall publish the list on or before June 30 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 (Administrative Procedure Act) establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the Alaska **performance** [MERIT] scholarship program.

* **Sec. 7.** AS 14.43.849, as enacted by sec. 2, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.849. Definitions. In AS 14.43.810 - 14.43.849, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

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

(3) "high school" means a public or accredited secondary school in the state and a home school program that is approved by the department;

(4) "program" means the Alaska **performance** [MERIT] scholarship program established under AS 14.43.810 - 14.43.849;

(5) "school district" means a borough school district, a city school

district, a regional educational attendance area, and a state boarding school.

* **Sec. 8.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.915. AlaskAdvantage education grant and Alaska performance scholarship award income account. The AlaskAdvantage education grant and Alaska performance scholarship award income account is created as an account in the general fund. Money may be appropriated to the account from the AlaskAdvantage education grant and Alaska performance scholarship fund under AS 37.14.750 and from other sources. The commission may use the money in the account to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships awarded to students under AS 14.43.810 - 14.43.849. The amount determined under AS 37.14.750(c) each year and deposited into the account is the maximum amount that may be used to pay grants and scholarships for the immediately succeeding fiscal year.

* **Sec. 9.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, courses taken at the school, and level of eligibility for an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship under AS 14.43.810 - 14.43.849.

* **Sec. 10.** AS 37.14 is amended by adding a new section to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Performance Scholarship Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska performance scholarship fund established. (a) The AlaskAdvantage education grant and Alaska performance scholarship fund is established in the general fund for the purpose of making grant payments under AS 14.43.400 - 14.43.420 and scholarship payments to qualified postsecondary institutions for students under AS 14.43.810 - 14.43.849 by appropriation to the income account established under AS 14.43.915. Money in the fund does not lapse. The fund consists of

(1) money appropriated to the fund;

(2) income earned on investment of fund assets; and

(3) donations to the fund.

(b) The amount annually appropriated and deposited to the fund may not exceed the greater of

(1) $40,000,000; or

(2) the amount that, when added to the fund balance on June 30 of the previous fiscal year, equals $160,000,000.

(c) The balance in the AlaskAdvantage education grant and Alaska performance scholarship fund shall be determined on June 30 of each year. The department shall distribute one-third of that amount or $40,000,000, whichever is less, for deposit into the account established in AS 14.43.915.

(d) Notwithstanding the limitation in (c) of this section, the legislature may appropriate any amount to the AlaskAdvantage education grant and Alaska performance scholarship fund. Nothing in this section creates a dedicated fund.

(e) In this section, unless the context requires otherwise, "fund" means the AlaskAdvantage education grant and Alaska performance scholarship fund established in (a) of this section.

*** Sec. 11.** AS 43.20.014(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted **for**

(1) [FOR] direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) [FOR] secondary school level vocational education courses, programs, and facilities by a school district in the state;

(3) [FOR] vocational education courses, programs, and facilities by a state-operated vocational technical education and training school; [AND]

(4) [FOR] a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) the AlaskAdvantage grant and Alaska performance scholarship fund under AS 37.14.750(a).

*** Sec. 12.** AS 43.20.014(a), as amended by sec. 14, ch. 92, SLA 2010, is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses and programs by a school district in the state; [AND]

(3) by a state-operated vocational technical education and training school**; and**

(4) for the AlaskAdvantage grant and Alaska performance scholarship fund under AS 37.14.750(a).

*** Sec. 13.** Section 8, ch. 14, SLA 2010, is amended to read:

TRANSITION: **PERFORMANCE SCHOLARSHIP** PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 (Administrative Procedure Act) to implement their respective duties under the Alaska **performance** [MERIT] scholarship program established in AS 14.43.810, enacted by sec. 5 of this Act, so that a student

(1) may be eligible for the **Alaska performance scholarship** [PROGRAM] even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2014; and

(2) who graduated from high school in this state after January 1, 2011, and before July 1, 2011, and meets eligibility requirements for the **Alaska performance scholarship** program may apply for a scholarship on or after January 1, 2011, for enrollment in a program of study beginning on or after July 1, 2011.

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

TRANSITION: ALASKADVANTAGE EDUCATION GRANT AND ALASKA

PERFORMANCE SCHOLARSHIP FUND BALANCE. Notwithstanding the $40,000,000 limit in AS 37.14.750(c), the following amounts may be substituted for that amount as follows for

(1) fiscal year 2012, $20,000,000;

(2) fiscal year 2013, $30,000,000.

*** Sec. 15.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early Development, the Department of Labor and Workforce Development, the Department of Revenue, and the Alaska Commission on Postsecondary Education may adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before July 1, 2011.

*** Sec. 16.** The uncodified law of the State of Alaska is amended by adding a new section to read:

REVISOR'S INSTRUCTION. The revisor of statutes is instructed to change the

(1) heading of article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship Program";

(2) catch line for AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship program; eligibility."

*** Sec. 17.** Section 15 of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 18.** AS 14.43.830(a)(1)(C) and (D), added by sec. 6 of this Act, and the amendment to AS 14.43.830(a)(2) made by sec. 6 of this Act take effect July 1, 2012.

*** Sec. 19.** Section 12 of this Act takes effect January 1, 2014.

*** Sec. 20.** Except as provided in secs. 17 - 19 of this Act, this Act takes effect July 1, 2011.

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Governor Sean Parnell
STATE OF ALASKA

January 14, 2011

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

Dear Speaker Chenault,

It is time now to sustainably fund the performance scholarships we so diligently worked together on last year. Under the authority of Article III, Section 18, of the Alaska Constitution, I am transmitting a bill renaming the Alaska Merit Scholarship to the Alaska Performance Scholarship; relating to tax credits applicable to contributions for the scholarships; and establishing the Alaska Performance Scholarship investment fund and the Alaska Performance Scholarship award fund. This bill would create funding mechanisms for the Alaska Performance Scholarship that are in accordance with recommendations of the Alaska State Legislature's Joint Higher Education Scholarship Funding Task Force.

The Alaska Performance Scholarship incentivizes Alaska students to take a rigorous curriculum and earn scholarships for post-secondary education. This will lead to increased academic performance in our high schools, increased parental involvement, and increased graduation rates. More students will graduate prepared to enter and complete postsecondary education and training in Alaska. The scholarship helps a variety of students – those who seek career and technical training as well as academic studies – to realize their dreams through their own hard work.

The bill creates an Alaska Performance Scholarship investment fund. The fund would consist of appropriations to the fund, donations to the fund, and income earned on investments of fund assets. Also, the bill would create the Alaska Performance Scholarship award fund to make scholarship awards. The bill would authorize certain tax credits applicable to contributions to the scholarship.

The graduating class of 2011 will be the first students eligible for this opportunity. I urge your prompt and favorable action on this important measure.

Sincerely,

Sean Parnell
Governor

Enclosure

Alaska Performance Scholarship

An invitation to excellence, extended to students, parents and educators alike.

SB43/HB104 Renaming the Alaska performance scholarship...and establishing scholarship investment and award funds

What does SB43/HB104 do?

1. The Governor's bill amends statutes to rename the statewide scholarship. The name "merit scholarship" currently in statute puts Alaska at risk of infringing on an existing copyright held by the National Merit Scholarship organization.
2. Further, the bill establishes both an award fund into which appropriations can be made and from which scholarship awards will be paid to students, and an investment fund into which the legislature may make appropriations and others may make donations. The bill specifies the Legislature may make appropriations from the investment fund into the award fund.
3. Finally, the bill permits Alaska taxpayers to make donations into the scholarship investment fund and qualify for a tax credit against the corporate income tax.

Why is SB43/HB104 necessary?

During the 2010 legislative session Governor Parnell proposed establishing a statewide scholarship for Alaska's students based on the principle that if our students: (1) take a curriculum which prepares them to succeed in postsecondary education, and (2) work hard and perform well in school, we should incent and reward them for pursuing postsecondary education and training in Alaska. This not only will benefit students but also the state as a whole by growing a skilled, local workforce and reducing the need for non-resident hires. The Alaska Legislature embraced this strategy and approved a merit scholarship which the Governor then signed into law.

The Governor has introduced this bill to avert the consequences of the copyright infringement noted above, and, more importantly, to propose establishment of a fund with characteristics consistent with the final recommendation of the Legislature's Joint Higher Education Scholarship Funding Task Force[1].

Why is this funding structure being proposed?

Governor Parnell strongly believes the scholarship is a commitment to Alaska's students, and it is critical to the success of the program that these scholarship awards have a long-term, sustainable funding stream. Additionally, the Governor seeks to make it possible for any interested party to support the scholarship's workforce development objectives by donating to the fund. To the extent that there are Alaska taxpayers with an interest in donating, they are incented to do so through the corporate income tax credit for eligible donations.

Thank you for taking the time to discuss SB43/HB104. We are extremely appreciative of the support and valuable time and attention legislative leaders have given this matter and look forward to continuing our collaborative work to advance education and workforce development in Alaska.

Alaska Commission on Postsecondary Education

Alaska Department of Labor and Workforce Development

[1] http://hesf.aksenate.org/wp-content/uploads/2010/12/2010_Scholarship_Funding_Final_Report.pdf

Prepared by Diane Barrans, Alaska Commission on Postsecondary Education, January 29, 2011

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB 104**
() Publish Date

Identifier HB104-EED-ESS-2-3-11
Title An Act renaming the Alaska performance Scholarship and relating to the scholarship and tax credits applicable to...
Sponsor House Rules by Request of the Governor
Requester House Education

Dept. Affected Education & Early Development
Appropriation Education Support Services
Allocation Executive Administration
OMB Component Number 2736

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	*	*	*	*	*	*	*
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	*	*	*	*	*	*	*

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by Eddy Jeans
Division Executive Administration
Approved by Mike Hanley
Commissioner

Phone 465-2825
Date/Time 2/3/11 1:15 PM
Date 2/3/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 104

Analysis

This fiscal note is indeterminate to allow the discussion of the Funding and Finance section of the Scholarship Funding Task Force Report. Page four of the report list the recommendation that the legislature creates, in statute, a Scholarship Fund as a sub-account within the General Fund. The Task Force recommended that the Scholarship Fund have an account balance amount sufficient to sustain award distribution and inflation proofing replenishment. The Task Force report suggested the immediate capitalization of the Scholarship Fund and also offered other alternatives if that was not possible.

The administration looks forward to discussing the Task Force Funding recommendations and identifying a long term sustainable funding mechanism for the Alaska Performance Scholarship.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: HB 104
(H) Publish Date: 1/18/11

Identifier (file name): LL1893-DOR-TRS-1-14-11
Title: The Alaska Performance Scholarship Fund
Sponsor: Rules Committee
Requester: By Request of the Governor

Dept. Affected: Revenue
Appropriation: Treasury and Taxation
Allocation: Treasury
OMB Component Number: 121

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	60.0		60.0	60.0	60.0	60.0	60.0
Travel							
Contractual	55.0		55.0	55.0	55.0	55.0	55.0
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**115.0**	**0.0**	**115.0**	**115.0**	**115.0**	**115.0**	**115.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

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

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version

first version of fiscal note

Prepared by: Scott Jones, Asst. Comptroller — Phone: (907) 465-2350
Division: Treasury — Date/Time: 1/14/11; 10:40am
Approved by: Ginger Blaisdell, Director Administrative Services Division — Date: 1/14/11; 10:40am
Department of Revenue

(Revised 12/29/2010 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 104

Analysis

The bill provides for a separate fund designated for performance scholarships. In order to generate enough revenue to fund the performance scholarships, the Department anticipates the need for a $400 million capitalization.

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.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: HB 104
(H) Publish Date: 1/18/11

Identifier (file name): LL1893-DOR-TAX-1-14-11
Title: The Alaska Performance Scholarship Fund
Sponsor: Rules Committee
Requester: By Request of the Governor

Dept. Affected: Revenue
Appropriation: Treasury and Taxation
Allocation: Tax Division
OMB Component Number: 2476

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
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							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version

first version of fiscal note

Prepared by: Johanna Bales, Deputy Director — Phone: (907) 269-6628
Division: Tax Division — Date/Time: 1/14/11; 1:22pm
Approved by: Ginger Blaisdell, Director Administrative Services Division — Date: 1/14/11; 1:22pm
Department of Revenue

(Revised 12/29/2010 OMB)

FISCAL NOTE #2

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 104

Analysis

Bill Language:
This bill expands the existing education credit allowed against the corporate income tax to include contributions made to the newly created Alaska Performance Scholarship Fund under AS 37.14.750.

Revenues:
This bill does not increase or decrease the amount of total education credits allowed against corporate income tax. Therefore, this bill has no affect on state revenues.

Expenditures:
The department can implement the provisions of the bill with existing resources.

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
SECTIONAL ANALYSIS
HB104 EDC 1/28/11

Renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; establishing the Alaska performance scholarship investment fund and the Alaska performance scholarship award fund and relating to the funds; making confirming amendments; and providing for an effective date.

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
1	14.03.113 – District determination of scholarship eligibility.	1 2	7-13 1	Amended to rename scholarship Alaska performance scholarship (APS).	DEED - Public Schools Generally
2	14.43.810 – Alaska performance scholarship established; regulations.	2	2-13	Amended to rename scholarship Alaska performance scholarship; and to generally reference Alaska performance scholarship as scholarships, including section heading.	ACPE – Financial Aid Programs for Postsecondary Students
3	14.43.820(a) – Alaska performance scholarship; eligibility.	2 3	14-31 1-8	Amended to rename scholarship Alaska performance scholarship. (Section title changed through reviser's instructions in Section 14)	Postsecondary Education Commission
4	14.43.825(a) – Maximum annual awards.	3	9-18	Amended to rename scholarship Alaska performance scholarship.	ACPE - Financial Aid Programs for Postsecondary Students
5	14.43.830 – Qualified postsecondary institutions.	3 4	19-31 1-5	Amended to rename scholarship Alaska performance scholarship	ACPE - Financial Aid Programs for Postsecondary Students
6	14.43.840 – Report to the legislature.	4	6-22	Amended to generally reference Alaska performance scholarship as scholarships.	ACPE - Financial Aid Programs for Postsecondary Students
7	14.43.845 – Alaska performance scholarship award fund.	4 5	23-31 1	Establishes an APS award fund, consisting of appropriations under AS 37.14.750 – 37.14.790. Monies in the fund may be used by the commission to pay APS awards and are non-lapsing.	ACPE - Financial Aid Programs for Postsecondary Students

Prepared by D. Barrans 1/28/11

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
8	14.45.130(a) – Records.	5	2-8	Amended to rename scholarship Alaska performance scholarship	ACPE - Financial Aid Programs for Postsecondary Students
9	Article 8A. Alaska Performance Scholarship Investment Fund added to Chapter 14. Trust Funds.				New Section
9	37.14.750 – Alaska performance scholarship investment fund established.	5	9-22	Establishes the APS investment fund consisting of appropriations, donations, and income earned on investments managed to retain the purchasing power of the fund and to earn at least 5% on invested assets. The fund is not dedicated.	Dept. of Revenue – Tax Division
9	37.14.755 – Powers and duties of the commissioner of revenue.	5	23-28	Provides that commissioner has powers and duties outlined in AS 37.10.071. Directs DOR commissioner to provide reports on the condition and investment performance of the fund to DEED, DOLWD, and ACPE.	Dept. of Revenue – Tax Division
9	37.14.760 – Use of fund.	5 6	29-31 1-7	Provides that DOR commissioner will determine amount of fund available for legislature to appropriate to the award fund as soon after July 1 each year as possible, and to report on previously available funds identified as available but not appropriated.	Dept. of Revenue – Tax Division
9	37.14.790 – Definitions.	6	8-12	Defines commissioner and fund.	Dept. of Revenue – Tax Division
10	43.20.014(a) – Income tax education credit.	6	13-27	Expands contributions eligible for the Alaska education credit against corporate income tax to include contributions made to the APS fund.	Dept. of Revenue – Tax Division
11	43.20.014(a) – Income tax education credit.	6 7	28-31 1-10	Deals with the sunset provision in the education tax credit program. In 2010, the maximum education tax credit to $5 million. The increase sunsets 1/1/14 at which time the limit returns to $150,000. This provision ensures, even though the amount of the credit is reduced, contributions to the APS fund remain eligible for a credit.	Dept. of Revenue – Tax Division
12	14.43.849(4) – Definitions.	7	11	Repealed. Deletes definition for program as that term in no longer incorporated.	ACPE – Financial Aid Programs for Postsecondary Students
13	Uncodified law	7	12-28	Transition language is amended to rename scholarship Alaska performance scholarship; and to generally reference Alaska performance scholarship as scholarships.	

BILL SECTION	AK STATUTE SECTION TITLE	PAGE	LINE	PURPOSE OF SECTION	AGENCY IMPACTED
14	Uncodified law	7	29-31 1-5	Instructs revisor to change title of Article 12 to Alaska Performance Scholarship and change title of 14.43.820 to Alaska performance scholarship; eligibility.	
15	Uncodified law	8	6-13	Transition language provides that state agencies may proceed to adopt regulations to implement Act, but regulations take effect no earlier than 7/1//2011.	
16	Effective date notice	8	14	Section 15 takes effect immediately	
17	Effective date notice	8	15	Section 11 takes effect January 1, 2014 Except as in Sec. 10, Act is effective 9/1/2010	
18	Effective date notice	8	16-17	Except as in Secs. 16 and 17, Act is effective 7/1/2011	

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2/8/11

CS FOR HOUSE BILL NO. 104( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

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

A BILL

FOR AN ACT ENTITLED

"An Act renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; relating to AlaskAdvantage education grant funding and to Alaska performance scholarship funding; establishing an account and fund for those purposes; relating to an unmet need scholarship supplement for Alaska performance scholarship recipients; repealing the Alaska capital income fund; making conforming amendments; and providing for an effective date."

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

* **Section 1.** AS 14.03.113, as enacted by sec. 1, ch. 14, SLA 2010, is amended to read:

Sec. 14.03.113. District determination of scholarship eligibility. A school district shall determine whether a student who graduates from a high school in the district is eligible for an award of an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship under AS 14.43.810 - 14.43.849. If a student is eligible, the

district shall state in the student's permanent record the highest level of funding for which the student is eligible. A district shall provide a student with an opportunity to request that the district correct an error in the eligibility determination.

*** Sec. 2.** AS 14.43.810, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.810. Alaska performance [MERIT] scholarship program established; regulations. (a) The Alaska **performance** [MERIT] scholarship program is established to provide scholarships for high school graduates who are Alaska residents to attend a qualified postsecondary institution in the state.

(b) The department shall, in consultation with the commission, adopt regulations necessary to implement the **scholarship** program. The commission shall administer the daily operations of the **scholarship** program and financing of the **scholarship** program, including the procedures for applying for the scholarships, establishing standards for and ensuring continuing compliance with programmatic standards, and requiring students to apply for other nonloan financial aid, consistent with federal law.

*** Sec. 3.** AS 14.43.820(a), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(a) Subject to appropriation, the commission shall award an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship to an applicant who

(1) is a resident of the state as defined in AS 01.10.055;

(2) graduated or will graduate within six months from a high school in the state;

(3) has completed a core academic curriculum in high school that includes

(A) four years of mathematics, four years of language arts, four years of science, and four years of social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or

(B) three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language;

(4) has a minimum grade-point average in high school of 2.5 or higher;

the department shall set by regulation minimum requirements based on a substantially similar standard for districts that do not assign grades;

(5) has achieved a minimum score on a

(A) college entrance examination; or

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

(6) is enrolled in good standing in a course of study at a qualified postsecondary institution in this state that is intended to result in the award of a certificate or degree.

*** Sec. 4.** AS 14.43.825(a), as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

(a) The maximum annual awards for the Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarships are as follows:

(1) the first award level is $4,755 and requires a 3.5 grade-point average or above and a very high minimum score on a college entrance examination;

(2) the second award level is $3,566 and requires a 3.0 grade-point average or above and a high minimum score on a college entrance examination;

(3) the third award level is $2,378 and requires a 2.5 grade-point average or above and a moderately high minimum score on a college entrance examination.

*** Sec. 5.** AS 14.43.825(f) is repealed and reenacted to read:

(f) Payment of a scholarship is subject to appropriation and the availability of funds for expenditure under AS 37.14.750. If insufficient funds are appropriated or available in a fiscal year to pay all eligible scholarships, the commission may not award a scholarship to a new applicant, and the commission shall pay existing awards on a pro rata basis for that fiscal year.

*** Sec. 6.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.828. Eligibility for a scholarship supplement based on unmet need; minimum and maximum awards. (a) Subject to appropriation, the commission shall award a scholarship supplement based on unmet need to a student who meets the eligibility criteria for the award under this section.

(b) A student is eligible to receive a scholarship supplement based on unmet need if the student

(1) is eligible for an Alaska performance scholarship; and

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

(c) The annual maximum of a scholarship supplement based on unmet need is the lesser of

(1) 50 percent of the unmet financial need that exceeds $2,000; and

(2) $4,000.

(d) The commission shall determine unmet financial need by

(1) requiring the postsecondary institution attended by the student to verify all nonloan sources of financial support, including an expected family contribution and all federal, state, and private scholarships received by the student; and

(2) subtracting all nonloan sources of financial support from the student's allowable standard costs of attendance at the institution, as determined by the commission.

(e) Notwithstanding any other provision of this section, the minimum annual scholarship supplement for a student eligible under (b) of this section is $500.

(f) In this section,

(1) "allowable standard costs of attendance" means the lesser of the

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

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

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

*** Sec. 7.** AS 14.43.830, as enacted by sec. 5, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.830. Qualified postsecondary institutions. (a) The following institutions are qualified postsecondary institutions for purposes of awarding an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship:

(1) a university or college physically located in the state that [IS]

(A) **is** authorized to operate in the state under AS 14.48.020 or is exempt from authorization under AS 14.48.030(b)(1); [AND]

(B) **is** accredited by a regional accreditation association;

(C) has an advisory program established for incoming students that provides counseling related to course selection, career choice, and personal challenges; and

(D) provides courses and credits that can result in the issuance of a degree or certificate available at the institution within a time frame expected for that degree or certificate;

(2) a career and technical school program physically located in the state that **meets the standards established in (a)(1)(C) and (D) of this section and that** has been included on a list of certified career and technical school programs received from the Department of Labor and Workforce Development; the commission shall publish the list on or before June 30 of the year preceding enrollment.

(b) The Department of Labor and Workforce Development shall, in consultation with the Department of Education and Early Development, adopt regulations under AS 44.62 (Administrative Procedure Act) establishing criteria under which the Department of Labor and Workforce Development shall certify career and technical school programs in the state as eligible to participate in the Alaska **performance** [MERIT] scholarship program.

* **Sec. 8.** AS 14.43.849, as enacted by sec. 2, ch. 14, SLA 2010, is amended to read:

Sec. 14.43.849. Definitions. In AS 14.43.810 - 14.43.849, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

(2) "grade-point average" means the average of all grades on a four-point scale, or five-point scale for advanced placement classes, obtained by the student

in high school;

(3) "high school" means a public or accredited secondary school in the state and a home school program that is approved by the department;

(4) "program" means the Alaska **performance** [MERIT] scholarship program established under AS 14.43.810 - 14.43.849;

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

* **Sec. 9.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.915. AlaskAdvantage education grant and Alaska performance scholarship award income account. The AlaskAdvantage education grant and Alaska performance scholarship award income account is created as an account in the general fund. Money may be appropriated to the account from the AlaskAdvantage education grant and Alaska performance scholarship fund under AS 37.14.750 and from other sources. The commission may use the money in the account to pay grants awarded under AS 14.43.400 - 14.43.420 and scholarships awarded to students under AS 14.43.810 - 14.43.849. The amount determined under AS 37.14.750(d) each year and deposited into the account is the maximum amount that may be used to pay scholarships for the immediately succeeding fiscal year.

* **Sec. 10.** AS 14.45.130(a), as amended by sec. 7, ch. 14, SLA 2010, is amended to read:

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, courses taken at the school, and level of eligibility for an Alaska **performance** [MERIT SCHOLARSHIP PROGRAM] scholarship under AS 14.43.810 - 14.43.849.

* **Sec. 11.** AS 37.07.020(b) is amended to read:

(b) In addition to the budget and bills submitted under (a) of this section, the governor shall submit a capital improvements program covering the succeeding six fiscal years. The governor shall also submit a fiscal plan with estimates of significant sources and uses of funds for the succeeding 10 fiscal years. The fiscal plan

(1) must include sufficient details to identify

(A) significant sources of funds;

(B) significant uses of funds, including lump sum projections of

(i) operating expenditures;

(ii) capital expenditures;

(iii) debt service expenditures;

(iv) fund capitalizations;

(v) appropriations of income of the Alaska permanent fund (art. IX, sec. 15, Constitution of the State of Alaska), if any;

(2) must balance sources and uses of funds held while providing for essential state services and protecting the economic stability of the state;

(3) must include projected balances of significant funds held in separate accounts, including the budget reserve fund (art. IX, sec. 17, Constitution of the State of Alaska), the public education fund (AS 14.17.300), and the **AlaskAdvantage education grant and Alaska performance scholarship fund (AS 37.14.750)** [ALASKA CAPITAL INCOME FUND (AS 37.05.565)];

(4) must set out significant assumptions used in the projections with sufficient detail to enable the legislature to rely on the fiscal plan in understanding, evaluating, and resolving issues of state budgeting, including information that supports major areas of operating increases, such as population demographics that affect the need for particular government services.

* **Sec. 12.** AS 37.13.145(d) is amended to read:

(d) Notwithstanding (b) of this section, income earned on money awarded in or received as a result of State v. Amerada Hess, et al., 1JU-77-847 Civ. (Superior Court, First Judicial District), including settlement, summary judgment, or adjustment to a royalty-in-kind contract that is tied to the outcome of this case, or interest earned on the money, or on the earnings of the money shall be treated in the same manner as other income of the Alaska permanent fund, except that it is not available for distribution to the dividend fund or for transfers to the principal under (c) of this section, and shall be annually deposited into the **AlaskAdvantage education grant and Alaska performance scholarship fund (AS 37.14.750)** [ALASKA CAPITAL INCOME FUND (AS 37.05.565)].

* **Sec. 13.** AS 37.14 is amended by adding a new section to read:

Article 8A. AlaskAdvantage Education Grant and Alaska Performance Scholarship Fund.

Sec. 37.14.750. AlaskAdvantage education grant and Alaska performance scholarship fund established. (a) The AlaskAdvantage education grant and Alaska performance scholarship fund is established in the general fund for the purpose of making grant payments under AS 14.43.400 - 14.43.420 and scholarship payments to qualified postsecondary institutions for students under AS 14.43.810 - 14.43.849 by appropriation to the income account established under AS 14.43.915. Money in the fund does not lapse. The fund consists of

(1) money appropriated to the fund;

(2) income earned on investment of fund assets;

(3) donations to the fund; and

(4) money deposited to the fund under AS 37.13.145(d).

(b) Each fiscal year, the legislature may appropriate to the AlaskAdvantage education grant and Alaska performance scholarship fund an amount equal to 15 percent of the money received by the state during the previous calendar year under AS 43.55.011(g).

(c) The amount annually appropriated and deposited to the fund may not exceed the greater of

(1) $40,000,000; or

(2) the amount that, when added to the fund balance on June 30 of the previous fiscal year, equals $160,000,000.

(d) The balance in the AlaskAdvantage education grant and Alaska performance scholarship fund shall be determined on June 30 of each year. The department shall distribute one-third of that amount or $40,000,000, whichever is less, for deposit into the account established in AS 14.43.915.

(e) Notwithstanding the limitation in (d) of this section, the legislature may appropriate any amount to the AlaskAdvantage education grant and Alaska performance scholarship fund. Nothing in this section creates a dedicated fund.

(f) In this section, unless the context requires otherwise, "fund" means the

AlaskAdvantage education grant and Alaska performance scholarship fund established in (a) of this section.

*** Sec. 14.** AS 43.20.014(a) is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted **for**

(1) [FOR] direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) [FOR] secondary school level vocational education courses, programs, and facilities by a school district in the state;

(3) [FOR] vocational education courses, programs, and facilities by a state-operated vocational technical education and training school; [AND]

(4) [FOR] a facility by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association**; and**

(5) the AlaskAdvantage grant and Alaska performance scholarship fund under AS 37.14.750(a).

*** Sec. 15.** AS 43.20.014(a), as amended by sec. 14, ch. 92, SLA 2010, is amended to read:

(a) A taxpayer is allowed a credit against the tax due under this chapter for cash contributions accepted

(1) for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;

(2) for secondary school level vocational education courses and programs by a school district in the state; [AND]

(3) by a state-operated vocational technical education and training school**; and**

(4) for the AlaskAdvantage grant and Alaska performance scholarship fund under AS 37.14.750(a).

*** Sec. 16.** Section 8, ch. 14, SLA 2010, is amended to read:

TRANSITION: **PERFORMANCE SCHOLARSHIP** PROGRAM STANDARDS AND IMPLEMENTATION FOR INITIAL SCHOOL YEARS. Notwithstanding any contrary provision of this Act, the Department of Education and Early Development and the Department of Labor and Workforce Development, after consultation with the Alaska Commission on Postsecondary Education, may adopt regulations under AS 44.62 (Administrative Procedure Act) to implement their respective duties under the Alaska **performance** [MERIT] scholarship program established in AS 14.43.810, enacted by sec. 5 of this Act, so that a student

(1) may be eligible for the **Alaska performance scholarship** [PROGRAM] even though the student did not fully meet the required core academic curriculum for the school years beginning July 1, 2010, through June 30, 2014; and

(2) who graduated from high school in this state after January 1, 2011, and before July 1, 2011, and meets eligibility requirements for the **Alaska performance scholarship** program may apply for a scholarship on or after January 1, 2011, for enrollment in a program of study beginning on or after July 1, 2011.

* **Sec. 17.** AS 37.05.565 is repealed.

* **Sec. 18.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: ALASKADVANTAGE EDUCATION GRANT AND ALASKA PERFORMANCE SCHOLARSHIP FUND BALANCE. (a) Notwithstanding the $40,000,000 limit in AS 37.14.750(d), the following amounts may be substituted for that amount as follows for

(1) fiscal year 2012, $20,000,000;

(2) fiscal year 2013, $30,000,000.

(b) The money deposited in the Alaska capital income fund established under AS 37.05.565 shall be transferred to the AlaskAdvantage education grant and Alaska performance scholarship fund established under AS 37.14.750 on the effective date of this section.

* **Sec. 19.** The uncodified law of the State of Alaska is amended by adding a new section to read:

TRANSITION: REGULATIONS. The Department of Education and Early

Development, the Department of Labor and Workforce Development, the Department of Revenue, and the Alaska Commission on Postsecondary Education may adopt regulations necessary to implement changes made to their respective authorities by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act), but not before July 1, 2011.

*** Sec. 20.** The uncodified law of the State of Alaska is amended by adding a new section to read:

REVISOR'S INSTRUCTION. The revisor of statutes is instructed to change the

(1) heading of article 12 of AS 14.43 from "Alaska Merit Scholarship Program" to "Alaska Performance Scholarship Program";

(2) catch line for AS 14.43.820 from "Alaska merit scholarship program; eligibility" to "Alaska performance scholarship program; eligibility."

*** Sec. 21.** Section 19 of this Act takes effect immediately under AS 01.10.070(c).

*** Sec. 22.** Section 6 of this Act, AS 14.43.830(a)(1)(C) and (D), added by sec. 7 of this Act, and the amendment to AS 14.43.830(a)(2) made by sec. 7 of this Act take effect July 1, 2012.

*** Sec. 23.** Section 15 of this Act takes effect January 1, 2014.

*** Sec. 24.** Except as provided in secs. 21 - 23 of this Act, this Act takes effect July 1, 2011.

DRAFT
FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: **CSHB104\I**
() Publish Date

Identifier (file name) HB104CS-EED-ACPE-03-19-11
Title: An Act renaming the Alaska performance scholarship and...
Sponsor: House Rules Committee
Requester: (H)EDC

Dept. Affected: Education
Appropriation: ACPE
Allocation: Program Administration & Operations
OMB Component Number: 2990

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants	*	*	*	*	*	*	*
Miscellaneous							
TOTAL OPERATING	*	*	*	*	*	*	*
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

This committee substitute amends the original bill by, among other changes : 1) establishing a needs-based supplemental award of up to $4,000 per individual for otherwise eligible Alaska performance scholarship recipients; 2) creating a potential fund source, award income account, and investment fund for the AlaskAdvantage education grant (AEG) and Alaska performance scholarship (APS) programs; and, 3) creating a forward funding structure to provide for a phase out of funding for APS recipients who have already commenced their postsecondary education training prior to APS program wind-down. Following are estimates of the costs related to full funding of: 1) the APS needs-based supplemental awards; and 2) the AEG awards. Due to the uncertainty around the level of expenditure intended for these aid programs, full program cost estimates are included in the analysis but not shown in the expenditure and revenue tables above.

Prepared by: Diane Barrans, Executive Director
Division: Alaska Commission on Postsecondary Education
Phone: 465-6740
Date/Time: 3/19/11 10:00 AM

Approved by: Diane Barrans, Executive Director
Alaska Commission on Postsecondary Education
Date: 3/19/2011

(Revised 1/27/2011 OMB)

DRAFT
FISCAL NOTE

STATE OF ALASKA **BILL NO.** CSHB104\I
2011 LEGISLATIVE SESSION

Analysis

APS needs-based supplement assumptions:
1) Incorporates 2010 APS utilization and attrition rates estimates (initial utilization rate of 28.8% and annual cohort attrition of 25% per year).
2) Average per student APS supplemental award is based on an analysis of unmet need data for 2009 Alaska high school graduates who attended UA in 2010 and were certified as eligible for an AEG based on their Free Application for Federal Student Aid data analysis.
This provision has a delayed effective date of July 1, 2012, for implementation, therefore, participation numbers are assumed to be: Year 1=4,034; Year 2=5,187; Year 3=5,763; Year 4=5,763
Average unmet need is $4,245 - $2000 (self-help) = $2,245 @ 50% = $1,122 (50% of remaining unmet need paid by the state)

Annual incoming cohort size: 2,305 students per year

	Number of Students	Average Supp. Award	Est. annual cost
FY13	4,034	$1,122	$ 4,526,148
FY14	5,187	$1,122	$ 5,819,814
FY15	5,763	$1,122	$ 6,466,086
FY16	5,763	$1,122	$ 6,466,086
APS needs-based cost (full implementation)	5,763		$6,466,086

This is a fairly conservative estimate based on financial needs data for Alaska 2009 high school graduates moving directly into postsecondary enrollment .

AEG funding estimate:
The following estimate is based upon the applicant data for 2010-11 AEG applicants who were certified by a participating Alaska school as in an eligible enrollment status. The total need has been reduced by the grant costs associated with the students who will not receive supplemental aid under the APS program. Assuming an annual average grant award of $1,452 for an applicant pool of 4,800 (average pool size, 2009 -- 2011), the annual cost for full AEG program funding would be $6.9 million. This number is based upon the increased annual grant maximum passed into law by the Alaska Legislature in 2010; the annual maximum grant amount was increased from $2,000 to $3,000. While an increase in: 1) student enrollment/attendance patterns, and, 2) cost of attendance would impact program costs, such growth factors are not included in these estimates.

Total combined costs of APS/APS Supplement/AEG student aid components

	APS merit	APS needs	AEG needs	Total
FY12	$8,221.9	$0.0	$6,969.6	$15,191.5
FY13	$14,389.3	$4,526.1	$6,989.6	$25,905.0
FY14	$18,502.0	$5,819.8	$6,989.6	$31,3114
FY15	$20,556.6	$6,466.1	$6,989.6	$34,012.3
Est. Annual AEG/APS Full implementation		Students funded 10,563		$34,012.3

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: **CSHB104**
() Publish Date

Identifier (file name): CSHB104-DOR-TRS-03-18-11
Dept. Affected: Revenue

Title: Alaska Performance Scholarship Fund
Appropriation: Treasury and Taxation
Allocation: Treasury Division

Sponsor: Rules Committee by Request of the Governor
Requester: House Education Committee
OMB Component Number: 121

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	60.0		60.0	60.0	60.0	60.0	60.0
Travel							
Services	55.0		55.0	55.0	55.0	55.0	55.0
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**115.0**	**0.0**	**115.0**	**115.0**	**115.0**	**115.0**	**115.0**
CAPITAL EXPENDITURES	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CHANGE IN REVENUES	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
1178 Temporary Code	115.0		115.0	115.0	115.0	115.0	115.0
TOTAL	**115.0**	**0.0**	**115.0**	**115.0**	**115.0**	**115.0**	**115.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

This is the first version of the bill.

Prepared by: Scott Jones, Assistant Comptroller — Phone: 907-4465-2350
Division: Treasury Division — Date/Time: 3/19/11; 6:10pm
Approved by: Ginger Blaisdell, Director Administrative Services Division — Date: 3/19/11; 6:24pm
Department of Revenue

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB104

Analysis

The bill provides for a separate fund designated for performance scholarships. In order to generate enough revenue to fund the performance scholarships, the Department anticipates the need for a $400 million capitalization.

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.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: **CSHB104**
() Publish Date

Identifier (file name): CSHB104-DOR-TAX-03-18-11
Dept. Affected: Revenue

Title: Alaska Performance Scholarship Fund
Appropriation: Treasury and Taxation
Allocation: Tax Division

Sponsor: Rules Committee by Request of the Governor
Requester: House Education Committee
OMB Component Number: 2476

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CHANGE IN REVENUES	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

This is the first version of the bill.

Prepared by: Johanna Bales, Deputy Director — Phone: 907-269-6628
Division: Tax Division — Date/Time: 3/19/11; 6:10pm
Approved by: Ginger Blaisdell, Director Administrative Services Division — Date: 3/19/11; 6:24pm
Department of Revenue

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB104

Analysis

Bill Language:
This bill expands the existing education credit allowed against the corporate income tax to include contributions made to the newly created Alaska Performance Scholarship Fund under AS 37.14.750.

Revenues:
This bill does not increase or decrease the amount of total education credits allowed against corporate income tax. Therefore, this bill has no affect on state revenues.

Expenditures:
The department can implement the provisions of the bill with existing resources.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **CSHB 104**
() Publish Date

HB104CS-REV-APFC-02-11-11
Title ALASKA PERFORMANCE SCHOLARSHIPS
Sponsor Rules Committee
Requester By Request of the Governor

Dept. Affected Revenue
Appropriation Alaska Permanent Fund Corp
Allocation Alaska Permanent Fund Corp
OMB Component Number 109

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
1105 APFC Receipts							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by Laura Achee, Director of Administration
Division Alaska Permanent Fund Corporation
Approved by Mike Burns, Executive Director
Alaska Permanent Fund Corporation

Phone (907) 796-1522
Date/Time 2/11/11 4:00 PM
Date 2/11/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB 104

Analysis

This committee substitute directs earnings from the Amerada Hess settlement portion of the Alaska Permanent Fund's principal to the AlaskAdvantage education grant and Alaska performance scholarship fund. Current statutes require that available Amerada Hess earnings be transferred to the Alaska Capital Income Fund. The change in the destination fund would not create a change in APFC's investing or accounting operations. As a result, there would be no additional costs to the APFC as a result of this bill.

Alaska State Legislature

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REPRESENTATIVE Paul Seaton
District 35

MEMORANDUM

TO: Representative Alan Dick
Chair, House Education Committee

FROM: Representative Paul Seaton

DATE: February 11, 2011

RE: Back up documents for CSHB104

I would like to submit the information below for consideration by the House Education Committee on CSHB104v.I, amending the governor's scholarship bill to incorporate a needs based component to APS, require institutions provide student support, fund AlaskaAdvantage, and create a funding mechanism with a steady revenue stream and ability to phase down scholarship obligations.

Attached please find: Sponsor Statement for CSHB104v.I: ACPE Sectional CSHB 104v.I; Excerpts from Scholarship Funding Task Force Report to the Legislature; diagram to explain funding mechanism in CSHB104; and Alaska Capital Income Fund chart from Leg Finance.

Staff contact, Katie Koester 465-2028

Sponsor Statement

House Education Committee Substitute for HB 104

The Education Committee Substitute for HB 104 makes changes to the governor's bill funding the Alaska Performance Scholarship (APS) program to correspond with recommendations from the Joint Legislative Higher Education Scholarship Funding Task Force that met over the interim. The CS incorporates a needs based component to APS, requires institutions provide student support, funds AlaskaAdvantage, and creates a funding mechanism with a steady revenue stream and ability to phase down scholarship obligations.

The Task Force felt it was important to give those students who had worked hard and received the merit scholarship the real possibility for higher education even if their families could not afford it. The needs based component in the CS awards 50% of the total unmet need for attending school after all other funding sources and the $2,000 student work commitment have been subtracted. The award is capped at the 2010 UAF level of $4,000.

The House Education CS also requires institutions that accept scholarship funds to provide the support and structure these new adults need to succeed. A school must institute an advisory program to provide students with career counseling, course planning and help with personal challenges. Institutions are also required to offer the necessary classes for students to complete their degree in a timely manner.

The bill varies from the governor's proposed endowment account for the structure of the AlaskaAdvantage education grant and Alaska performance scholarship award income account (AEG-APS). In order to identify a steady revenue stream for the AlaskAdvantage grants and Alaska performance scholarships the CS directs the earnings of the Amerada Hess fund to the newly created AEG-APS fund and repeals the capital income fund where Amerada Hess earnings were previously held. This represents approximately 22 million a year in potential revenue assuming a 7% rate of return. Fifteen percent of progressivity, the increase in net oil tax revenue when oil goes over $30 a barrel profit, would make up the annual difference while capping AEG - APS fund at $160 million.

The AEG-APS fund is modeled after community revenue sharing with a built in step down mechanism. If another legislature decides not to transfer Amerada Hess earnings, oil tax revenue or general fund money into the AEG-APS fund, there will be enough in the account to fulfill the state's obligations to the current scholarship recipients.

The House Education CS for HB 104 translates the hard work of the Scholarship Funding Task Force into improvements to the governor's bill.

Prepared by the Office of Rep. Seaton
Updated 2/11/2011
CS HB104 v.I

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
WORK DRAFT SECTIONAL ANALYSIS
CSHB104 EDC 2/8/11 (27-GH1893\I Mischel)

Renaming the Alaska performance scholarship and relating to the scholarship and tax credits applicable to contributions to the scholarship; relating to **AlaskAdvantage education grant funding and to** the Alaska performance scholarship funding; establishing an account and fund for those purposes; **relating to an unmet need scholarship supplement for Alaska performance scholarship recipients; repealing the Alaska capital income fund**; making confirming amendments; and providing for an effective date.

BILL SEC.	AK STATUTE SECTION TITLE	Pg	LINE	PURPOSE OF SECTION **NEW OR SUBSTANTIVELY CHANGED SECTIONS SET OUT IN BOLD FONT.**	AGENCY/EFF. Date
1	14.03.113 – District determination of scholarship eligibility.	1 2	9-13 1-3	Amended to rename scholarship Alaska performance scholarship (APS).	DEED - Public Schools Generally; 7/1/2011 eff.
2	14.43.810 – Alaska performance scholarship established; regulations.	2	4-15	Amended to rename Alaska performance scholarship program; and to generally reference Alaska performance scholarship as scholarships, including section heading.	ACPE – Financial Aid Programs for Postsecondary Students 7/1/2011 eff.
3	14.43.820(a) – Alaska performance scholarship; eligibility.	2 3	16-31 1-10	Amended to rename scholarship Alaska performance scholarship. (Section title changed through reviser's instructions in Section 14).	ACPE – Financial Aid Programs for Postsecondary Students; 7/1/2011 eff.
4	14.43.825(a) – Maximum annual awards.	3	11-20	Amended to rename scholarship Alaska performance scholarship.	ACPE - Financial Aid Programs for Postsecondary Students; 7/1/2011 eff.
5	**14.43.825(f) – Maximum annual awards**	**3**	**21-26**	**Clarifies that in the event of a funding shortfall no "new" APS applications will be awarded.**	**ACPE - Financial Aid Programs for Postsecondary Students 7/1/2011 eff.**
6	**14.43.727 – Eligibility for a scholarship supplement based on unmet need; minimum and maximum awards.**	**3** **4**	**27-31** **1-30**	**Creates needs-based supplemental aid for otherwise eligible scholarship recipients. ACPE will determine eligibility by calculating a student's unmet need relative to a standard cost of attendance. Each student/family must annually contribute a minimum of $2,000 toward their costs of attendance. Annual minimum supplemental award is $500 and maximum is $4,000.**	**ACPE - Financial Aid Programs for Postsecondary Students 7/1/2012 eff.**
7	**14.43.830 – Qualified**	**4**	**31**	**Amended to rename scholarship Alaska performance scholarship and adds**	**ACPE - Financial Aid Programs for**

Prepared by D. Barrans 2/10/11

BILL SEC.	AK STATUTE SECTION TITLE	Pg	LINE	PURPOSE OF SECTION	AGENCY/EFF. Date
	postsecondary institutions.	**5**	**1-24**	**requirements applicable to postsecondary institutions seeking to participate in APS that they 1) have counseling services; and, 2) provide to students the courses needed for on-time degree completion.**	**Postsecondary Students 7/1/2012 eff.**
8	14.43.849 – Definitions.	5 6	25-31 1-7	Amends "program" definition for new program name.	ACPE - Financial Aid Programs for Postsecondary Students; 7/1/2011 eff.
9	**14.43.915 – General Section.**	**6**	**8-18**	**Establishes an AEG and APS award income account in the general fund. Permits appropriations under 37.14.750 and from other sources. Monies used to pay AEG and APS awards. Amount determined annually under 37.14.750(d) [lesser of 1/3 fund balance or $40 million].**	**ACPE - Financial Aid Programs for Postsecondary Students 7/1/2011 eff.**
10	14.45.130(a) – Records	6	19-24	Amended to rename scholarship Alaska performance scholarship.	Education – Exempt Religious and Other Private Schools; 7/1/2011 eff.
11	**37.07.020(b) – Responsibilities of the Governor.**	**6** **7**	**25-31** **1-20**	**Amends Executive Budget Act to replace the Alaska Capital Income Fund with the AEG and APS fund re: requiring a report of the annual balance of significant funds… including the new AEG and APS fund.**	**OMB 7/1/2011 eff.**
12	**37.13.145(d) – Disposition of income.**	**7**	**21-31**	**Amends Alaska Permanent Fund statutes to replace the Alaska Capital Income Fund with the AEG and APS fund re: mandating the deposit of Amerada Hess income into the AEG and APS fund.**	**Alaska Permanent Fund 7/1/2011 eff.**
13	**37.14.750 – Alaska performance scholarship investment fund established.**	**8** **9**	**1-31** **1-2**	**Establishes the AEG and APS fund consisting of appropriations, income earned on fund asset investments, donations, and money deposited to the fund under AS 37.13.145(b). Permits legislature to deposit into the fund 15% of money the state receives under 43.55.011(g). Caps annual appropriation at the greater of $40 million or amount needed to raise AEG and APS fund balance to $160 million. On or about 7/1 of each year the department will deposit the lesser of 1/3 the account balance or $40 million into the AEG and APS account (14.43.915). This is not a dedicated fund.**	**Dept. of Revenue – Tax Division 7/1/2011 eff.**
14	43.20.014(a) – Income tax education credit.	9	3-17	Expands contributions eligible for the Alaska education credit against corporate income tax to include contributions made to the APS fund.	Dept. of Revenue – Tax Division; 7/1/2011 eff.
15	43.20.014(a) – Income tax education credit.	9	18-30	Deals with the sunset provision in the education tax credit program. In 2010, the annual maximum education tax credit was increased to $5 million. The increase sunsets 1/1/14 at which time the limit returns to $150,000. This provision ensures, even though the amount of the credit is reduced, contributions to the	Dept. of Revenue – Tax Division 7/1/2011 eff.

BILL SEC.	AK STATUTE SECTION TITLE	Pg	LINE	PURPOSE OF SECTION	AGENCY/EFF. Date
				APS fund remain eligible for a credit.	
16	Sec. 8, ch. 14, SLA 2010	9 10	31 1-15	Transition language is amended to rename scholarship Alaska performance scholarship; and to generally reference Alaska performance scholarship as scholarships.	7/1/2011 eff.
17	**37.05.565 – Special Funds.**	**10**	**16**	**Repeals Alaska Capital Income Fund.**	**7/1/2011 eff.**
18	**Uncodified law**	**10**	**17-28**	**Transition language permitting the appropriation of smaller sums ($20 million and $30 million) into the AEG and APS Fund for FY12 and FY13, respectively; and, transferring money in the Alaska capital income fund to the AEG and APS fund under 37.14.750.**	**7/1/2011 eff.**
19	Uncodified law	10 11	29-31 1-5	Transition language provides that state agencies may proceed to adopt regulations to implement Act, but regulations take effect no earlier than 7/1/2011.	DOLWD, DEED, DOR and ACPE; Effective immediately
20	Uncodified law	11	6-12	Instructs revisor to change title of Article 12 to Alaska Performance Scholarship Program and change title of 14.43.820 to Alaska performance scholarship program; eligibility.	7/1/2011 eff.
21	Effective date notice	11	13	Section 19 takes effect immediately.	
22	**Effective date notice**	**11**	**14-15**	**Section 6, and new postsecondary institution requirements in Section 7, take effect 7/1/2012.**	
23	Effective date notice	11	16	Section 15 takes effect 7/1/2014.	
24	Effective date notice	11	17	Except as in Secs. 21 - 23, Act is effective 7/1/2011.	

Alaska State Legislature Joint Legislative Higher Education

Scholarship Funding Task Force

Report to the Legislature

Task Force Recommendations on

The Alaska Scholarship Program and

State-supported Educational Financial Assistance

Fall 2010

Funding and Finance

The first duty and priority for the Task Force was to "evaluate how best to provide long-term and sustainable funding for state provided financial aid for postsecondary institutions in the state" with particular emphasis being given to the performance-based Alaska Scholarship.

The Task Force analyzed – as representative examples – a number of funding and financing structures which were submitted to the Task Force. Those structures included: heavily capitalized, constitutionally protected endowment funds; heavily capitalized, statutorily created General Fund sub-accounts; moderately capitalized rolling-fund accounts; and, as a control group, the pay-as-you-go default case of annual General Fund appropriations. The Task Force also considered both the numerous revenue sources which could be tapped to provide monies for scholarships and the appropriation mechanisms available for directing such monies to specific programs, as well as the opportunities and challenges associated with each approach.

Relatively speaking, the ideal structure for ensuring a secure, long-term, sustainable funding source for the Scholarship would be a constitutional account, not unlike the Permanent Fund or Constitutional Budget Reserve, specific to the Scholarship and capitalized at a level where revenues generated from investment of the corpus would be sufficient to not only fully fund annual scholarship awards but also sufficient to inflation-proof the fund itself through reinvestment. Though subject to market volatility, such a mechanism (essentially a constitutionally protected endowment) would be highly durable, self-sustaining, more able to attract private donations through the newly augmented education tax-credit system and more likely to provide an adequate, predictable funding stream for the program.

However, such a constitutionally protected endowment account, due to the need for overwhelming legislative support and a further vote of the people, would be difficult and time consuming to create. Another substantial challenge would be capitalizing the account – identifying and appropriating the hundreds of millions of dollars in initial investment necessary to place the fund on the desired self-financing and self-sustaining footing.

One alternative to the constitutionally protected account was reflected in the Governor's original Scholarship proposal. Senate Bill 224 and House Bill 297 each called for the establishment of a "scholarship fund" - a statutorily created sub-account of the General Fund, to hold appropriations, donations and income earned on investments of fund assets. Such a statutory account would have offered, though to a lesser degree, many of the same benefits as its constitutionally protected counterpart yet, because it could be created through a purely legislative process, would have been far easier to make and could have been established on a timeline as compressed as a single legislative session.

This option, however, suffered from the same fund capitalization shortcomings (both in immediacy and scale) as its counterpart. As described in Fiscal Note 2 of SB 224, the purely

statutory endowment would still have required an initial, immediate, investment of no less than $400 million to approach fund self-sustainability.

Attempts to mitigate these capitalization challenges resulted in proposals which functionally resembled the revised School Bond Debt Reimbursement program. Under these designs, termed rolling-fund accounts by the Task Force, the fund capitalization threshold was reduced and the investment timeline extended. Under draft legislation requested for the Task Force (Attachments 15 and 16), the Scholarship Fund would be incrementally capitalized up to $160 million over a series of years as monies were deposited into the fund in excess of those required for distribution as scholarship awards. Such a system would represent a moderate continuing strain on the State's finances but would allow the Legislature to capitalize the fund without the budgetary shock of a large, one-time appropriation. Also, though a smaller account balance would not afford the fail-safe, in perpetuity funding security of a heavily capitalized endowment, the corpus of a rolling-fund would provide a reasonable level of mid-term programmatic funding assurance; allowing the State the potential of a program wind-down while still having sufficient funds to meet its obligations to Scholarship awardees already in the training/education pipeline.

The Task Force considered all of these account options to be preferable to the pay-as-you-go default case of making no specific accommodation for the Scholarship and simply allowing the Administration to submit yearly funding requests for legislative consideration.

Therefore, ***it is the recommendation of the Task Force that the Legislature immediately create, through statute, a Scholarship Fund as a sub-account within the General Fund***. As an account capitalization goal, ***the Task Force recommends the Scholarship Fund account balance to be an amount sufficient to allow the Scholarship Fund to be wholly self-sustaining both for award distribution and inflation-proofing replenishment***. As an optimal capitalization strategy, ***the Task Force would prefer, should sufficient funds be available, immediate account capitalization***. However, recognizing this may not be possible, ***the Task Force recommends, as an alternative, incremental capitalization of the Scholarship Fund to a minimum balance of $160 million***, or whatever amount the Legislature deems sufficient for it to act as a surety account for already obligated awards.

Possible funding sources for the Scholarship are many since the State has multiple sources from which it collects revenue (like severance taxes and corporate income taxes), multiple ways it generates income (like investment returns, dividends and program receipts) and dozens of existing accounts in which it is already holding money. Much of this income flows into the General Fund and is as available for appropriation to the Scholarship as it is for any other state program.

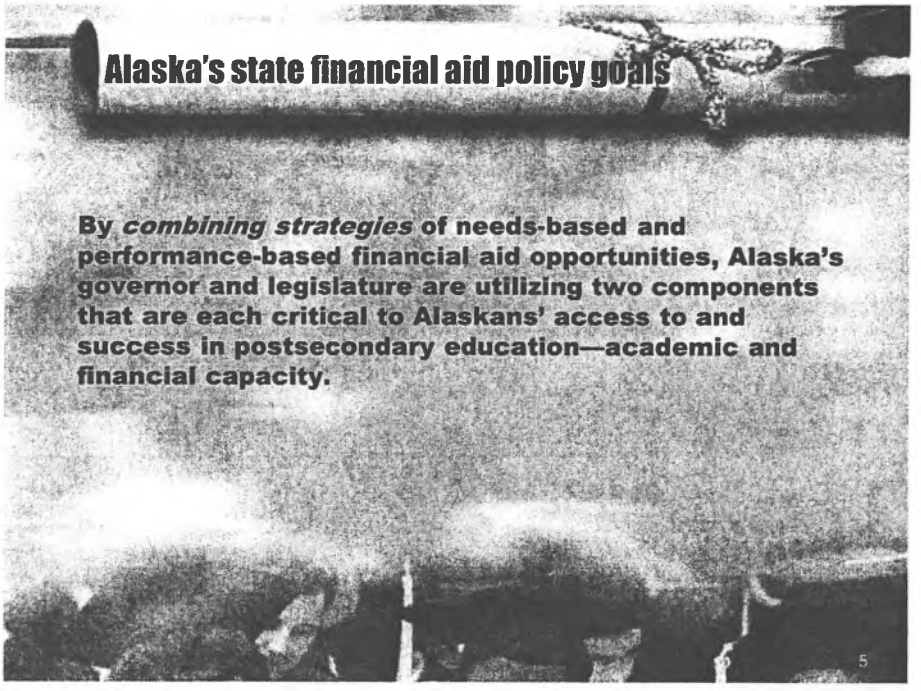
However, relying primarily on General Funds for support of a program is to subject it to the uncertainty of the budgetary process by placing it in competition with all other programs for yearly legislative prioritization and appropriation. This is a situation the Task Force, with an

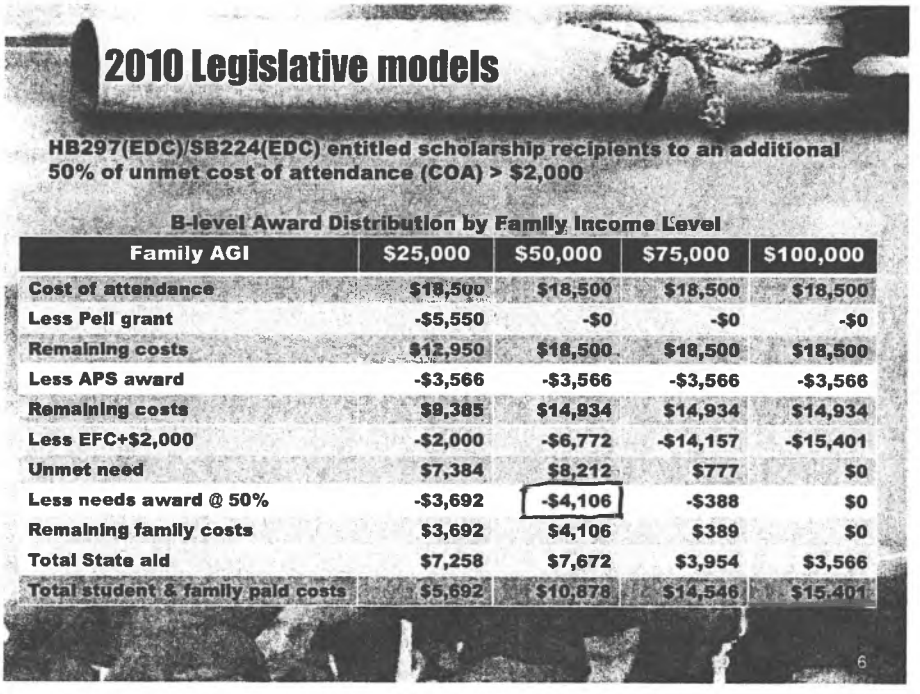
overarching interest in assuring an adequate, secure and predictable funding stream to the Scholarship, would hope to avoid. Therefore, the Task Force advocates a funding regime which would require General Funds as supplemental funds only, if at all.

In general, and as much as is practicable, ***the Task Force recommends that sources of funding for the Scholarship by positively identified, "funds-in" revenue be affirmatively designated*** and General Funds be used as necessary and in supplement only. In order of preference, from "first place to go" to last, the Task Force advises the Legislature to fund the Scholarship Fund as follows:

1. Designating Interest from Specific, Existing Accounts
2. Designating Program Receipts and Dividends
3. Designating Revenues from Specific, External Sources
4. Re-appropriated Assets from Liquidated Accounts
5. General Funds

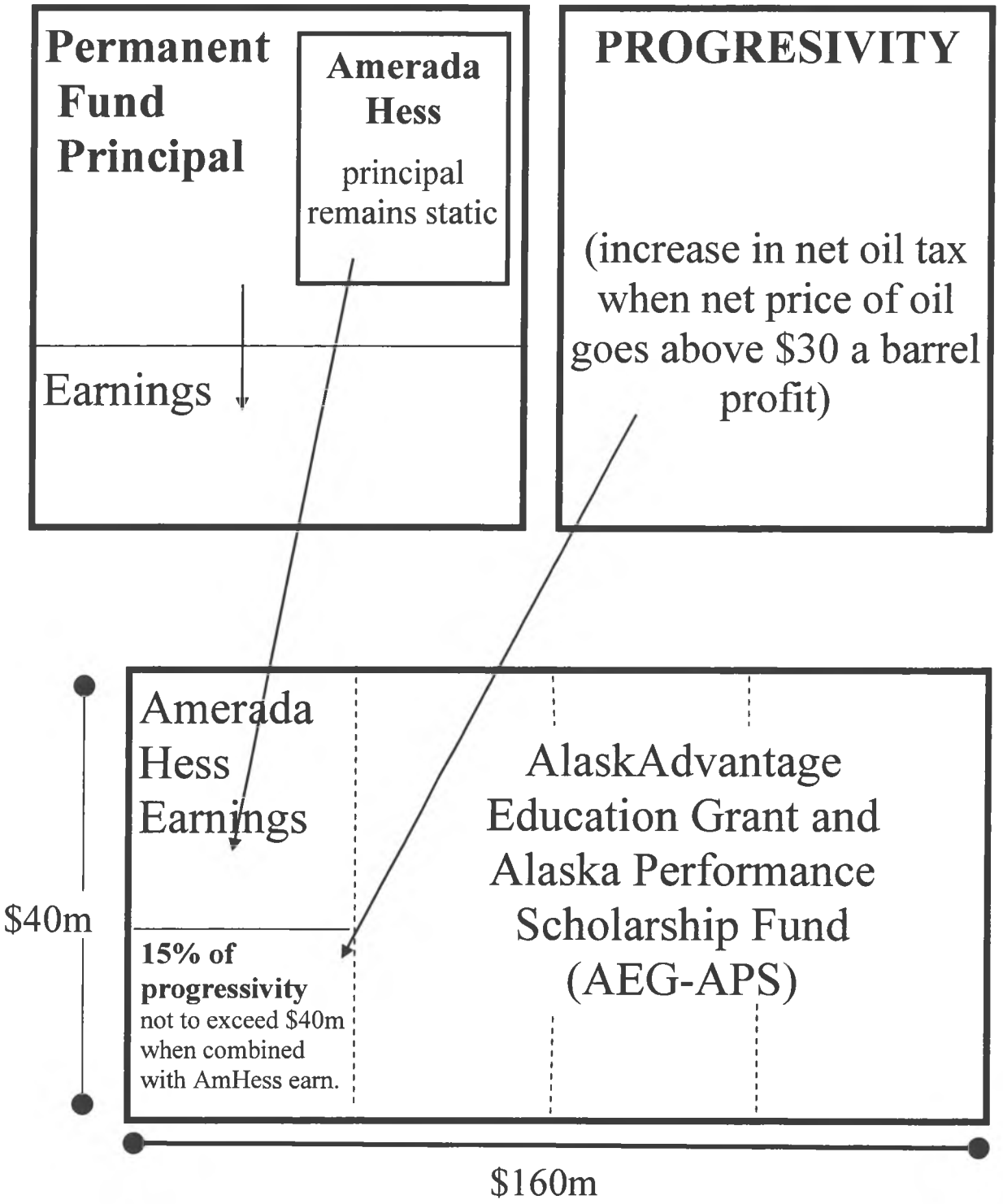
Attachment 8





Family AGI	$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 APS award	-$3,566	-$3,566	-$3,566	-$3,566
Remaining costs	$9,385	$14,934	$14,934	$14,934
Less EFC+$2,000	-$2,000	-$6,772	-$14,157	-$15,401
Unmet need	$7,384	$8,212	$777	$0
Less needs award @ 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 costs	$5,692	$10,878	$14,546	$15,401

How AEG-APS Fund Works



There were no earnings directed from AmHess to the Capital Income Account in 2009 & 2010 due to realized losses in market crisis. Fiscal year 2011 earnings were used to pay back the AmHess principal until losses to the corpus are replaced. It is projected that under a "normal" income environment Am Hess will earn approximately 7%, or 22m a year. The year end balance of the fund was $53.3m.

Prepared by the office of Rep. Seaton
SCHB104v.I
Updated 2-11-2011

	A	B	C	D	E	F	G	K	L	M	N	O
1	**Alaska Capital Income Fund (ACIF) (1197)**											
2	(thousands)											
3												
4		**FY05**	**FY06**	**FY07**	**FY08**	**FY09**	**FY10**	**FY11**	**FY12 GOV**	**FY11 House**	**FY12 Senate**	**FY12 CC**
5												
6	**Revenue**	**26,750.6**	**6,698.2**	**297,656.3**	**351,267.7**	**227,417.7**	**36,466.9**	**31,266.9**	**53,266.9**	**53,266.9**	**53,266.9**	**53,266.9**
7	Carryforward balance	0.0	(30,049.4)	5,998.2	266,056.3	227,417.7	36,466.9	28,266.9	31,266.9	31,266.9	31,266.9	31,266.9
8	Amerada Hess Income	26,750.6	36,747.6	42,287.3	33,000.0	0.0	0.0	3,000.0	22,000.0	22,000.0	22,000.0	22,000.0
9	Other Capitalization (AHFC, ASLC, AIDEA Dividends)	0.0	0.0	0.0	50,080.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10	FY07 GF Capital Vetoes Sweep; FY08 ACIF Vetoes	0.0	0.0	95,080.0	2,130.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11	Remaining GF Surplus Sweep	0.0	0.0	154,290.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12												
13	**Appropriations**	**56,800.0**	**700.0**	**31,600.0**	**123,850.0**	**190,950.8**	**8,200.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
14	Approps from ACIF	56,800.0	700.0	31,600.0	123,850.0	179,734.4	8,200.0	0.0	0.0	0.0	0.0	0.0
15	Supplemental					6,894.4						
16	Capital Budget											
17	Operating					4,322.0						
18												
19												
20												
21												
22	**Yr-End Available Balance**	**(30,049.4)**	**5,998.2**	**266,056.3**	**227,417.7**	**36,466.9**	**28,266.9**	**31,266.9**	**53,266.9**	**53,266.9**	**53,266.9**	**53,266.9**

Effective 11/4/2010
DEED

4 AAC is amended by adding a new chapter to read:

Chapter 43. Alaska Performance Scholarship Program.

Section

10. Requirements for school districts and certain religious or private schools

20. Standardized testing and grade point average requirements

30. Curriculum requirements

40. Procedures for home-based education and certain religious or other private schools

900. Definitions

4 AAC 43.010. Requirements for school districts and certain religious or private schools. In administering a school district's duties under the scholarship program established in AS 14.43.810 – 14.43.850, a school district, or a religious or other private school accredited under 4 AAC 04.300(c) that elects to comply with AS 14.45.100 - 14.45.130, shall

(1) determine a student's level of eligibility for the Alaska performance scholarship based on curriculum, standardized examination scores, and grade point average for each of its graduating students;

(2) record a student's level of eligibility on the student's permanent record;

(3) require a student seeking Alaska performance scholarship eligibility certification to provide proof of results achieved on one of the standardized examinations required for scholarship eligibility; and

(4) no later than July 15 of each year, transmit to the department an electronic version of each graduating student's permanent record that describes the student's eligibility for the Alaska performance scholarship. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.020. Standardized examination and grade point average requirements. (a) A student is eligible for an Alaska performance honors scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.5 or higher, and provides proof of

(1) an ACT score of 25 or higher;

(2) an SAT score of 1680 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(b) A student is eligible for an Alaska performance achievement scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.0 or higher, and provides proof of

(1) an ACT score of 23 or higher;

(2) an SAT score of 1560 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(c) A student is eligible for an Alaska performance opportunity scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 2.5, and provides proof of:

(1) an ACT score of 21 or higher;

(2) an SAT score of 1450 or higher; or

(3) a WorkKeys score of five or higher in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(d) A student who qualifies for a scholarship using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.030. Curriculum requirements. (a) For a student graduating from high school in 2011, the curriculum requirements for all levels of the Alaska performance scholarship are completion of

(1) the subject matter requirements for high school graduation under 4 AAC 06.075(b); and

(2) one additional unit of credit from any of the following:

(A) mathematics – one unit of credit;

(B) science – one unit of credit;

(C) mathematics and science – one-half unit of credit in mathematics and one-half unit of credit in science. (Eff. __/__/____, Register___)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.040. Procedures for home-based education and certain religious or other private schools. (a) To establish eligibility for an Alaska performance scholarship, a student who is not enrolled in a public school program and who completes a home-based education program in the state, or who graduates from a religious or other private school accredited under 4 AAC 04.300(c) that does not elect to comply with AS 14.45.100 - 14.45.130, shall apply to the department no later than July 1 of the year the student intends to enroll at an eligible postsecondary institution. The application must be in writing, on a form provided by the department, and must include documentation demonstrating

(1) proof of results achieved on a standardized examination that meet the requirements of 4 AAC 43.020(a), (b), or (c); and

(2) completion of the curriculum requirements in 4 AAC 43.030.

(b) No later than 15 days after receipt of a complete application under (a) of this section, the department will provide the student with a written notice of eligibility. In this notice, the department will state whether the student is eligible for a scholarship, and, if eligible, the student's maximum level of scholarship eligibility.

(c) A student who is denied eligibility for a scholarship under this section or wishes to dispute the department's determination of the student's maximum level of scholarship eligibility may appeal the department's determination by sending a written request for appeal no later than 15 days after the department issues the notice of eligibility.

(d) A request for appeal under (c) of this section must include

(1) the name, mailing address, and telephone number of the appellant;

(2) the relief requested in the appeal;

(3) a short and concise statement identifying the reasons supporting a reversal or modification of the department's eligibility determination; and

(4) all documents, papers, or other materials that support a reversal or modification of the department's eligibility determination.

(e) The commissioner will designate a reviewer who did not participate in the department's initial determination of scholarship eligibility to review a timely request for appeal received under (c) of this section. The reviewer shall consider all information and materials submitted and issue a written decision that determines the student's eligibility for a scholarship, and if eligible, the student's level of eligibility. The reviewer's decision is the final decision of the department. Notice of the department's decision will be sent to the student no later than 45 days after the department receives the notice of appeal. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

4 AAC 43.900. Definitions. In this chapter, unless context indicates otherwise,

(1) "ACT" means the ACT high school achievement and college admissions examination administered by ACT, Inc.;

(2) "Alaska performance scholarship" means the scholarship program established under AS 14.43.810 – 14.43.850;

(3) "Alaska performance achievement scholarship" means an Alaska performance scholarship at the award level described under AS 14.43.825(a)(2);

(4) "Alaska performance honors scholarship" means an Alaska performance scholarship the top award level described under AS 14.43.825(a)(1);

(5) "Alaska performance opportunity scholarship" means an Alaska performance scholarship the award level described under AS 14.43.825(a)(3);

(6) "commissioner" means the Commissioner of Education and Early Development;

(7) "home-based education program" means an educational program that qualifies the student for an exemption under AS 14.30.010(b)(12) from the compulsory education requirement of AS 14.30.010(a);

(8) "SAT" means the SAT high school achievement and college admissions test administered by College Board, Inc.;

(9) "standardized examinations" means the ACT, SAT, or WorkKeys examinations;

(10) "unit of credit" has the meaning given in 4 AAC 06.075(e);

(11) "WorkKeys" means the WorkKeys Job Skills Assessment administered by ACT, Inc. (Eff. __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

Talking Points
On-Line Learning Opportunities

General Opportunities

- Correspondence schools and courses
- Video Conferencing between schools within a school district
    - Sharing of highly qualified teachers between schools
    - Sharing highly qualified teachers between hub and village schools
    - Specific example: NWABSD developed a system to synchronize high school schedules across the district, using stimulus funding, and therefore build greater capability for cross district instruction.
- Academies where students are brought together in a hub or central community for intensive instruction.
- Distance learning, dual credit, and tech prep courses
    - University of Alaska
    - AVTEC
    - Alaska Technical Center (Northwest Arctic Borough)

Statewide Correspondence Schools (12)*

School	District
Alaska Virtual Academy (K-8 Curriculum)	Wrangell Public School District
Chugach Extension	Chugach School District
Copper River Correspondence	Copper River School District
CyberLynx	Nenana School District
Delta Cyber School	Delta-Greely School District
Denali PEAK Program	Denali Borough School District
Distance Learning	Iditarod Area School District
IDEA	Galena City School District
Ketchikan Correspondence	Ketchikan Gateway Borough School District
PACE	Craig City School District
Raven Correspondence	Yukon-Koyukuk School District
SE Island Correspondence	Southeast Island school District

District Correspondence Schools (14)*

School	District
Connections	Kenai Peninsula Borough School District
Dillingham Correspondence	Dillingham City School District
Extensions Correspondence	Nome Public Schools
Fairbanks B.E.S.T.	Fairbanks North Star Borough School District
Family Partnership	Anchorage School District

Frontier Charter School	Anchorage School District
Gateway Correspondence	Alaska Gateway School District
Haines Home School	Haines Borough School District
HomeBRIDGE	Juneau Borough School District
Lakeview Home School	Lake & Peninsula Borough School District
Learning Center	Kodiak Island Borough School District
Mat-Su Central School	Matanuska-Susitna Borough School District
Reach Home School	Sitka School District
Twindly-Bridge Charter School	Matanuska-Susitna Borough School District

*EED Correspondence School Directory, February 2011

Alaska Learning Network

The Alaska Learning Network (AKLN) assists Alaskan schools to provide students and teachers of all ages with a comprehensive range of fundamental, advanced, and specialized online learning, regardless of geographic or technical restrictions.

The Alaska Learning Network is grant funded through EED federal Title IID (technology) funds. The 2011 components of the grant include:

a) Provide 30 Alaskan teachers with distance and in-person training to complete technology learning plans;
b) Provide 240 high school students with courses taught by highly qualified teachers starting in summer 2011;
c) Develop and populate a database of online courses and lessons.

AKLN grant was provided to a consortium of eleven school districts, Alaska Staff Development Network (ASDN) and Southeast Regional Resource Center (SERRC). The goal will be to offer AKLN services to member districts, but also to non-member districts at a different rate or fee.

Member districts (11) include:

- Chatham School District
- Annette Island School District
- Hoonah City School District
- Juneau Borough School District
- Kodiak Island Borough School District
- Lake & Peninsula Borough School District
- North Slope Borough School District
- Northwest Arctic Borough School District
- Petersburg City School District
- Wrangell Public School District
- Yukon Flats School District

STATE OF ALASKA

Department of Education & Early Development

State Board of Education and Early Development

SEAN PARNELL, GOVERNOR

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

March 19, 2011

The Honorable Alan Dick
Chair, House Education Committee
Alaska House of Representatives
Alaska State Capitol, Room 104
Juneau, Alaska 99801

Dear Mr. Chair and Members of the House Education Committee:

Thank you for the opportunity to meet jointly with the House and Senate Education Committees yesterday while the State Board of Education and Early Development held their quarterly meeting in Juneau. Hopefully Chair Dick, you will have a chance to meet with the board at another time.

In March 2010 the State Board of Education and Early Development passed a resolution supporting the Alaska Performance Scholarship (APS) and the opportunities that it will provide for Alaskan students (see attached). The board still supports the resolution as well as the APS. The board is also committed to implementation of the APS through the regulatory process.

There are many students across the state that will graduate in the next couple of months who have been working hard towards achieving the APS and, in fact, have been counting on the APS opportunities. The board would like to emphasize its support of those students, parents and teachers who have been working so diligently towards their goal.

The Board is committed to working with Department of Education and Early Development staff, school districts, superintendents, teachers, home school families and all others to deliver the rigorous curriculum.

If you have any questions or would like to speak with me about the board's support of the APS,

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please contact me directly at esthercox@alaskalife.net. I welcome an open dialogue on our support of APS.

Sincerely,

Esther Cox
Chair
State Board of Education and Early Development

Attachment

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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

Jan. 13, 2010
January 13, 2010

RESOLUTION NUMBER 11-01

RESOLUTION TO ENDORSE THE ALASKA PERFORMANCE SCHOLARSHIP

WHEREAS, the Alaska Workforce Investment Board is a private industry driven public organization that is accountable through its members including representatives from business and industry, education, organized labor, and government to the residents, the Legislature and the Governor of Alaska;

WHEREAS, the Alaska Workforce Investment Board acts as the lead state planning and coordinating entity for state human resource programs involving employment training, career and technical education, and workforce development;

WHEREAS, the Alaska Workforce Investment Board recognizes and values the attributes that the Alaska Performance Scholarship provides to Alaskans graduating from an Alaskan high school;

WHEREAS, the Alaska Workforce Investment Board has noted the percentage of Alaskans entering postsecondary education is among the lowest in the nation;

WHEREAS, there is a growing drop-out rate and non-graduation rate in Alaska's secondary schools;

WHEREAS, the Alaska Workforce Investment Board believes that the scholarship program will provide incentives to Alaska students to attain higher performance in secondary school, complete their high school diploma, and plan to attend postsecondary education;

WHEREAS, the scholarships will also help lower the cost of education for Alaska students and leave them in better financial status as they complete certifications or degrees; and

NOW THEREFORE BE IT RESOLVED that the Alaska Workforce Investment Board endorses the Alaska Performance Scholarship.

CERTIFICATION
The Alaska Workforce Investment Board held a meeting duly and regularly called, noticed, and convened this 23rd day of February, 2011 and the foregoing Resolution was adopted unanimously at said meeting.

Signed this 23rd day of February, 2011.

Jim Lynch, Chair
Alaska Workforce Investment Board

State and Federal Scholarship and Grant Programs Information

AlaskAdvantage Education Grant (AEG): The AEG is a state-funded need-based grant to Alaska students to promote access to postsecondary education. Annual grant awards range from $500 to $3,000 based upon: unmet cost of attendance less the student's expected family contribution and any non-loan aid, level of enrollment, and whether a student meets the requirements of one of the priority award categories. Priority categories are: having demonstrating college-readiness by scoring in the top quartile on either the SAT or ACT assessment; or, being enrolled in certain workforce shortage programs of study: education, protective and social services, allied health, and process and resource extraction industries. The AEG is available to students enrolled in a first undergraduate degree and attending at least half time at a Title IV-approved postsecondary institution in Alaska. The maximum amount a single student may receive under this program is $12,000. The application for the AEG is the Free Application for Federal Student Aid (FAFSA).

Alaska Performance Scholarship (APS): The APS is a merit-based scholarship designed to incent and reward Alaska high school students who (1) take a curriculum which prepares them to succeed in postsecondary education, and (2) work hard and perform well in school to continue on and pursue postsecondary education and training in Alaska. Annual awards for full-time enrollment range from $2,378 to $4,755. The amount is a student is eligible to receive is determined by a combination of the high school grade point average and score on the SAT, ACT or WorkKeys assessment. Recipients must attend a participating postsecondary education institution in Alaska and may use the scholarship for up to eight semesters over the six years following graduation from high school. The maximum amount a student may receive under this program is $19,020. The application for the APS is the FAFSA.

University of Alaska Scholars: The UA Scholars program is a merit-based scholarship designed to reward student achievement and promote postsecondary attendance at the University of Alaska. This program was established by the University of Alaska and is funded by UA's Land Grant Trust Fund. An award is available to Alaska high school graduates identified by their school as being in the top 10% of their class. Recipients are awarded $11,000 to be spread across eight semesters of attendance and must be used within six years of graduation from high school. The annual award is $2,750.

Federal Pell Grant: The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the student's expected family contribution (EFC); the cost of attendance; the student's enrollment status; and whether the student attends for a full academic year or less. For the 2010-11 award year (July 1, 2010 to June 30, 2011), the maximum award is $5,550 and minimum is approximately $1,180. The maximum amount can change each award year and depends on program funding. The application for the federal Pell grant is the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG) are for undergraduates with exceptional financial need. Pell Grant recipients with the lowest EFCs are first to receive these

federal supplemental grants. These annual awards range between $100 and $4000, depending on the time of application, financial need, and available funding at the school. FSEOGs are awarded only to first-time undergraduate students.

Pell-eligibility is the cross-cutting qualification for each of the grants described above. Following are *generally* applicable annual gross family income ranges within which a full-time student may expect to receive a Pell grant, assuming one family member in college.

Net Assets	Income/3 in family	Income/4 in family	Income/5 in family	Income/6 in family
$25,000	$30k -- $55k	$30k -- $65k	$40k -- $70k	$50k -- $75k
$50,000	$30k -- $55k	$30k -- $65k	$40k -- $70k	$40k -- $75k
$100,000	$20k --$45k	$20k -- $55k	$30k -- $60k	$40k -- $65k

U.S. DOE has developed an online tool to assist families in estimating their precise EFC at www.fafsa4caster.ed.gov. A general rule of thumb is that if the family's EFC is at or above $4600, they will not be Pell-eligible.

Current grant criteria

- Alaska resident enrolled in state at a regionally or nationally accredited school, be in a cert. or degree program and attending at least half time
- Meet institution's satisfactory acad. progress requirements
- Demonstrate financial need based on the methodology used in the Free Application for Federal Student Aid
- Meet other criteria to receive federal financial aid (not already have an undergraduate degree, registered for the draft, no drug convictions while receiving aid, etc.)
- Have a high school diploma or GED
- Have unmet need of at least $500 after all other non-self-help financial aid considered

Current award process

- **Applicant pool is all otherwise eligible students who file a FAFSA on or before April 15**
- **Applicant information is made available to schools students have listed on their FAFSAs; schools provide information about other financial aid awarded and verify enrollment**
- **Using a set standard cost of attendance (based on current year UA COA), ACPE reduces the COA by each student's other non-loan aid and the Estimated Family Contribution (EFC)**

<u>Standard Cost of Attendance</u>

– Other non-loan aid

– Estimated family contribution

= Unmet need

Current award process

- Applicants are then sorted, by unmet need amounts, in a descending order;
- ACPE makes awards until the available funds are exhausted
- In the event of equivalent unmet need amounts, two additional ordering criteria are:
  - 1) lowest adjusted gross income; and,
  - 2) closest to program completion

Current grant structure

AlaskAdvantage priority awards

- **Program rules provide for priority awards, in the form or higher grant amounts, for students in two categories:**
  1. Those enrolled in severe workforce shortage area programs, or
  2. Those whose secondary school performances demonstrate high likelihood for postsecondary education success
- **For category one, the Commission annually determines qualifying shortage programs and they are:**
  1. education,
  2. social and protective services,
  3. allied health, and
  4. process and resource extraction industries
- **For category two, by regulation, eligibility is based on having scored in the top quartile of test takers on either the SAT or ACT (1740/24)**

Current grant amounts

Award type	Full-time student	Half-time student
Standard Award	$1,500	$750
Workforce Shortage Award	$3,000	$1,500
Top quartile of SAT/ACT test takers scores	$3,000	$1,500

(All amounts shown for full academic years)

Program funding history

- Grant funding source since current program inception in 2005-06: federal LEAP funds, ASLC Ofee account interest, FY09 Capital appropriation
- Until FY09 annually funded at approximately $650,000
- Most recent 3-year average total awarded is $1.161 million
- Over five years number of AK FAFSA filers is up 70% with greater increases in the number of grant-eligible applicants
- Because demand has outstripped funding, only applicants with very high need have been funded

Population served in 2009-2010

Population characteristics	Alaska FAFSAs	Eligible population	Awarded	Certified & disbursed
# of students	17,284	4,960	1,543	870
Average Age	27.8	27.7	30.3	32.6
Average AGI	$53,954	$34,994	$18,527	$16,617
Average unmet need	$8,333	$10,966	$14,965	$14,538

Alaska FAFSAs – number of Alaska resident filers for attendance at Alaska schools

Eligible population – a total population subset having filed by the April 15 deadline, indicating enrollment at a participating school and w/unmet need of $500 or greater

Awarded – the portion of the population with unmet need in excess of $14,000

Certified & disbursed – enrolled and eligible as certified by school officials

AGI – adjusted gross income

UA Scholars Program Highlights

- Started by UA in 1999 to attract students from high schools in every corner of the state
- Funded by UA
- 5,266 students have benefited
- 1,873 degrees awarded
- 79% pursuing bachelor's degrees and 14% associate degrees or certificates
- 90% remain in Alaska after graduation
- 66% receive additional financial aid including loans

UNIVERSITY of ALASKA

Many Traditions One Alaska

UA Scholars Program and APS – a comparison

Different Programs, Multiple Objectives, One Goal: Alaska Student Success

The UA Scholars program and the Alaska Performance Scholarship are both merit-based scholarships designed to reward student achievement and promote post-secondary attendance in Alaska.

UA Scholars Program

The UA Scholars Program was established in 1999 by the University of Alaska to attract the top 10 percent of students from every graduating high school class in the state. The program keeps top performers in Alaska and increases student diversity.

The $11,000 cash scholarship is not reduced if other aid is received. Funding for the scholarship comes from the university's own Land Grant Trust Fund.

Alaska Performance Scholarship (APS)

The Alaska Performance Scholarship (APS) was established in 2010 as an invitation to excellence for high school students. It rewards students who complete a rigorous high school curriculum, earn good grades and score well on achievement tests.

The goal of APS is to better prepare students for post-secondary education and to incent them to continue their education in Alaska.

The amount of the APS can be reduced when other scholarships or grants the student receives decreases his or her cost of attendance. APS funding proposals are currently under legislative consideration.

Receiving Both Scholarships

More scholarships mean greater opportunity for Alaska's students. While some students may receive both scholarships; others will receive only one. And some college-bound students will not receive either one.

The criteria for each scholarship are different and the goals of each scholarship are different.

A student receiving both scholarships would have considerable help paying for post-secondary education or workforce training if they attend the University of Alaska.

Please see the back of this page for a side-by-side comparison.

For information contact: Saichi Oba, Associate Vice President, Student & Enrollment Services, 907/450-8146

	UA SCHOLARS PROGRAM	ALASKA PERFORMANCE SCHOLARSHIP
OBJECTIVE	To incent top students from every community in Alaska to attend the University of Alaska	To incent students to be well prepared for higher education and career success and to pursue those in Alaska
TYPE OF SCHOLARSHIP	Merit-based: class standing	Merit-based: curriculum, GPA and college/career test scores
NEED-BASED COMPONENT	None	None
FUNDED BY	University of Alaska	State of Alaska
IMPLEMENTED	1999	2011 subject to appropriation
ELIGIBILITY	Graduate in the top 10% from qualified high school Scholars are designated from virtually every community in Alaska	Complete rigorous curriculum Achieve minimum 2.5 GPA Earn at least moderate scores on ACT, SAT or Work Keys
WHO DETERMINES ELIGIBILITY	Designated by qualified high schools based on class standing	School districts determine initial eligibility according to APS statutes and regulations
TERM OF SCHOLARSHIP	8 semesters over 5 years	From 2-8 semesters over 6 years
AWARD AMOUNT	$1,375 per semester for $11,000 total award	$1,189 - $2,378 based on award level per semester Lifetime $9,512-$19,020 based on award level
CONTINUING ELIGIBILITY REQUIREMENTS	Satisfactory Academic Progress and GPA	Annual Credits and GPA based on class standing
FINANCIAL RESTRICTIONS	The award is not tied to cost of attendance and not limited by other scholarships or financial aid received by student	"Last Dollar" award that cannot exceed the cost of attendance after all other scholarships and grants have been paid (including UA Scholars)
APS/UA SCHOLARS ELIGIBILITY OVERLAP	Scholar may be eligible for APS based on curriculum, test scores and GPA	APS recipient may be eligible for UA Scholars Award based on class rank
FUNDING	Provided by earnings of UA's Land Grant Trust Fund which is comprised of revenue generated by UA natural resource development. No State appropriation	Concepts Under Consideration Annual Direct Appropriation Renewable Funding Source
COST OF PROGRAM	Approx $3.5 million annually	Est. $8.5 to $20 million annually
OUTCOMES	UA Scholars Have High Retention Rates 85% return for a second year UA Scholars Have High Graduation Rates more than 50% graduate within 6 years 1,873 degrees UA Scholars Stay In-State 90% remain in Alaska today UA Scholars Increase Diversity in fall 2009 nearly 20% were Alaska Natives	Anticipated Outcomes: Increase in higher education readiness Increase in post-secondary education enrollment Increase in post-secondary graduation rates Increase in qualified local hire, Alaska workforce

Alaska Performance Scholarship
District Survey on Course Offerings

The department surveyed by email and phone each school district, and Mt. Edgecumbe High School, to determine if schools within those districts can provide students the courses necessary to meet the requirements of the Alaska Performance Scholarship (APS). The results of the survey are attached.

The survey results are organized by district and by content categories marked with a Y (for yes) or N (for no) response for each content area outlined in the APS. If the district could assist students in earning the number of courses required when the APS is fully implemented the response is Y. If the district is unable to assist students in earning the number of courses required when the APS is fully implemented the response is N.

The department learned that most districts can provide the courses necessary for a student to earn an APS; however, the department also learned about limitations that exist. Those limitations include a need to develop offerings of two consecutive years of foreign language, and the need for additional offerings in social studies and other advanced subjects in mathematics and science.

The last two columns of the survey address a) if the district provides distance or correspondence education, and b) if the district indicates they can provide students the courses needed to meet a pathway to earn an Alaska Performance Scholarship.

The department learned that under the current projections of resources and staff three districts are unable to provide a pathway to the APS. The commissioner and staff at the department will be working with those three districts to better understand the issues, and determine what technical assistance is necessary to support individual student access to required courses in those districts.

Because the area of two years of the same foreign language was a common challenge, the department is working to address this issue. The department has granted federal funds to a consortium of school districts and nonprofit education agencies in Alaska to build a virtual learning network which will provide courses that districts could use, or access to quality distance education. The first priority for course development is world language course offerings. Other priorities for course development will include the necessary courses districts need technical assistance with based on this survey, including social studies and advanced courses in mathematics and science.

The second attachment to this document is a list of current distance and virtual education programs and opportunities that exist in the state, and what districts have correspondence schools. Also included is the consortium of districts developing the virtual resources and courses, which will not only be available to those districts in the consortium, but to all Alaska districts.

Attachment 1

Alaska Performance Scholarship
Superintendent Report February 2011

District Name	4 units math	4 units science	4 units Lang	4 units social studies	3 units social studies	2 units same foreign language	Currently provide correspondence or distance?	Provides route to APS
Alaska Gateway	Y	Y	Y	Y	Y	N	Y	Y
Aleutian Region	Y	Y	Y	Y	Y	N	Y	Y
Aleutians East	Y	N	Y	N	Y	N	N	N
Anchorage	Y	Y	Y	Y	Y	Y	Y	Y
Annette Island	Y	Y	Y	Y	Y	Y	Y	Y
Bering Strait *	Y	Y	Y	Y	Y	N	Y	Y
Bristol Bay	Y	Y	Y	Y	Y	Y	Y	Y
Chatham	Y	Y	Y	Y	Y	N	Y	Y
Chugach	Y	Y	Y	Y	Y	Y	Y	Y
Copper River	Y	Y	Y	Y	Y	N	Y	Y
Cordova City	Y	Y	Y	Y	Y	Y	Y (credit recovery)	Y
Craig City	Y	Y	Y	N	Y	Y	Y	Y
Delta-Greely	Y	Y	Y	Y	Y	Y	Y	Y
Denali	Y	Y	Y	Y	Y	N	Y	Y
Dillingham City	Y	Y	Y	Y	Y	N	Y	Y
Fairbanks North Star	Y	Y	Y	Y	Y	Y	Y	Y

Attachment 1

Alaska Performance Scholarship
Superintendent Report February 2011

District Name	4 units math	4 units science	4 units Lang	4 units social studies	3 units social studies	2 units same foreign language	Currently provide correspondence or distance?	Provides route to APS
Galena City	Y	Y	Y	Y	Y	N	Y	Y
Haines	Y	Y	Y	Y	Y	Y	Y	Y
Hoonah City	Y	Y	Y	Y	Y	Y	Y	Y
Hydaburg City	Y	Y	Y	Y	Y	N	Y	Y
Iditarod Area	Y	Y	Y	Y	Y	Y	Y	Y
Juneau	Y	Y	Y	Y	Y	Y	Y	Y
Kake City	Y	Y	Y	Y	Y	Y	Y	Y
Kashunamiut	N	N	Y	N	Y	N	Y	N
Kenai Peninsula	Y	Y	Y	Y	Y	Y	Y	Y
Ketchikan Gateway	Y	Y	Y	Y	Y	Y	Y	Y
Klawock City	Y	Y	Y	Y	Y	N	Y	Y
Kodiak Island	Y	Y	Y	Y	Y	Y	Yes - Rosetta Stone for language, some	Y
Kuspuk *	Y	Y	Y	Y	Y	N		Y
Lake and Peninsula *	Y	Y	Y	Y	Y	Y	Y	Y
Lower Kuskokwim	Y	Y	Y	Y	Y	Y	Y	Y
Lower Yukon *	Y	Y	Y	Y	Y	Y	Y	Y

Attachment 1

Alaska Performance Scholarship
Superintendent Report February 2011

District Name	4 units math	4 units science	4 units Lang	4 units social studies	3 units social studies	2 units same foreign language	Currently provide correspondence or distance?	Provides route to APS
Mat-Su	Y	Y	Y	Y	Y	Y	Y	Y
Mt Edgecumbe	Y	Y	Y	Y	Y	Y	N	Y
Nenana City	Y	Y	Y	Y	Y	Y	Y	Y
Nome Public	Y	Y	Y	Y	Y	Y	Y	Y
North Slope	Y	Y	Y	Y	Y	Y	Y	Y
Northwest Arctic	Y	Y	Y	Y	Y	Y	Y	Y
Pelican City	Y	Y	Y	Y	Y	N	Y	Y
Petersburg City	Y	Y	Y	Y	Y	Y	Y	Y
Pribilof	Y	Y	Y	Y	Y	M	Y	Y
Saint Mary's	N	N	Y	N	Y	N	N	N
Sitka	Y	Y	Y	Y	Y	Y	Y	Y
Skagway	Y	Y	Y	Y	Y	Y	Y	Y
Southeast Island	Y	Y	Y	Y	Y	Y	Y	Y
Southwest Region	Y	Y	Y	Y	Y	Y	Y	Y
Tanana	Y	Y	Y	Y	Y	N	Y	Y
Unalaska City	Y	Y	Y	Y	Y	Y	Y	Y

Attachment 1

Alaska Performance Scholarship
Superintendent Report February 2011

District Name	4 units math	4 units science	4 units Lang	4 units social studies	3 units social studies	2 units same foreign language	Currently provide correspondence or distance?	Provides route to APS
Valdez City	Y	Y	Y	Y	Y	Y	Y	Y
Wrangell City	Y	Y	Y	Y	Y	Y	Y	Y
Yakutat City	Y	Y	Y	Y	Y	Y	N	Y
Yukon Flats	Y	Y	Y	Y	Y	Y	Y	Y
Yukon-Koyukuk	Y	Y	Y	Y	Y	Y	Y	Y
Yupiit	Y	Y	Y	Y	Y	N	Y	Y

* = Standards Based Curriculum

Attachment 2

On-Line Learning Opportunities

General Opportunities

- Correspondence schools and courses
- Video Conferencing between schools within a school district
  - Sharing of highly qualified teachers between schools
  - Sharing highly qualified teachers between hub and village schools
  - Specific example: NWABSD developed a system to synchronize high school schedules across the district, using stimulus funding, and therefore build greater capability for cross district instruction.
- Academies where students are brought together in a hub or central community for intensive instruction.
- Distance learning, dual credit, and tech prep courses
  - University of Alaska
  - AVTEC
  - Alaska Technical Center (Northwest Arctic Borough)

Statewide Correspondence Schools (12)*

School	District
Alaska Virtual Academy (K-8 Curriculum)	Wrangell Public School District
Chugach Extension	Chugach School District
Copper River Correspondence	Copper River School District
CyberLynx	Nenana School District
Delta Cyber School	Delta-Greely School District
Denali PEAK Program	Denali Borough School District
Distance Learning	Iditarod Area School District
IDEA	Galena City School District
Ketchikan Correspondence	Ketchikan Gateway Borough School District
PACE	Craig City School District
Raven Correspondence	Yukon-Koyukuk School District
SE Island Correspondence	Southeast Island school District

District Correspondence Schools (14)*

School	District
Connections	Kenai Peninsula Borough School District
Dillingham Correspondence	Dillingham City School District
Extensions Correspondence	Nome Public Schools
Fairbanks B.E.S.T.	Fairbanks North Star Borough School District
Family Partnership	Anchorage School District

Frontier Charter School	Anchorage School District
Gateway Correspondence	Alaska Gateway School District
Haines Home School	Haines Borough School District
HomeBRIDGE	Juneau Borough School District
Lakeview Home School	Lake & Peninsula Borough School District
Learning Center	Kodiak Island Borough School District
Mat-Su Central School	Matanuska-Susitna Borough School District
Reach Home School	Sitka School District
Twindly-Bridge Charter School	Matanuska-Susitna Borough School District

*EED Correspondence School Directory, February 2011

Alaska Learning Network

The Alaska Learning Network (AKLN) assists Alaskan schools to provide students and teachers of all ages with a comprehensive range of fundamental, advanced, and specialized online learning, regardless of geographic or technical restrictions.

The Alaska Learning Network is grant funded through EED federal Title IID (technology) funds. The 2011 components of the grant include:

a) Provide 30 Alaskan teachers with distance and in-person training to complete technology learning plans;
b) Provide 240 high school students with courses taught by highly qualified teachers starting in summer 2011;
c) Develop and populate a database of online courses and lessons.

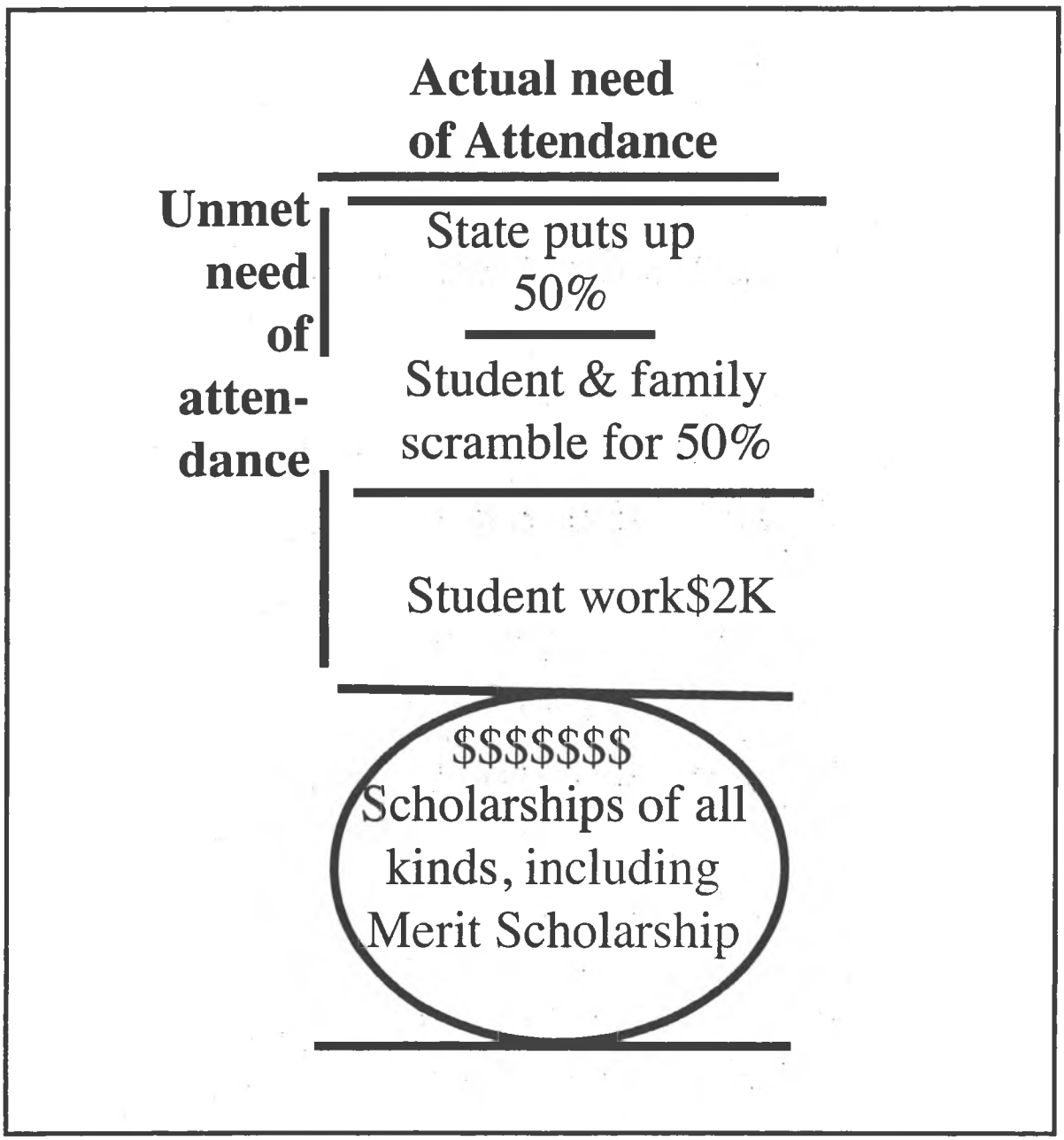
AKLN grant was provided to a consortium of eleven school districts, Alaska Staff Development Network (ASDN) and Southeast Regional Resource Center (SERRC). The consortium is also working with Alaska Staff Development Network. AKLN will not only offer services to member districts, but also to non-member districts. The agencies involved are developing a sustainability plan for AKLN beyond the length of the grant.

Member districts (11) include:

- Chatham School District
- Annette Island School District
- Hoonah City School District
- Juneau Borough School District
- Kodiak Island Borough School District
- Lake & Peninsula Borough School District
- North Slope Borough School District
- Northwest Arctic Borough School District
- Petersburg City School District
- Wrangell Public School District
- Yukon Flats School District

Amendment #1

Amendment #1 deletes this concept from the CS of HB 104.



Amendment #2

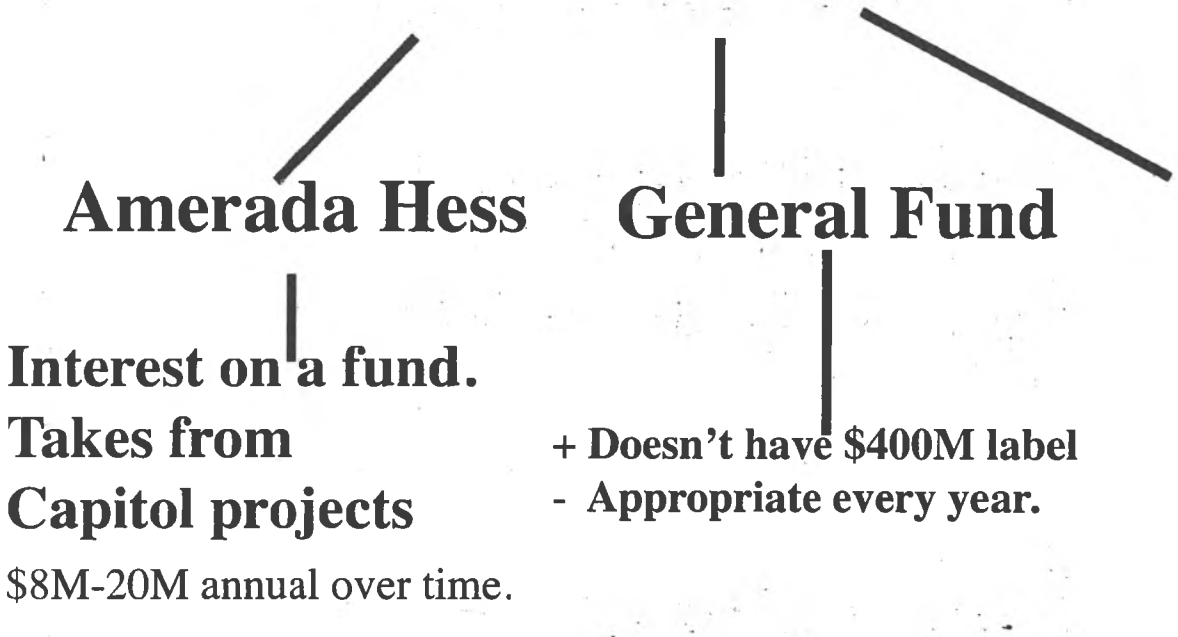
This amendment deletes the portion of the CS for HB 104 that insures the following:

Insure clear path.
Insure counseling/coaching in college.

Amendment #3

This amendment deletes "Amerada Hess"
as a funding source.
It does NOT designate a funding source.

Identify funding source



Amendment #4

This amendment removes the reference to progressivity of oil tax from the CS of HB 104.

Amendment #5

Prefunds the scholarship fund for students in the post-secondary pipeline (students who have already earned their scholarship).

In the event the program is ended, it eases the transition.

Re: New Needs Based Grant Program

27-GH1893\I.1
Mischel
3/17/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 104( ), Draft Version "I"

Page 1, lines 4 - 5:

Delete "**relating to an unmet need scholarship supplement for Alaska performance scholarship recipients;**"

Page 3, line 27, through page 4, line 30:

Delete all material.

Renumber the following bill sections accordingly.

Page 11, line 13:

Delete "Section 19"

Insert "Section 18"

Page 11, lines 14 - 15:

Delete all material and insert:

"* **Sec. 21.** AS 14.43.830(a)(1)(C) and (D), added by sec. 6 of this Act, and the amendment to AS 14.43.830(a)(2) made by sec. 6 of this Act take effect July 1, 2012."

Page 11, line 16:

Delete "Section 15"

Insert "Section 14"

Page 11, line 17:

Delete "secs. 21 - 23"

Insert "secs. 20 - 22"

Re: Advisory Program + On-time Course Offerings

27-GH1893\I.2
Mischel
3/17/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 104( ), Draft Version "I"

Page 5, line 4:
Delete "[IS]"
Insert "is"

Page 5, line 5:
Delete "**is**"

Page 5, line 6:
Delete "[AND]"
Insert "and"

Page 5, line 7:
Delete "**is**"

Page 5, lines 8 - 13:
Delete all material.

Page 5, lines 15 - 16:
Delete "**meets the standards established in (a)(1)(C) and (D) of this section and that**"

Page 11, lines 14 - 15:
Delete ", AS 14.43.830(a)(1)(C) and (D), added by sec. 7 of this Act, and the

amendment to AS 14.43.830(a)(2) made by sec. 7 of this Act take "

Insert "takes"

Re: Amerada Hess Funding Source

27-GH1893\I.3
Mischel
3/17/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 104( ), Draft Version "I"

Page 1, lines 5 - 6:

Delete "**repealing the Alaska capital income fund;**"

Page 6, line 25, through page 7, line 31:

Delete all material.

Renumber the following bill sections accordingly.

Page 8, line 12, following ";":

Insert "and"

Page 8, line 13:

Delete "; and"

Insert "."

Page 8, line 14:

Delete all material.

Page 10, line 16:

Delete all material.

Page 10, line 20:

Delete "(a)"

Page 10, lines 25 - 28:

Delete all material.

Page 11, line 13:

Delete "Section 19"

Insert "Section 16"

Page 11, line 16:

Delete "Section 15"

Insert "Section 13"

Page 11, line 17:

Delete "secs. 21 - 23"

Insert "secs. 18 - 20"

Re: Use of Progressivity Funds

27-GH1893\I.4
Mischel
3/17/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 104( ), Draft Version "I"

Page 6, line 16:

Delete "AS 37.14.750(d)"

Insert "AS 37.14.750(c)"

Page 6, line 18, following "scholarships":

Insert "and grants"

Page 8, lines 15 - 18:

Delete all material.

Reletter the following subsections accordingly.

Page 8, line 28:

Delete "(d)"

Insert "(c)"

Page 10, line 21:

Delete "AS 37.14.750(d)"

Insert "AS 37.14.750(c)"

27-GH1893\I.5
Mischel
3/17/11

Re: Maintain Funding Level as the Revenue Sharing Model

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 104( ), Draft Version "I"

Page 6, lines 16 - 18:

Delete "The amount determined under AS 37.14.750(d) each year and deposited into the account is the maximum amount that may be used to pay scholarships for the immediately succeeding fiscal year."

Page 8, line 19, through page 9, line 2:

Delete all material.

Page 10, lines 20 - 24:

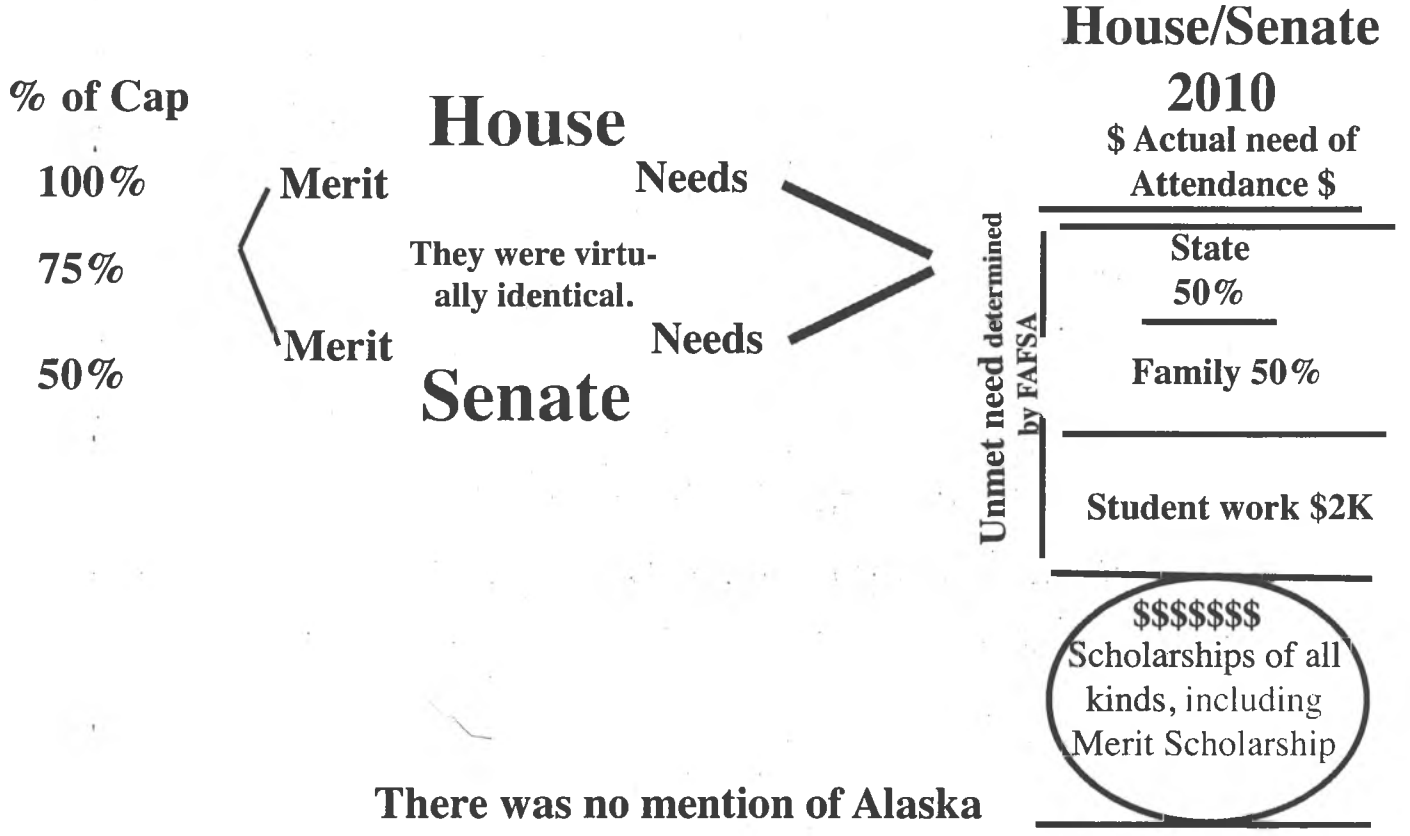
Delete "(a) Notwithstanding the $40,000,000 limit in AS 37.14.750(d), the following amounts may be substituted for that amount as follows for

(1) fiscal year 2012, $20,000,000;

(2) fiscal year 2013, $30,000,000."

Reletter the following subsection accordingly.

In 2010, the House and Senate developed almost identical bills regarding the Merit scholarship. Each had a performance and a needs-based component.



There was no mention of Alaska Advantage at that time

The performance portion of the bill included 50%, 75% and 100% increments based on the 2010 tuition. This was the *cap*.

By oversight, there was no cap on the needs based component.

In the deliberation between the two houses, it was decided to cap the base of the Merit scholarship should be $4037 instead of % of tuition costs.

Then, discussion of Alaska Advantage came into the picture.

Prepared by Alan Dick

Current Needs Discussion

Senate 2011

Don't fund

Other

Draw upon Amorada Hess.

For every $1, 2/3 goes to the Merit Scholarship and 1/3 goes to Alaska Advantage

Non-Traditional students (current prime recipients) will compete with **Performance Scholars.**

…apples & oranges.

Resolve by:

regulation? **statute?**

House/Senate 2010

Actual need of Attendance

State 50%

Family 50%

Unmet need

Student work $2K

$$$$$$$

Scholarships of all kinds, including Merit Scholarship

Identifying funding source

Amerada Hess

Interest on a fund.
Takes from Capitol projects

$8M-20M annual over time.

General Fund

+ Doesn't have $400M label
- Appropriate every year.

Do not designate

Shirks duty.
Finance can do this, but last year's task force was assigned to identify-funding sources.

The task force

was formed by consent of both bodies and
signed by the governor, April 2010.

There were three components to the Task Force assignment:

1) Address Merit component for those who perform well.
2) Address needs of those who have performed well.
3) Needs of Non-traditional students.

2010 House and Senate Committees & Final Version agreed on the Merit portion.

2010 Education committees agreed on the needs based portion for those who performed well.

2010 SB221 Originally dealt with Higher Edu. and Career Readiness Task Force.

2010 SB 221 Stripped put the Merit portion of the Scholarship bill and put it in with two Task forces 1) Scholarship & 2) Higher Education, & added a fiscal note for AK Advantage funding.

The assignment before us:

Recommend funding source.
Decide Merit based scholarship conditions.
Decide needs base of Merit based scholarship (if and how)
Address financial needs of non-traditional students.
Insure clear path.
Insure counseling/coaching in college.

HB

132

<TARGET><BILL>HB 132</BILL><SUBJECT>HB 132</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPO

(7)
Date Referred to Committee: January 28, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 2/16/11

The EDUCATION Committee considered: **HB 132**

HOUSE BILL NO. 132
"An Act providing for funding for school lunch and breakfast."

HB 132-FUNDING FOR SCHOOL MEALS

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____ (_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Reagan Wilson	WILSON			X	
	Pruitt			X	
Paul Dick Seaton	Dick Seaton	X			
		X			
	FOGG			X	
	KAUFFMAN				
Chair: DICK					
Chair:					

HOUSE BILL NO. 132

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES MUÑOZ, Seaton, Herron, Kerttula, Tuck, Petersen, Kawasaki, Gara

Introduced: 1/28/11
Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

"An Act providing for funding for school lunch and breakfast."

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

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

Sec. 14.03.127. State funding for school lunch and breakfast. (a) To supplement the cost of lunch and breakfast provided to each student who is eligible for a free or reduced-price lunch under 42 U.S.C. 1771 - 1784, in addition to public school funding and subject to appropriation, the department shall provide funding to a school district of 15 cents for lunch and 35 cents for breakfast to each eligible student. For each meal, the department shall add an additional amount, expressed in cents and not applied as a cost factor, that is determined by

(1) reducing the applicable district cost factor provided in AS 14.17.460 by 1.0; and

(2) dividing the remainder determined under (1) of this subsection by four; the department shall round to the nearest cent a quotient that is not a whole number.

(b) Beginning July 1, 2012, the base amount under (a) of this section shall be adjusted annually on October 1 according to changes in the Consumer Price Index for all urban consumers for the Anchorage metropolitan area compiled by the United States Department of Labor, Bureau of Labor Statistics. The index for 2009 is the reference base index for an adjustment made under this subsection.

(c) In this section, "district" has the meaning given in AS 14.17.990.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: HB 132
(H) Publish Date: 2/16/11

Identifier (file name): HB132-EED-TLS-2-3-2011
Title: "An Act providing for funding for school lunch and breakfast"
Sponsor: Representative Munoz
Requester: House Education

Dept. Affected: Education & Early Development
Appropriation: Teaching & Learning Support
Allocation: Child Nutrition Services
OMB Component Number: 1955

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	2,143.0		2,254.9	2,335.3	2,415.7	2,496.1	2,576.5
Miscellaneous							
TOTAL OPERATING	**2,143.0**	**0.0**	**2,254.9**	**2,335.3**	**2,415.7**	**2,496.1**	**2,576.5**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,143.0		2,254.9	2,335.3	2,415.7	2,496.1	2,576.5
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	**2,143.0**	**0.0**	**2,254.9**	**2,335.3**	**2,415.7**	**2,496.1**	**2,576.5**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version

Prepared by: Cynthia Curran, Director — Phone: 465-2857
Division: Teaching & Learning Support — Date/Time: 2/3/2011 9:12AM
Approved by: Mike Hanley, Commissioner — Date: 2/3/2011

(Revised 12/29/2010 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 132

Analysis

This legislation will establish a state school and breakfast grant program to assist districts in offsetting the costs of providing free and reduced breakfast and lunch meals under 42 U.S.C. 1771-1784 for eligible students. School districts will be eligible for 35 cents for each breakfast and 15 cents for each lunch served plus an additional amount generated by applying the specified formula to the district cost factors under AS 14.17.460. The base allowance will be adjusted annually according to the Anchorage CPI beginning July 1, 2012 (FY13) using 2009 as the reference base index.

Alaska Department of Education & Early Development
HB132 Fiscal analysis, AS 14.03.127
Prepared 2-3-2011
YEAR 1

Program Name	Est. Total Breakfasts Served	Breakfast Differential Adjustment	.35 rate adjusted Breakfast Rate	Estimated Breakfast Grant	Est. Total Lunches Served	Lunch Differential Adjustment	.15 rate adjusted Lunch Rate	Estimated Lunch Grant	FY12 Estimated Grant
Alaska Gateway Schools	34,551	.14	.49	16,930	43,551	.14	.29	12,630	29,560
Aleutians East Borough Schools	0	.23	.58	0	12,943	.23	.38	4,918	4,918
Anchorage School District	686,484	.00	.35	240,269	2,154,364	.00	.15	323,155	563,424
Annette Island School District	7,863	.07	.42	3,302	20,278	.07	.22	4,461	7,764
Bering Strait School District	96,025	.23	.58	55,695	201,125	.23	.38	76,428	132,122
Bristol Bay Borough Schools	2,244	.11	.46	1,032	8,393	.11	.26	2,182	3,214
Chatham School District	587	.13	.48	282	4,788	.13	.28	1,341	1,622
Copper River School District	0	.08	.43	0	19,130	.08	.23	4,400	4,400
Cordova Public Schools	7,938	.05	.40	3,175	23,499	.05	.20	4,700	7,875
Craig City Schools	23,042	.05	.40	9,217	31,347	.05	.20	6,269	15,486
Delta Greely School District	0	.06	.41	0	39,029	.06	.21	8,196	8,196
Dillingham City Schools	12,051	.08	.43	5,182	33,066	.08	.23	7,605	12,787
Fairbanks North Star Borough Schools	199,002	.02	.37	73,631	481,435	.02	.17	81,844	155,475
Galena City Schools	13,647	.10	.45	6,141	15,852	.10	.25	3,963	10,104
Haines Borough Schools	16,196	.04	.39	6,316	17,976	.04	.19	3,415	9,732
Hoonah City Schools	5,402	.09	.44	2,377	8,981	.09	.24	2,155	4,532
Hydaburg City School District	0	.11	.46	0	6,340	.11	.26	1,648	1,648
Iditarod Area Schools	11,543	.20	.55	6,349	18,482	.20	.35	6,469	12,817
Juneau School District	12,683	.03	.38	4,820	131,881	.03	.18	23,739	28,558
Kake City Schools	3,480	.10	.45	1,566	6,451	.10	.25	1,613	3,179
Kashunamuit School District	18,416	.15	.50	9,208	32,774	.15	.30	9,832	19,040
Kenai Peninsula School District	105,720	.04	.39	41,231	357,908	.04	.19	68,003	109,233
Ketchikan Gateway Schools	5,488	.04	.39	2,140	88,357	.04	.19	16,788	18,928
Klawock City Schools	0	.07	.42	0	11,575	.07	.22	2,547	2,547
Kodiak Island Borough Schools	37,993	.07	.42	15,957	119,896	.07	.22	26,377	42,334
Kuspuk School District	29,402	.17	.52	15,289	33,796	.17	.32	10,815	26,104
Lake Peninsula School District	0	.24	.59	0	33,311	.24	.39	12,991	12,991
Lower Kuskokwim Schools	194,674	.16	.51	99,284	407,906	.16	.31	126,451	225,735
Lower Yukon School District	105,582	.20	.55	58,070	175,378	.20	.35	61,382	119,452
Matanuska-Susitna Borough School District	304,018	.02	.37	112,487	624,778	.02	.17	106,212	218,699
Nenana City Public Schools	4,870	.08	.43	2,094	7,076	.08	.23	1,627	3,722
Nome Public Schools	0	.11	.46	0	52,962	.11	.26	13,770	13,770
North Slope Borough School District	36,406	.19	.54	19,659	89,190	.19	.34	30,325	49,984
Northwest Arctic Borough School	87,171	.20	.55	47,944	188,754	.20	.35	66,064	114,008
Petersburg Public Schools	10,945	.05	.40	4,378	26,212	.05	.20	5,242	9,620
Saint Mary's School District	7,972	.15	.50	3,986	22,903	.15	.30	6,871	10,857
Sitka Borough School District	6,344	.04	.39	2,474	42,485	.04	.19	8,072	10,546
Skagway City Schools	0	.04	.39	0	2,011	.04	.19	382	382
Southeast Island School District	10,921	.09	.44	4,805	14,291	.09	.24	3,430	8,235
Southwest Region Schools	0	.16	.51	0	73,657	.16	.31	22,834	22,834
Unalaska City School District	2,523	.10	.45	1,135	11,428	.10	.25	2,857	3,992
Valdez City Schools	6,470	.04	.39	2,523	21,271	.04	.19	4,041	6,565
Wrangell	12,930	.04	.39	5,043	20,839	.04	.19	3,959	9,002
Yakutat School District	9,453	.09	.44	4,159	9,831	.09	.24	2,359	6,519
Yukon Flats School District	9,403	.27	.62	5,830	20,268	.27	.42	8,513	14,342
Yukon Koyukuk School District	0	.20	.55	0	18,143	.20	.35	6,350	6,350
Yupiit School District	24,669	.17	.52	12,828	51,004	.17	.32	16,321	29,149
Mt. Edgecumbe High School	14,945	.04	.39	5,829	25,158	.04	.19	4,780	10,609
Total	**2,179,053**			912,637	**5,862,073**			1,230,327	**2,142,964**

Alaska Department of Education & Early Development
HB132 Fiscal analysis, AS 14.03.127
Prepared 2-3-2011
YEAR 2

Anch. CPI EST. 2.7% .35 Prior year FY13 rate is .36

Anch. CPI EST. 2.7% .15 Prior year FY13 rate is .16

Program Name	Est. Total Breakfasts Served	Breakfast Differential Adjustment	Breakfast Rate	Estimated Breakfast Grant	Est. Total Lunches Served	Lunch Differential Adjustment	Lunch Rate	Estimated Lunch Grant	FY13 Estimated Grant
Alaska Gateway Schools	34,551	.15	.51	17,621	43,551	.15	.31	13,501	31,122
Aleutians East Borough Schools	0	.25	.61	0	12,943	.25	.41	5,307	5,307
Anchorage School District	686,484	.00	.36	247,134	2,154,364	.00	.16	344,698	591,832
Annette Island School District	7,863	.08	.44	3,460	20,278	.08	.24	4,867	8,326
Bering Strait School District	96,025	.25	.61	58,575	201,125	.25	.41	82,461	141,037
Bristol Bay Borough Schools	2,244	.12	.48	1,077	8,393	.12	.28	2,350	3,427
Chatham School District	587	.14	.50	294	4,788	.14	.30	1,436	1,730
Copper River School District	0	.08	.44	0	19,130	.08	.24	4,591	4,591
Cordova Public Schools	7,938	.06	.42	3,334	23,499	.06	.22	5,170	8,504
Craig City Schools	23,042	.05	.41	9,447	31,347	.05	.21	6,583	16,030
Delta Greely School District	0	.06	.42	0	39,029	.06	.22	8,586	8,586
Dillingham City Schools	12,051	.09	.45	5,423	33,066	.09	.25	8,267	13,689
Fairbanks North Star Borough Schools	199,002	.02	.38	75,621	481,435	.02	.18	86,658	162,279
Galena City Schools	13,647	.10	.46	6,278	15,852	.10	.26	4,122	10,399
Haines Borough Schools	16,196	.05	.41	6,640	17,976	.05	.21	3,775	10,415
Hoonah City Schools	5,402	.10	.46	2,485	8,981	.10	.26	2,335	4,820
Hydaburg City School District	0	.13	.49	0	6,340	.13	.29	1,839	1,839
Iditarod Area Schools	11,543	.21	.57	6,580	18,482	.21	.37	6,838	13,418
Juneau School District	12,683	.04	.40	5,073	131,881	.04	.20	26,376	31,449
Kake City Schools	3,480	.11	.47	1,636	6,451	.11	.27	1,742	3,377
Kashunamuit School District	18,416	.15	.51	9,392	32,774	.15	.31	10,160	19,552
Kenai Peninsula School District	105,720	.04	.40	42,288	357,908	.04	.20	71,582	113,870
Ketchikan Gateway Schools	5,488	.04	.40	2,195	88,357	.04	.20	17,671	19,867
Klawock City Schools	0	.08	.44	0	11,575	.08	.24	2,778	2,778
Kodiak Island Borough Schools	37,993	.07	.43	16,337	119,896	.07	.23	27,576	43,913
Kuspuk School District	29,402	.18	.54	15,877	33,796	.18	.34	11,491	27,368
Lake Peninsula School District	0	.25	.61	0	33,311	.25	.41	13,658	13,658
Lower Kuskokwim Schools	194,674	.17	.53	103,177	407,906	.17	.33	134,609	237,786
Lower Yukon School District	105,582	.22	.58	61,238	175,378	.22	.38	66,644	127,881
Matanuska-Susitna Borough School District	304,018	.02	.38	115,527	624,778	.02	.18	112,460	227,987
Nenana City Public Schools	4,870	.08	.44	2,143	7,076	.08	.24	1,698	3,841
Nome Public Schools	0	.11	.47	0	52,962	.11	.27	14,300	14,300
North Slope Borough School District	36,406	.20	.56	20,387	89,190	.20	.36	32,108	52,496
Northwest Arctic Borough School	87,171	.21	.57	49,687	188,754	.21	.37	69,839	119,526
Petersburg Public Schools	10,945	.06	.42	4,597	26,212	.06	.22	5,767	10,364
Saint Mary's School District	7,972	.16	.52	4,145	22,903	.16	.32	7,329	11,474
Sitka Borough School District	6,344	.05	.41	2,601	42,485	.05	.21	8,922	11,523
Skagway City Schools	0	.04	.40	0	2,011	.04	.20	402	402
Southeast Island School District	10,921	.10	.46	5,024	14,291	.10	.26	3,716	8,739
Southwest Region Schools	0	.17	.53	0	73,657	.17	.33	24,307	24,307
Unalaska City School District	2,523	.11	.47	1,186	11,428	.11	.27	3,086	4,271
Valdez City Schools	6,470	.04	.40	2,588	21,271	.04	.20	4,254	6,842
Wrangell	12,930	.04	.40	5,172	20,839	.04	.20	4,168	9,340
Yakutat School District	9,453	.10	.46	4,348	9,831	.10	.26	2,556	6,904
Yukon Flats School District	9,403	.28	.64	6,018	20,268	.28	.44	8,918	14,936
Yukon Koyukuk School District	0	.21	.57	0	18,143	.21	.37	6,713	6,713
Yupiit School District	24,669	.18	.54	13,321	51,004	.18	.34	17,341	30,663
Mt. Edgecumbe High School	14,945	.05	.41	6,127	25,158	.05	.21	5,283	11,411
Total	**2,179,053**			944,053	**5,862,073**			1,310,836	**2,254,889**

Alaska Department of Education & Early Development
HB132 Fiscal analysis, AS 14.03.127
Prepared 2-3-2011
YEAR 3

Anch. CPI EST. 2.7% .36 Prior year FY14 rate is .37

Anch. CPI EST. 2.7% .16 Prior year FY14 rate is .17

Program Name	Est. Total Breakfasts Served	Breakfast Differential Adjustment	Breakfast Rate	Estimated Breakfast Grant	Est. Total Lunches Served	Lunch Differential Adjustment	Lunch Rate	Estimated Lunch Grant	FY14 Estimated Grant
Alaska Gateway Schools	34,551	.15	.52	17,967	43,551	.15	.32	13,936	31,903
Aleutians East Borough Schools	0	.25	.62	0	12,943	.25	.42	5,436	5,436
Anchorage School District	686,484	.00	.37	253,999	2,154,364	.00	.17	366,242	620,241
Annette Island School District	7,863	.08	.45	3,538	20,278	.08	.25	5,070	8,608
Bering Strait School District	96,025	.25	.62	59,536	201,125	.25	.42	84,473	144,008
Bristol Bay Borough Schools	2,244	.12	.49	1,100	8,393	.12	.29	2,434	3,534
Chatham School District	587	.14	.51	299	4,788	.14	.31	1,484	1,784
Copper River School District	0	.08	.45	0	19,130	.08	.25	4,783	4,783
Cordova Public Schools	7,938	.06	.43	3,413	23,499	.06	.23	5,405	8,818
Craig City Schools	23,042	.05	.42	9,678	31,347	.05	.22	6,896	16,574
Delta Greely School District	0	.06	.43	0	39,029	.06	.23	8,977	8,977
Dillingham City Schools	12,051	.09	.46	5,543	33,066	.09	.26	8,597	14,141
Fairbanks North Star Borough Schools	199,002	.02	.39	77,611	481,435	.02	.19	91,473	169,083
Galena City Schools	13,647	.10	.47	6,414	15,852	.10	.27	4,280	10,694
Haines Borough Schools	16,196	.05	.42	6,802	17,976	.05	.22	3,955	10,757
Hoonah City Schools	5,402	.10	.47	2,539	8,981	.10	.27	2,425	4,964
Hydaburg City School District	0	.13	.50	0	6,340	.13	.30	1,902	1,902
Iditarod Area Schools	11,543	.21	.58	6,695	18,482	.21	.38	7,023	13,718
Juneau School District	12,683	.04	.41	5,200	131,881	.04	.21	27,695	32,895
Kake City Schools	3,480	.11	.48	1,670	6,451	.11	.28	1,806	3,477
Kashunamuit School District	18,416	.15	.52	9,576	32,774	.15	.32	10,488	20,064
Kenai Peninsula School District	105,720	.04	.41	43,345	357,908	.04	.21	75,161	118,506
Ketchikan Gateway Schools	5,488	.04	.41	2,250	88,357	.04	.21	18,555	20,805
Klawock City Schools	0	.08	.45	0	11,575	.08	.25	2,894	2,894
Kodiak Island Borough Schools	37,993	.07	.44	16,717	119,896	.07	.24	28,775	45,492
Kuspuk School District	29,402	.18	.55	16,171	33,796	.18	.35	11,829	28,000
Lake Peninsula School District	0	.25	.62	0	33,311	.25	.42	13,991	13,991
Lower Kuskokwim Schools	194,674	.17	.54	105,124	407,906	.17	.34	138,688	243,812
Lower Yukon School District	105,582	.22	.59	62,293	175,378	.22	.39	68,397	130,691
Matanuska-Susitna Borough School District	304,018	.02	.39	118,567	624,778	.02	.19	118,708	237,275
Nenana City Public Schools	4,870	.08	.45	2,192	7,076	.08	.25	1,769	3,961
Nome Public Schools	0	.11	.48	0	52,962	.11	.28	14,829	14,829
North Slope Borough School District	36,406	.20	.57	20,751	89,190	.20	.37	33,000	53,752
Northwest Arctic Borough School	87,171	.21	.58	50,559	188,754	.21	.38	71,727	122,286
Petersburg Public Schools	10,945	.06	.43	4,706	26,212	.06	.23	6,029	10,735
Saint Mary's School District	7,972	.16	.53	4,225	22,903	.16	.33	7,558	11,783
Sitka Borough School District	6,344	.05	.42	2,664	42,485	.05	.22	9,347	12,011
Skagway City Schools	0	.04	.41	0	2,011	.04	.21	422	422
Southeast Island School District	10,921	.10	.47	5,133	14,291	.10	.27	3,859	8,991
Southwest Region Schools	0	.17	.54	0	73,657	.17	.34	25,043	25,043
Unalaska City School District	2,523	.11	.48	1,211	11,428	.11	.28	3,200	4,411
Valdez City Schools	6,470	.04	.41	2,653	21,271	.04	.21	4,467	7,120
Wrangell	12,930	.04	.41	5,301	20,839	.04	.21	4,376	9,677
Yakutat School District	9,453	.10	.47	4,443	9,831	.10	.27	2,654	7,097
Yukon Flats School District	9,403	.28	.65	6,112	20,268	.28	.45	9,121	15,233
Yukon Koyukuk School District	0	.21	.58	0	18,143	.21	.38	6,894	6,894
Yupiit School District	24,669	.18	.55	13,568	51,004	.18	.35	17,851	31,419
Mt. Edgecumbe High School	14,945	.05	.42	6,277	25,158	.05	.22	5,535	11,812
Total	**2,179,053**			965,844	**5,862,073**			1,369,457	**2,335,301**

Alaska Department of Education & Early Development
HB132 Fiscal analysis, AS 14.03.127
Prepared 2-3-2011
YEAR 4

Anch. CPI EST. 2.7% .37 Prior year FY15 rate is .38

Anch. CPI EST. 2.7% .17 Prior year FY15 rate is .18

Program Name	Est. Total Breakfasts Served	Breakfast Differential Adjustment	Breakfast Rate	Estimated Breakfast Grant	Est. Total Lunches Served	Lunch Differential Adjustment	Lunch Rate	Estimated Lunch Grant	FY15 Estimated Grant
Alaska Gateway Schools	34,551	.15	.53	18,312	43,551	.15	.33	14,372	32,684
Aleutians East Borough Schools	0	.25	.63	0	12,943	.25	.43	5,565	5,565
Anchorage School District	686,484	.00	.38	260,864	2,154,364	.00	.18	387,786	648,649
Annette Island School District	7,863	.08	.46	3,617	20,278	.08	.26	5,272	8,889
Bering Strait School District	96,025	.25	.63	60,496	201,125	.25	.43	86,484	146,980
Bristol Bay Borough Schools	2,244	.12	.50	1,122	8,393	.12	.30	2,518	3,640
Chatham School District	587	.14	.52	305	4,788	.14	.32	1,532	1,837
Copper River School District	0	.08	.46	0	19,130	.08	.26	4,974	4,974
Cordova Public Schools	7,938	.06	.44	3,493	23,499	.06	.24	5,640	9,132
Craig City Schools	23,042	.05	.43	9,908	31,347	.05	.23	7,210	17,118
Delta Greely School District	0	.06	.44	0	39,029	.06	.24	9,367	9,367
Dillingham City Schools	12,051	.09	.47	5,664	33,066	.09	.27	8,928	14,592
Fairbanks North Star Borough Schools	199,002	.02	.40	79,601	481,435	.02	.20	96,287	175,888
Galena City Schools	13,647	.10	.48	6,551	15,852	.10	.28	4,439	10,989
Haines Borough Schools	16,196	.05	.43	6,964	17,976	.05	.23	4,134	11,099
Hoonah City Schools	5,402	.10	.48	2,593	8,981	.10	.28	2,515	5,108
Hydaburg City School District	0	.13	.51	0	6,340	.13	.31	1,965	1,965
Iditarod Area Schools	11,543	.21	.59	6,810	18,482	.21	.39	7,208	14,018
Juneau School District	12,683	.04	.42	5,327	131,881	.04	.22	29,014	34,341
Kake City Schools	3,480	.11	.49	1,705	6,451	.11	.29	1,871	3,576
Kashunamuit School District	18,416	.15	.53	9,760	32,774	.15	.33	10,815	20,576
Kenai Peninsula School District	105,720	.04	.42	44,402	357,908	.04	.22	78,740	123,142
Ketchikan Gateway Schools	5,488	.04	.42	2,305	88,357	.04	.22	19,439	21,744
Klawock City Schools	0	.08	.46	0	11,575	.08	.26	3,010	3,010
Kodiak Island Borough Schools	37,993	.07	.45	17,097	119,896	.07	.25	29,974	47,071
Kuspuk School District	29,402	.18	.56	16,465	33,796	.18	.36	12,167	28,632
Lake Peninsula School District	0	.25	.63	0	33,311	.25	.43	14,324	14,324
Lower Kuskokwim Schools	194,674	.17	.55	107,071	407,906	.17	.35	142,767	249,838
Lower Yukon School District	105,582	.22	.60	63,349	175,378	.22	.40	70,151	133,500
Matanuska-Susitna Borough School District	304,018	.02	.40	121,607	624,778	.02	.20	124,956	246,563
Nenana City Public Schools	4,870	.08	.46	2,240	7,076	.08	.26	1,840	4,080
Nome Public Schools	0	.11	.49	0	52,962	.11	.29	15,359	15,359
North Slope Borough School District	36,406	.20	.58	21,115	89,190	.20	.38	33,892	55,008
Northwest Arctic Borough School	87,171	.21	.59	51,431	188,754	.21	.39	73,614	125,045
Petersburg Public Schools	10,945	.06	.44	4,816	26,212	.06	.24	6,291	11,107
Saint Mary's School District	7,972	.16	.54	4,305	22,903	.16	.34	7,787	12,092
Sitka Borough School District	6,344	.05	.43	2,728	42,485	.05	.23	9,772	12,499
Skagway City Schools	0	.04	.42	0	2,011	.04	.22	442	442
Southeast Island School District	10,921	.10	.48	5,242	14,291	.10	.28	4,001	9,244
Southwest Region Schools	0	.17	.55	0	73,657	.17	.35	25,780	25,780
Unalaska City School District	2,523	.11	.49	1,236	11,428	.11	.29	3,314	4,550
Valdez City Schools	6,470	.04	.42	2,717	21,271	.04	.22	4,680	7,397
Wrangell	12,930	.04	.42	5,431	20,839	.04	.22	4,585	10,015
Yakutat School District	9,453	.10	.48	4,537	9,831	.10	.28	2,753	7,290
Yukon Flats School District	9,403	.28	.66	6,206	20,268	.28	.46	9,323	15,529
Yukon Koyukuk School District	0	.21	.59	0	18,143	.21	.39	7,076	7,076
Yupiit School District	24,669	.18	.56	13,815	51,004	.18	.36	18,361	32,176
Mt. Edgecumbe High School	14,945	.05	.43	6,426	25,158	.05	.23	5,786	12,213
Total	**2,179,053**			987,635	**5,862,073**			1,428,077	**2,415,712**

Alaska Department of Education & Early Development
HB132 Fiscal analysis, AS 14.03.127
Prepared 2-3-2011
YEAR 5

Anch. CPI EST. 2.7% .38 Prior year FY16 rate is .39

Anch. CPI EST. 2.7% .18 Prior year FY16 rate is .19

Program Name	Est. Total Breakfasts Served	Breakfast Differential Adjustment	Breakfast Rate	Estimated Breakfast Grant	Est. Total Lunches Served	Lunch Differential Adjustment	Lunch Rate	Estimated Lunch Grant	FY16 Estimated Grant
Alaska Gateway Schools	34,551	.15	.54	18,658	43,551	.15	.34	14,807	33,465
Aleutians East Borough Schools	0	.25	.64	0	12,943	.25	.44	5,695	5,695
Anchorage School District	686,484	.00	.39	267,729	2,154,364	.00	.19	409,329	677,058
Annette Island School District	7,863	.08	.47	3,696	20,278	.08	.27	5,475	9,171
Bering Strait School District	96,025	.25	.64	61,456	201,125	.25	.44	88,495	149,951
Bristol Bay Borough Schools	2,244	.12	.51	1,144	8,393	.12	.31	2,602	3,746
Chatham School District	587	.14	.53	311	4,788	.14	.33	1,580	1,891
Copper River School District	0	.08	.47	0	19,130	.08	.27	5,165	5,165
Cordova Public Schools	7,938	.06	.45	3,572	23,499	.06	.25	5,875	9,447
Craig City Schools	23,042	.05	.44	10,138	31,347	.05	.24	7,523	17,662
Delta Greely School District	0	.06	.45	0	39,029	.06	.25	9,757	9,757
Dillingham City Schools	12,051	.09	.48	5,784	33,066	.09	.28	9,258	15,043
Fairbanks North Star Borough Schools	199,002	.02	.41	81,591	481,435	.02	.21	101,101	182,692
Galena City Schools	13,647	.10	.49	6,687	15,852	.10	.29	4,597	11,284
Haines Borough Schools	16,196	.05	.44	7,126	17,976	.05	.24	4,314	11,440
Hoonah City Schools	5,402	.10	.49	2,647	8,981	.10	.29	2,604	5,251
Hydaburg City School District	0	.13	.52	0	6,340	.13	.32	2,029	2,029
Iditarod Area Schools	11,543	.21	.60	6,926	18,482	.21	.40	7,393	14,319
Juneau School District	12,683	.04	.43	5,454	131,881	.04	.23	30,333	35,786
Kake City Schools	3,480	.11	.50	1,740	6,451	.11	.30	1,935	3,675
Kashunamuit School District	18,416	.15	.54	9,945	32,774	.15	.34	11,143	21,088
Kenai Peninsula School District	105,720	.04	.43	45,460	357,908	.04	.23	82,319	127,778
Ketchikan Gateway Schools	5,488	.04	.43	2,360	88,357	.04	.23	20,322	22,682
Klawock City Schools	0	.08	.47	0	11,575	.08	.27	3,125	3,125
Kodiak Island Borough Schools	37,993	.07	.46	17,477	119,896	.07	.26	31,173	48,650
Kuspuk School District	29,402	.18	.57	16,759	33,796	.18	.37	12,505	29,264
Lake Peninsula School District	0	.25	.64	0	33,311	.25	.44	14,657	14,657
Lower Kuskokwim Schools	194,674	.17	.56	109,017	407,906	.17	.36	146,846	255,864
Lower Yukon School District	105,582	.22	.61	64,405	175,378	.22	.41	71,905	136,310
Matanuska-Susitna Borough School District	304,018	.02	.41	124,647	624,778	.02	.21	131,203	255,851
Nenana City Public Schools	4,870	.08	.47	2,289	7,076	.08	.27	1,911	4,199
Nome Public Schools	0	.11	.50	0	52,962	.11	.30	15,889	15,889
North Slope Borough School District	36,406	.20	.59	21,480	89,190	.20	.39	34,784	56,264
Northwest Arctic Borough School	87,171	.21	.60	52,303	188,754	.21	.40	75,502	127,804
Petersburg Public Schools	10,945	.06	.45	4,925	26,212	.06	.25	6,553	11,478
Saint Mary's School District	7,972	.16	.55	4,385	22,903	.16	.35	8,016	12,401
Sitka Borough School District	6,344	.05	.44	2,791	42,485	.05	.24	10,196	12,988
Skagway City Schools	0	.04	.43	0	2,011	.04	.23	463	463
Southeast Island School District	10,921	.10	.49	5,351	14,291	.10	.29	4,144	9,496
Southwest Region Schools	0	.17	.56	0	73,657	.17	.36	26,517	26,517
Unalaska City School District	2,523	.11	.50	1,262	11,428	.11	.30	3,428	4,690
Valdez City Schools	6,470	.04	.43	2,782	21,271	.04	.23	4,892	7,674
Wrangell	12,930	.04	.43	5,560	20,839	.04	.23	4,793	10,353
Yakutat School District	9,453	.10	.49	4,632	9,831	.10	.29	2,851	7,483
Yukon Flats School District	9,403	.28	.67	6,300	20,268	.28	.47	9,526	15,826
Yukon Koyukuk School District	0	.21	.60	0	18,143	.21	.40	7,257	7,257
Yupiit School District	24,669	.18	.57	14,061	51,004	.18	.37	18,871	32,933
Mt. Edgecumbe High School	14,945	.05	.44	6,576	25,158	.05	.24	6,038	12,614
Total	**2,179,053**			1,009,425	**5,862,073**			1,486,698	**2,496,123**

Alaska Department of Education & Early Development
HB132 Fiscal analysis, AS 14.03.127
Prepared 2-3-2011
YEAR 6

Anch. CPI EST. 2.7% .39 Prior year FY17 rate is .40

Anch. CPI EST. 2.7% .19 Prior year FY17 rate is .20

Program Name	Est. Total Breakfasts Served	Breakfast Differential Adjustment	Breakfast Rate	Estimated Breakfast Grant	Est. Total Lunches Served	Lunch Differential Adjustment	Lunch Rate	Estimated Lunch Grant	FY17 Estimated Grant
Alaska Gateway Schools	34,551	.15	.55	19,003	43,551	.15	.35	15,243	34,246
Aleutians East Borough Schools	0	.25	.65	0	12,943	.25	.45	5,824	5,824
Anchorage School District	686,484	.00	.40	274,594	2,154,364	.00	.20	430,873	705,466
Annette Island School District	7,863	.08	.48	3,774	20,278	.08	.28	5,678	9,452
Bering Strait School District	96,025	.25	.65	62,416	201,125	.25	.45	90,506	152,923
Bristol Bay Borough Schools	2,244	.12	.52	1,167	8,393	.12	.32	2,686	3,853
Chatham School District	587	.14	.54	317	4,788	.14	.34	1,628	1,945
Copper River School District	0	.08	.48	0	19,130	.08	.28	5,356	5,356
Cordova Public Schools	7,938	.06	.46	3,651	23,499	.06	.26	6,110	9,761
Craig City Schools	23,042	.05	.45	10,369	31,347	.05	.25	7,837	18,206
Delta Greely School District	0	.06	.46	0	39,029	.06	.26	10,148	10,148
Dillingham City Schools	12,051	.09	.49	5,905	33,066	.09	.29	9,589	15,494
Fairbanks North Star Borough Schools	199,002	.02	.42	83,581	481,435	.02	.22	105,916	189,497
Galena City Schools	13,647	.10	.50	6,824	15,852	.10	.30	4,756	11,579
Haines Borough Schools	16,196	.05	.45	7,288	17,976	.05	.25	4,494	11,782
Hoonah City Schools	5,402	.10	.50	2,701	8,981	.10	.30	2,694	5,395
Hydaburg City School District	0	.13	.53	0	6,340	.13	.33	2,092	2,092
Iditarod Area Schools	11,543	.21	.61	7,041	18,482	.21	.41	7,578	14,619
Juneau School District	12,683	.04	.44	5,581	131,881	.04	.24	31,651	37,232
Kake City Schools	3,480	.11	.51	1,775	6,451	.11	.31	2,000	3,775
Kashunamuit School District	18,416	.15	.55	10,129	32,774	.15	.35	11,471	21,600
Kenai Peninsula School District	105,720	.04	.44	46,517	357,908	.04	.24	85,898	132,415
Ketchikan Gateway Schools	5,488	.04	.44	2,415	88,357	.04	.24	21,206	23,620
Klawock City Schools	0	.08	.48	0	11,575	.08	.28	3,241	3,241
Kodiak Island Borough Schools	37,993	.07	.47	17,857	119,896	.07	.27	32,372	50,229
Kuspuk School District	29,402	.18	.58	17,053	33,796	.18	.38	12,842	29,896
Lake Peninsula School District	0	.25	.65	0	33,311	.25	.45	14,990	14,990
Lower Kuskokwim Schools	194,674	.17	.57	110,964	407,906	.17	.37	150,925	261,889
Lower Yukon School District	105,582	.22	.62	65,461	175,378	.22	.42	73,659	139,120
Matanuska-Susitna Borough School District	304,018	.02	.42	127,688	624,778	.02	.22	137,451	265,139
Nenana City Public Schools	4,870	.08	.48	2,338	7,076	.08	.28	1,981	4,319
Nome Public Schools	0	.11	.51	0	52,962	.11	.31	16,418	16,418
North Slope Borough School District	36,406	.20	.60	21,844	89,190	.20	.40	35,676	57,520
Northwest Arctic Borough School	87,171	.21	.61	53,174	188,754	.21	.41	77,389	130,563
Petersburg Public Schools	10,945	.06	.46	5,035	26,212	.06	.26	6,815	11,850
Saint Mary's School District	7,972	.16	.56	4,464	22,903	.16	.36	8,245	12,709
Sitka Borough School District	6,344	.05	.45	2,855	42,485	.05	.25	10,621	13,476
Skagway City Schools	0	.04	.44	0	2,011	.04	.24	483	483
Southeast Island School District	10,921	.10	.50	5,461	14,291	.10	.30	4,287	9,748
Southwest Region Schools	0	.17	.57	0	73,657	.17	.37	27,253	27,253
Unalaska City School District	2,523	.11	.51	1,287	11,428	.11	.31	3,543	4,829
Valdez City Schools	6,470	.04	.44	2,847	21,271	.04	.24	5,105	7,952
Wrangell	12,930	.04	.44	5,689	20,839	.04	.24	5,001	10,691
Yakutat School District	9,453	.10	.50	4,727	9,831	.10	.30	2,949	7,676
Yukon Flats School District	9,403	.28	.68	6,394	20,268	.28	.48	9,729	16,123
Yukon Koyukuk School District	0	.21	.61	0	18,143	.21	.41	7,439	7,439
Yupiit School District	24,669	.18	.58	14,308	51,004	.18	.38	19,382	33,690
Mt. Edgecumbe High School	14,945	.05	.45	6,725	25,158	.05	.25	6,290	13,015
Total	**2,179,053**			1,031,216	**5,862,073**			1,545,319	**2,576,534**

REPRESENTATIVE CATHY MUÑOZ

HB132: Funding for School Meals

House Bill 132 will provide a state match of 35 cents for each breakfast served and 15 cents per lunch for schools participating in the federal Free and Reduced Price School Breakfast and Lunch Program. Currently, Alaska is one of twelve states that does not provide a state match and is amongst the bottom ten states for participation in the school meals program.

With an increased school participation rate to 60% Alaska the state has the opportunity to receive an additional $1.9 million in federal funds which would greatly offset the state share.

One out of eight Alaskan families struggle to feed their families. While the school lunch program feeds over 36,000 students at a free or reduced rate for lunch, and over 18,000 for breakfast, only 20% of participating schools offer breakfast, impacting 22,253 Alaskan children, 6,850 of these children are from low income families who qualify for free or reduced price meals. HB132 provides an opportunity to offer more nutritious meals to a greater number of children.

Multiple studies have shown students who eat breakfast consistently improve in math, language, reading and vocabulary. Test scores increase, higher rates of attendance and a decrease in tardiness also occurs, with fewer behavioral problems and lower obesity rates.

This legislation is supported by the Food Bank of Alaska, The Alaska Food Coalition, Alaska School Nutrition Association, and has been endorsed by numerous school districts. These organizations have seen and heard about the struggle many families in Alaska face to put nutritious food on the table, and have first-hand knowledge of the increased benefits to the children. I urge your support for HB132.

HB132: Funding for School Meals

Rep. Cathy Muñoz

Goals for School Meal bill...

- More kids being fed in each school
- Increased participation in the lunch & breakfast program
- Long Term Goal – decreased drop out rate, higher success rate & healthier kids

Hunger in Alaska

- One out of eight Alaska families struggles to put enough food on the table each year
  - USDA, "Household Food Security in the United States"
- 43% of households visit food pantries in Alaska have a child under the age of 18.
  - Alaska Food Coalition, 2010 Hunger in America Study

Feeding American analysis says...

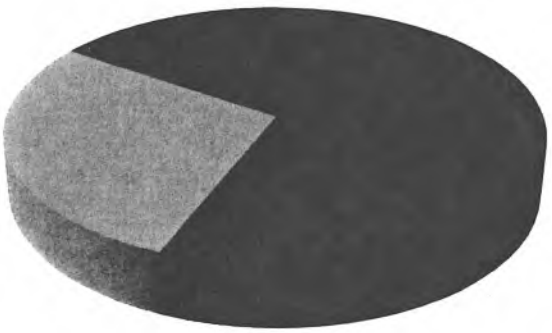
- 14.3%, or 26,534 children, in Alaska under 18 years of age are food insecure, meaning they don't have access at all times to enough food for a healthy active life; this problem is more severe in rural Alaska, where nearly one child in four experienced food insecurity
  - Feeding America analysis of 2006-2008 United States Department Agriculture data on food insecurity in America

How School Lunch Program Works

- Any child at a participating school may purchase a meal through the National School Lunch Program.
- Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals.
- Incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, students can be charged no more than 40 cents.
- For the period July 1, 2010, through June 30, 2011, 130 percent of the poverty level is $28,665 for a family of four; 185 percent is $40,793.

Where does the school meal money come from?

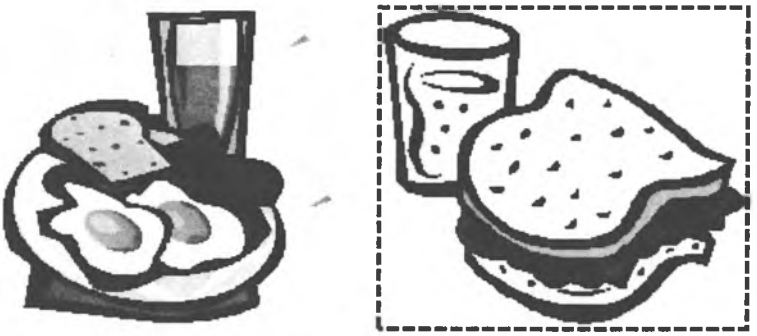
2009 – 2010



- Federal Subsidies – $32.5 million
- Student Payments – $16.5 million
- School Operating Budget –$9 million

*Figures from the Dept. of Education

HB132 provides state support for the School Meals Program



.35 cents for Breakfast

.15 cents for Lunch

Comparing Costs

2010-2011 Federal Reimbursement

Program	Free	Reduced	Full-Paid
Breakfast	$2.36	$2.06	$0.39
Lunch	$4.41	$4.01	$0.42

Cost to provide lunch
(AK School Nutrition Assoc)

	Cost	Free Meal	Reduced Meal
On the Road	$4.90	$0.49*	$0.89*
Off the Road	$7.35	$2.94*	$3.34*

* Amount not covered by federal funding & paid by the local school district

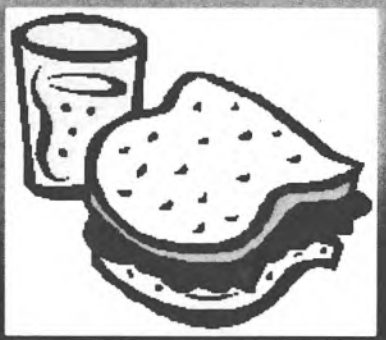
Federal Reimbursement of School Meals in Alaska, USDA data as of Jan.31, 2011

Year	School Lunch	School Breakfast	Total
2010 (preliminary)	$28,183,074	$6,906,411	$35,089,485
2009	$25,873,292	$6,108,476	$31,981,768
2008	$24,067,965	$5,350,937	$29,418,902
2007	$23,446,316	$5,063,950	$28,510,266
2006	$22,790,882	$4,862,847	$27,653,729

School Lunch Participation

In Alaska, the school lunch program feeds over 36,000 students at a free/reduced rate for lunch.

FRAC Scorecard, 2010



School Breakfast Participation

School breakfast participation includes 14,000 free/reduced price.

FRAC Scorecard, 2010

Kids Not Being Reached…

- Six school districts do not offer breakfast or lunch
  - Aleutian Region, Chugach, Denali, Pelican, Pribilof, Tanana
- 20% of the school districts participating in the Lunch Program do not participate in the Breakfast Program
- Alaska is in the bottom 10 states for the lowest participation in the School Breakfast Program in the nation.

Positive Short Term Effects

- Better Academic performance
- Better behavior
- Higher Attendance Rates
- Decreased Tardiness
- Better health

Long Term Effects

- Lower Drop Out Rates
- Higher Graduation Rates
- Lower Obesity Rates
- Decreased Healthcare needs & costs

Studies Relating to the Benefits of School Meals

School Achievement – A review of 18 studies showed students who ate breakfast consistently showed improvement in verbal fluency, arithmetic, attention, memory, creativity, physical endurance, and general tests of academic achievement and cognitive functioning.

"Nutrition and Student Performance at School" – The Journal of School Health, 2005

How well do you function after skipping a meal ?

Fast Facts: Alaska's School and Lunch Program

Alaskan Children In Need:

- One out of every 8 Alaska families struggles to put enough food on the table.[USDA]
- According to Hunger in America 2010, 74,000 Alaskans seek food assistance each year. The study also showed that 43% of households visiting food pantries in Alaska have a child under the age of 18. [Hunger In America]
- An estimated 42% of Alaska students, more than 51,000 children, are eligible for free or reduced cost school meals.

School Meals Programs In Need

- Alaska is one of only twelve states in the country that does not have any state legislative support for their school meals programs. [Alaska Food Coalition Hunger Data]
- Currently, the federal funds the majority of the school meal program at $32 million. That still leaves Alaska schools with a $25 shortfall. [Alaska Department of Education and Early Development]
- In Alaska, the school lunch program feeds over 36,000 students at a free/reduced rate for lunch. School breakfast participation is over 18,000 with 14,000 of those being free/reduced price. [FRAC scorecard]
- Currently in Alaska, twenty percent (20%) of schools participating in the school lunch program do not offer school breakfast, impacting 22,253 Alaskan children, 6,850 of whom are children from low income families who qualify for free or reduced price meals.
- For many children, these are the only nutritious meals they will get on a regular basis.

Alaska Missing Out On $1.9 Million

- Alaska is in the bottom 10 states for lowest participation in the School Breakfast Program in the nation.
- Our state is not taking advantage of a large amount of potential federal funding that would come to the state on a per-meal basis.
- If Alaska lifted breakfast participation from 38.3% to 60%, the state would receive an additional $1.9 million in federal funds.
- That would entail feeding approximately 8,006 additional free and reduced-price students.[FRAC scorecard]

How School Breakfast/Lunch Works

Schools are not required to provide or operate school lunch or breakfast programs. For eligible children, however, they are reimbursed per meal through the Federal Government (through DEED) based on poverty level.

Children whose families fall below 130 percent of the Federal Poverty Level (FPL) are eligible for a free meal. Those children between 130 percent and 185 percent of the FPL are eligible for a reduced-price meal ($0.30 for breakfast and $0.40 for lunch).

Income Eligibility Guidelines, 2010-11

Reduced priced meals	Reduced Priced Meals	Free Meals
Household size		
1	$25,031	$17,589
2	33,689	23,673
3	42,347	29,757
4	51,005	35,841

Meal prices For Students

Breakfast	**Elementary**	**Middle**	**High**
Full price	$1.80	$1.80	$2.25
Reduced price	30¢	30¢	30¢
Milk (alone)	50¢	50¢	50¢
Lunch	**Elementary**	**Middle**	**High**
Full price	$3.15	$3.55	$4.00
Reduced price	40¢	40¢	40¢

Milk (alone)	50¢	50¢	50¢

Average Cost of Each Lunch To The Schools

	Average Cost of Breakfast	Max. Reimburse	Average Cost of Lunch	Max. Reimburse
Road System School	$3.20	$2.82	$4.90	$4.43
Rural School	$4.80	$2.82	$7.35	$4.43

How Much The Federal Government Reimburses Per Breakfast and Lunch

	Lunch		**Breakfast**	
	Regular	Severe** Need	Regular	Severe** Need
Paid	0.42	0.44	0.39	0.39
Reduced	4.03	4.01	2.06	2.52
Free	4.41	4.43	2.36	2.82

*Note prices are not adjusted for cost differentials across communities. Severe need is based on 40% of the meals having been served to students qualifying for free or reduced price meals.

**A school is eligible for severe need reimbursement if 40 percent or more of the student lunches served at the school in the second preceding school year (2007-2008) were served free or at a reduced price.

Studies Relating To The Benefits Of School Meals

Better Memory, Cognition and Test Scores

Improved School Achievements A review of 18 studies showed students who ate breakfast consistently showed improvement in verbal fluency, arithmetic, tests of attention, memory, creativity, physical endurance, and general tests of academic achievement and cognitive functioning. - "Nutrition and Student Performance at School." The Journal of School Health 2005

Improved Standardized Test Scores: Scores on the Comprehensive Test of Basic Skills improved significantly in schools that had larger participation in their school breakfast programs. -- "School Breakfast Program and School Performance." American Journal of Diseases of Children 1989

Improved Scores in Language, Reading, Math: Low-income students in a breakfast test program in the United States improved their combined scores in language, reading and math. --"Breakfast and Cognition: An Integrative Summary." American Journal of Clinical Nutrition 1998

Improved Math Scores, Participation: Researchers found students who ate breakfast improved math scores and participated more in class. --"Diet, Breakfast, and Academic Performance in Children." Annals of Nutrition & Metabolism 2002

Improved Memory, Listening Skills: A Tufts University study showed elementary school students who ate breakfast listened better and had both better spatial memory and short-term memory than students who skipped breakfast. -- "Effect of Breakfast Consumption on Cognitive Processes in Elementary School Children." Physiology & Behavior 2005

Improved Vocabulary: Research from the University of California showed eating breakfast had a significant positive effect on vocabulary test performance. --Food and Nutrition Bulletin 1996

Skipping Breakfast = Slower Brain Function: A study conducted by the University of California Davis showed skipping breakfast alters brain function and had an adverse affect on the speed and accuracy with which children were able to retrieve information from memory. -- "Does Breakfast Make a Difference in School?" Journal of the American Dietetic Association 1995

Better Behavior

Calmer, More Obedient: Researchers noted a significant decrease in behavioral "oppositional scores" for students eating school breakfast. "Oppositional scores" measure whether or not students are likely to break the rules, have problems with authority or are quick to anger than most individuals in their age groups. -- "Evaluation of the School Breakfast Program Pilot Project: Findings from the First Year of Implementation." U.S. Department of Agriculture, Food and Nutrition Service 2002.

Better Behaved: Researchers found low-income students who ate meals at school were less likely to be hyperactive and had fewer behavioral or attention problems than their hungry peers. -- "Relationship Between Hunger and Psychosocial Functioning in Low-Income American Children." Journal of the American Academy of Child & Adolescent Psychiatry 1998

Fewer Disciplinary Referrals Needed: Researchers conclude that classroom breakfast works and that a pilot program in New York resulted in decreased hunger and improvements in factors critical to student learning such as tardiness and disciplinary referral rates. -- "Academics & Breakfast Connection Pilot: Final Report on New York's Classroom Breakfast Project." Nutrition Consortium of New York State. Albany, New York. July 2005.

Fewer Emotional Problems: Increased school breakfast participation is associated with fewer emotional or behavioral problems. Teachers at schools that increased participation in their school breakfast programs reported a positive change in student behavior (60%) and improved in student attentiveness (63%). "The Boston Public Schools Universal Breakfast Program: Final Evaluation Report." Massachusetts General Hospital, Boston, MA, 2000

Better Attendance Rates

Higher Rates Of Attendance: Studies show that universal school breakfast program participation is associated with higher rates of attendance and declines in tardiness. "Universal-Free School Breakfast Program Evaluation Design Project. Review of the Literature on Breakfast and Learning. Final Report." Mathematica Policy Research 1999

Lower Rates Of Tardiness: Schools with increased participation in school breakfast programs had their proportion of children chronically tardy decreased by 67%. -- "Evaluation of a Universally-Free School Breakfast Program Demonstration Project, Central Falls, Rhode Island," Tufts University, 1996

Better Health/ Weight

Lower Obesity Rates: Girls from "food insecure" households are significantly less likely to become overweight (68 percent) if they participate in school lunch and breakfast programs. -- "Lower Risk of Overweight in School-aged Food Insecure Girls Who Participate in Food Assistance: Results from the Panel Study of Income Dynamics Child Development Supplement." Archives of Pediatric and Adolescent Medicine 2003.

More Physically Active: Students who ate breakfast daily were more likely to participate in physical activity three or more times a week than breakfast skippers. --"Smoking, Physical Activity and Breakfast Consumption among Secondary School Students in a Southwestern Ontario Community." Canadian Journal of Public Health 2003

More Vitamins: Children who consumed breakfast at school had significantly higher mean daily intakes of energy and protein were more likely to obtain two-thirds of the RDA for vitamins A, E, D, and B6, as well as other minerals than children who did not eat school breakfast. -- "Breakfast Consumption Affects Adequacy of Total Daily Intake in Children." Journal of the American Dietetic Association 1993

THE SCHOOL BREAKFAST PROGRAM

1. What is the School Breakfast Program?

The School Breakfast Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It began as a pilot project in 1966, and was made permanent in 1975. The School Breakfast Program is administered at the Federal level by the Food and Nutrition Service. At the State level, the program is usually administered by State education agencies, which operate the program through agreements with local school food authorities in more than 87,000 schools and institutions.

2. How does the School Breakfast Program work?

The School Breakfast Program operates in the same manner as the National School Lunch Program. Generally, public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions may participate in the School Breakfast Program. School districts and independent schools that choose to take part in the breakfast program receive cash subsidies from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve breakfasts that meet Federal requirements, and they must offer free or reduced price breakfasts to eligible children.

3. What are the nutritional requirements for school breakfasts?

School breakfasts must meet the applicable recommendations of the Dietary Guidelines for Americans which recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. In addition, breakfasts must provide one-fourth of the Recommended Dietary Allowance for protein, calcium, iron, Vitamin A, Vitamin C and calories. The decisions about what specific food to serve and how they are prepared are made by local school food authorities.

4. How do children qualify for free and reduced price breakfasts?

Any child at a participating school may purchase a meal through the School Breakfast Program. Children from families with incomes at or below 130 percent of the Federal poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals. (For the period July 1, 2010, through June 30, 2011, 130 percent of the poverty level is $28,665 for a family of four; 185 percent is $40,793.) Children from families over 185 percent of poverty pay full price, though their meals are still subsidized to some extent.

5. How much reimbursement do schools get?

Most of the support USDA provides to schools in the School Breakfast Program comes in the form of a cash reimbursement for each breakfast served. The current (July 1, 2010 through June 30, 2011) basic cash reimbursement rates for non-severe need are:

Free breakfasts $1.48

Reduced-price breakfasts $1.18

Paid breakfasts $0.26

Schools may qualify for higher "severe need" reimbursements if 40% of their lunches are served free or at a reduced price in the second preceding year. Severe need payments are up to 28 cents higher than the normal reimbursements for free and reduced-price breakfasts. About 74 percent of the breakfasts served in the School Breakfast Program receive severe need payments. Higher reimbursement rates are in effect for Alaska and Hawaii.

Schools may charge no more than 30 cents for a reduced-price breakfast. Schools set their own prices for breakfasts served to students who pay the full meal price (paid), though they must operate their meal services as non-profit programs.

For the latest reimbursement rates visit FNS website at
www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm

6. What other support do schools get from USDA?

Through Team Nutrition, USDA provides schools with technical training and assistance to help school food service staffs prepare healthy meals, and with nutrition education to help children understand the link between diet and health.

7. How many children have been served over the years?

In Fiscal Year 2007, over 10.1 million children participated every day. That number grew to over 11.1 million in Fiscal Year 2009. Of those, 9.1 million received their meals free or at a reduced-price.

Participation has slowly but steadily grown over the years: 1970: 0.5 million children; 1975: 1.8 million children; 1980: 3.6 million children; 1985: 3.4 million children; 1990: 4.0 million children; 1995: 6.3 million children; 2000: 7.5 million children.

8. How much does the program cost?

For Fiscal Year 2009, the School Breakfast Program cost $2.9 billion, up from $1.9 billion in Fiscal Year 2005. The cost in previous years was in 1970, $ 10.8 million; in 1980, $287.8 million; in 1990, $ 599.1 million; and in 2000, $1.39 billion.

For more information:

For information on the operation of the School Breakfast Program and all the Child Nutrition Programs, contact the State agency in your state that is responsible for the administration of the programs. A listing of all our State agencies may be found on our web site at www.fns.usda.gov/cnd, select "Contact Us" then select "Child Nutrition Programs."

You may also contact us through the Office of Public Affairs (CGA) at 703-305-2281, or by mail at 3101 Park Center Drive, Room 914, Alexandria, Virginia 22302.

September 2010

NATIONAL SCHOOL LUNCH PROGRAM

1. What is the National School Lunch Program?

The National School Lunch Program is a federally assisted meal program operating in over 101,000 public and non-profit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to more than 31 million children each school day in 2009. In 1998, Congress expanded the National School Lunch Program to include reimbursement for snacks served to children in afterschool educational and enrichment programs to include children through 18 years of age.

The Food and Nutrition Service administers the program at the Federal level. At the State level, the National School Lunch Program is usually administered by State education agencies, which operate the program through agreements with school food authorities.

2. How does the National School Lunch Program work?

Generally, public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions may participate in the school lunch program. School districts and independent schools that choose to take part in the lunch program get cash subsidies and donated commodities from the U.S. Department of Agriculture (USDA) for each meal they serve. In return, they must serve lunches that meet Federal requirements, and they must offer free or reduced price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in afterschool educational or enrichment programs.

3. What are the nutritional requirements for school lunches?

School lunches must meet the applicable recommendations of the Dietary Guidelines for Americans, which recommend that no more than 30 percent of an individual's calories come from fat, and less than 10 percent from saturated fat. Regulations also establish a standard for school lunches to provide one-third of the Recommended Dietary Allowances of protein, Vitamin A, Vitamin C, iron, calcium, and calories. School lunches must meet Federal nutrition requirements, but decisions about what specific foods to serve and how they are prepared are made by local school food authorities.

4. How do children qualify for free and reduced price meals?

Any child at a participating school may purchase a meal through the National School Lunch Program. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents. (For the period July 1, 2010, through June 30, 2011, 130 percent of the poverty level is $28,665 for a family of four; 185 percent is $40,793.)

Children from families with incomes over 185 percent of poverty pay a full price, though their meals are still subsidized to some extent. Local school food authorities set their own prices for full-price (paid) meals, but must operate their meal services as non-profit programs.

Afterschool snacks are provided to children on the same income eligibility basis as school meals. However, programs that operate in areas where at least 50 percent of students are eligible for free or reduced-price meals may serve all their snacks for free.

5. How much reimbursement do schools get?

Most of the support USDA provides to schools in the National School Lunch Program comes in the form of a cash reimbursement for each meal served. The current (July 1, 2010 through June 30, 2011) basic cash reimbursement rates if school food authorities served less than 60% free and reduced price lunches during the second preceding school year are:

Free lunches:	**Reduced-price lunches:**	**Paid lunches:**
$2.72	**$2.32**	**$0.26**
Free snacks:	**Reduced-price snacks:**	**Paid snacks:**
$0.74	**$0.37**	**$0.06**

Higher reimbursement rates are in effect for Alaska and Hawaii, and for schools with high percentages of low-income students. For the latest reimbursement rates visit FNS website at www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm

6. What other support do schools get from USDA?

In addition to cash reimbursements, schools are entitled by law to receive USDA foods, called "entitlement" foods, at a value of 20.25 cents for each meal served in Fiscal Year 2010-2011. Schools can also get "bonus" USDA foods as they are available from surplus agricultural stocks.

Through Team Nutrition USDA provides schools with technical training and assistance to help school food service staffs prepare healthful meals, and with nutrition education to help children understand the link between diet and health.

7. What types of foods do schools get from USDA?

States select entitlement foods for their schools from a list of various foods purchased by USDA and offered through the school lunch program. Bonus foods are offered only as they become available through agricultural surplus. The variety of both entitlement and bonus USDA foods schools can get from USDA depends on quantities available and market prices.

A very successful project between USDA and the Department of Defense (DoD) has helped provide schools with fresh produce purchased through DoD. USDA has also worked with schools to help promote connections with local small farmers who may be able to provide fresh produce.

8. How many children have been served over the years?

The National School Lunch Act in 1946 created the modern school lunch program, though USDA had provided funds and food to schools for many years prior to that. About 7.1 million children were participating in the National School Lunch Program by the end of its first year, 1946-47. By 1970, 22 million children were participating, and by 1980 the figure was nearly 27 million. In 1990, over 24 million children ate school lunch every day. In Fiscal Year 2009, more than 31.3 million children each day got their lunch through the National School Lunch Program. Since the modern program began, more than 219 billion lunches have been served.

9. How much does the program cost?

The National School Lunch Program cost $9.8 billion in FY 2009. By comparison, the lunch program's total cost in 1947 was $70 million; in 1950, $119.7 million; in 1960, $225.8 million; in 1970, $565.5 million; in 1980, $3.2 billion; in 1990, $3.7 billion; and in 2000, 6.1 billion.

For more information:

For information on the operation of the National School Lunch Program and all the Child Nutrition Programs, contact the State agency in your state that is responsible for the administration of the programs. A listing of all our State agencies may be found on our web site at www.fns.usda.gov/cnd, select "Contact Us", then select "Child Nutrition Programs."

You may also contact us through the Office of Public Affairs (CGA) at 703-305-2281, or by mail at 3101 Park Center Drive, Room 914, Alexandria, Virginia 22302. September 2010

U.S. GOVERNMENT INFORMATION GPO

H. Res. 210

In the House of Representatives, U. S.,

March 9, 2009.

Whereas breakfast program participants under the Child Nutrition Act of 1966 include public, private, elementary, middle, and high schools, as well as rural, suburban, and urban schools;

Whereas at least 16,000 schools that participate in the National School Lunch Program do not participate in the National School Breakfast Program;

Whereas in fiscal year 2008, 8,520,000 students in the United States consumed free or reduced-price school breakfasts provided under the national school breakfast program established by section 4 of the Child Nutrition Act of 1966;

Whereas less than half of the low-income students who participate in the National School Lunch Program also participate in the school breakfast program;

Whereas in fiscal year 2008, 60 percent of school lunches served, and 80 percent of school breakfasts served, were served to students who qualified for free or reduced priced meals;

Whereas the current economic situation, including the increase of nearly 3 percent in the national unemployment

rate in 2008, is causing more families to struggle to feed their children and to turn to schools for assistance;

Whereas implementing or improving classroom breakfast programs have been shown to increase the participation of eligible students in breakfast consumption dramatically, doubling, and in some cases tripling, numbers, as evidenced by research in Minnesota, New York, and Wisconsin;

Whereas making breakfast widely available through different venues or a combination thereof, such as in the classroom, obtained as students exit their school bus, or outside the classroom, has been shown to lessen the stigma of receiving free or reduced-price breakfast, which often prevents eligible students from obtaining traditional breakfast in the cafeteria;

Whereas providing free universal breakfast, especially in the classroom, has been shown to significantly increase school breakfast participation rates and decrease absences and tardiness;

Whereas studies have shown that access to nutritious programs such as the National School Lunch Program and National School Breakfast Program helps to create a strong learning environment for children and helps to improve children's concentration in the classroom;

Whereas providing breakfast in the classroom has been shown in several instances to improve attentiveness and academic performance, while reducing tardiness and disciplinary referrals;

Whereas students who eat a complete breakfast have been shown to make fewer mistakes and work faster in math exercises than those who eat a partial breakfast;

Whereas studies suggest that eating breakfast closer to classroom and test-taking time improves student performance on standardized tests relative to students who skip breakfast;

Whereas studies show that students who skip breakfast are more likely to have difficulty distinguishing among similar images, show increased errors, and have slower memory recall;

Whereas children who live in families that experience hunger have been shown to be more likely to have lower math scores, face an increased likelihood of repeating a grade, and receive more special education services;

Whereas studies suggest that children who eat breakfast have more adequate nutrition and intake of nutrients, such as calcium, fiber, protein, and vitamins A, E, D, and B–6;

Whereas studies show that children who participate in school breakfast programs eat more fruits, drink more milk, and consume less saturated fat than those who do not eat breakfast;

Whereas children who fail to eat breakfast, whether in school or at home, are more likely to be overweight than children who eat a healthy breakfast on a daily basis; and

Whereas March 2 through March 6, 2009, is National School Breakfast Week: Now, therefore, be it

Resolved, That the House of Representatives—

(1) recognizes the importance of the National School Breakfast Program and its overall positive effect on the lives of low-income children and families, as well

as its effect on helping to improve a child's overall classroom performance;

(2) expresses support for States that have successfully implemented school breakfast programs in order to improve the test scores and grades of its participating students;

(3) encourages States to strengthen their school breakfast programs by improving access for students, to promote improvements in the nutritional quality of breakfasts served, and to inform students and parents of healthy nutritional and lifestyle choices;

(4) recognizes the need to provide States with resources to improve the availability of adequate and nutritious breakfasts;

(5) recognizes the impact of nonprofit and community organizations that work to increase awareness of, and access to, breakfast programs for low-income children; and

(6) recognizes that National School Breakfast Week helps draw attention to the need for, and success of, the National School Breakfast Program.

Attest:

Clerk.

ALASKA FOOD COALITION

Updated 1.31.11

SUPPORT FOR ALASKA STATE SUPPORT OF SCHOOL MEALS

The organizations listed below have signed resolutions in support of State Funding for School Meals:

State Educational Organizations:

- Aleutians East School District
- Anchorage School District
- Bering Strait School Board
- Bristol Bay Borough School Board
- Chugach School District
- Copper River School District
- Cordova School Board
- Iditarod Area School District
- Kenai Peninsula Borough School District
- Lake and Peninsula School District
- Kuspuk School District
- Lower Kuskokwim School District
- Nenana School Board
- Petersburg City Schools
- Yakutat School District
- Yupiit School District
- Valdez School District

Additional Organizations:

- ALPHA – Alaska Public Health Association
- Alaska Association of Social Workers
- Homer Community Food Pantry
- Kenai Peninsula Food Bank
- NEA-Alaska Chapter
- Petersburg Indian Association
- Unity Outreach, North Pole, AK

Organizational support through letters, testimony, etc. has been submitted by:

- AARP Alaska
- Alaska Action for Healthy Kids Team
- Alaska School Nutrition Association
- Alaska Youth & Parent Foundation
- Association of Alaska School Boards
- Food Bank of Alaska

ALASKA FOOD COALITION

RESOLUTION
Support for State Funding for School Meals

WHEREAS the mission of the Alaska Food Coalition (AFC) - a statewide group of non-profit, faith-based, tribal and government organizations is working to help feed hungry Alaskans in their communities and strengthen and coordinate public and private food and nutrition assistance programs in the state; and

WHEREAS Alaska State Senators passed SB213 during the 2010 legislative session supporting AFC's efforts to ensure children start each school day with a healthy and balanced meal; and

WHEREAS Feeding America analysis of 2006-2008 United States Department Agriculture data on food insecurity in America found 14.3%, or 26,534 children in Alaska under 18 years of age are food insecure, meaning they don't have access at all times to enough food for a healthy active life; this problem is more severe in rural Alaska, where nearly one child in four experienced food insecurity; and

WHEREAS insufficient nutrition puts children at risk for illness and weakens their immune system. In comparison to food secure children, children from food insecure families are 90% more likely to be in fair or poor health and have 30% higher rates of hospitalization; and

WHEREAS the lack of adequate nutrition affects the cognitive and behavioral development of children. Food insecurity is associated with grade repetition, absenteeism, tardiness, anxiety, aggression, poor mathematics scores, psychosocial dysfunction and difficulty with social interaction among 6 to 12 year old children; and

WHEREAS food insecurity puts children in development in jeopardy, characterized by challenges with speaking, behavior, and movement; increasing the likelihood of later problems with attention, learning, and social interaction. Young children living in low income and food insecure households are more likely to be developmentally at risk than children from food secure households; and

WHEREAS federal programs exist to assist in providing nutrition to children through the schools, most notably the National School Lunch Program and the School Breakfast Program; and

WHEREAS Alaskan schools primarily do not offer breakfast programs because it is not economically feasible. The federal reimbursement for breakfast does not cover the high costs of food and transportation in Alaska;

THEREFORE BE IT RESOLVED that the _____ supports an adequate financial appropriation from the state to strengthen and expand the School Breakfast Program in Alaska, so that breakfast may be available to all children at all schools throughout the state, including low income children and children with food insecurity. No child in Alaska should go without breakfast.

Suggested by: Council Member Marquis

CITY OF KENAI

RESOLUTION NO. 2011-08

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF KENAI, ALASKA, IN SUPPORT OF SENATE BILL 3, "AN ACT PROVIDING FOR FUNDING FOR SCHOOL LUNCH AND BREAKFAST."

WHEREAS, Alaska Senate Bill 3 was pre-filed on January 7, 2011 and introduced in the Alaska Senate on January 19, 2011; and,

WHEREAS, the bi-partisan bill proposes amendment to the Alaska Statutes, Chapter 14.03, by adding a new section to provide for improved funding of school lunches and breakfasts for eligible students; and,

WHEREAS, the State of Alaska's education policy set forth in AS 14.03.015 states: It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them; and,

WHEREAS, Senate Bill 3, if enacted, would supplement the cost of lunches and breakfasts provided to each student who is eligible for a free or a reduced-price lunch under 42 U.S.C. 1771 – 1784; and,

WHEREAS, scientific research shows that adequate nourishment and nutrition is imperative for proper cognitive and behavioral development in students, and that eating quality meals, especially breakfast, is directly related to increases in test scores, decreases in the rate of childhood obesity, and a decrease in school violence; and,

WHEREAS, Alaska is one of only a few states that currently does not supplement school lunch and breakfast funding, and ranks 48th in the nation for participation in school breakfast programs; and,

WHEREAS, Senate Bill 3 has the support of the Food Bank of Alaska, the Alaska Food Coalition, and other organizations, school districts and education boards throughout Alaska.

NOW, THEREFORE BE IT RESOLVED BY THE COUNCIL OF THE CITY OF KENAI, ALASKA, the City of Kenai recognizes the importance of the adequate nourishment and nutrition of our children and students and supports enactment of Alaska Senate Bill 3; and,

BE IT FURTHER RESOLVED that a copy of this resolution shall be forwarded to Alaska Senate President Gary Stevens, Alaska House Speaker Rep. Chenault and the

other members of the Kenai Peninsula Legislative Delegation, and the Senate Bill 3 sponsors including Senators Wielechowski, Ellis, Davis, Egan, French, Kookesh, McGuire, Menard, Paskvan, and Thomas.

PASSED BY THE COUNCIL OF THE CITY OF KENAI, ALASKA, this second day of February, 2011.

PAT PORTER, MAYOR

ATTEST:

Carol L. Freas, City Clerk

RYAN MARQUIS

(907) 283-7405 Ph. / (907) 398-8058 Cell

ryan@marquisforkenai.com

To: Mayor Porter,
Council Members Bookey, Boyle, Gabriel, Molloy, Moore

From: Council Members Ryan Marquis

Date: 01-25-2011

Subject: Resolution No. 2011-08: A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF KENAI, ALASKA, IN SUPPORT OF SENATE BILL 3, "AN ACT PROVIDING FOR FUNDING FOR SCHOOL LUNCH AND BREAKFAST."

I'm respectfully asking for your support on Resolution 2011-08. This resolution would send the legislature our support of Senate Bill 3, which would provide funding to public schools for lunch and breakfast programs. Alaska is one of only a few states that do not supplement the federal funding of such programs. Only about one-third of the Alaskan schools that offer a free or reduced lunch program, also offer breakfast. Approximately 10,000 Alaskan children start their school-day hungry, making learning and development much more difficult than it should be.

I've talked to a number of people that either work in, or spend much time in, our schools. They all have stories about hungry students. Some students are subsisting mainly off of the food they can get at school. Some even try to save some of their lunch to bring home for dinner.

Students should be concerned about whether or not they studied their spelling words enough before a test, not about how they're going to eat that day.

Senate Bill 3 won't end hunger in Alaska, but it will go a long way in reducing it. I understand that this will result in increased spending on the state level, but I believe that in the long-term, this is an investment. Students focused on learning and developing their social skills will constitute the next generation of business owners, teachers, scientists, elected officials, public safety officers, and members of the military. By supporting these students now, we're supporting our city, our state, and our nation's future.

I sincerely appreciate your consideration of this resolution.

Ryan Marquis

Making Increased Participation in School Breakfast a Top Priority

During the 2009-2010 school year, 14,164 low-income children in Alaska participated in the national School Breakfast Program, according to a new national report. While the number of children receiving school breakfast increased, many still are missing out. For every 100 low-income children that ate school lunch, only 38 also ate school breakfast in Alaska.

The *School Breakfast Scorecard*, released annually by the Food Research and Action Center (FRAC), measures the reach of the School Breakfast Program nationally and by state, evaluating state performance by comparing the number of low-income children receiving school breakfast to the number of such children receiving school lunch.

The best performing states reached about 60 per 100, and the national average was 47 low-income children participating in school breakfast for every 100 that received lunch. Alaska, well below average, ranked 43 in student participation out of the 50 states and the District of Columbia.

Low participation means missed meals for children and missed dollars for states. If participation in Alaska rose to 60 low-income children eating federally-funded school breakfast for every 100 low-income children eating lunch, 8,006 more low-income children would start the day with a healthy breakfast and the state would gain an additional $1.9 million in federal funding. Two states, New Mexico and South Carolina, already exceed this goal and demonstrate that this is eminently achievable.

"Breakfast is proven to boost test scores, improve attendance and participation, and help children start their day ready to learn," says Susannah Morgan, Executive Director of Food Bank of Alaska. "106 schools in Alaska currently do not offer breakfast. Senator Wielechowski's bill SB03 supports state funding to make it more feasible for all Alaskan schools to offer breakfast. This report demonstrates how important Senator Wielechowski's leadership is to our children."

Not only does breakfast reduce hunger and improve education, but it also contributes to better nutrition. Children who participate in school breakfast eat more fruits, drink more milk, and consume a wider variety of foods than those who do not eat school breakfast or who have breakfast at home. "Given the concern for obesity in our children, it is disturbing that Alaska is leaving this money untapped," said Morgan.

Nationally, participation in the School Breakfast Program grew to include 9.4 million low-income children during the 2009-2010 school year, an increase of 663,000 low-income children over the previous school year – and the largest increase since FRAC began tracking participation in 1991. Over the past two school years, participation in breakfast grew by nearly 1.2 million low-income children. The 2009-2010 school year also saw the largest increase in lunch participation recorded by FRAC; the program reached nearly 20 million low-income children on an average school day.

"Clearly, the recession created more childhood hunger and fueled growth in the school meal programs. While officials and advocates at the school, state, and federal level took important steps to boost enrollment, we still see that far too few children are starting the day with a healthy morning meal," said Jim Weill, FRAC President.

About the report:

The full report, *School Breakfast Scorecard,* is available at www.frac.org. To measure the reach of the School Breakfast Program, FRAC compares the number of schools and low-income children that participate in breakfast to those that participate in the National School Lunch Program. FRAC also sets a participation goal of reaching 60 children with breakfast for every 100 receiving lunch as a way to gauge state progress and the costs of underparticipation in the program. Nationally, the School Breakfast Program has grown to include 9.4 million low-income children.

Representative Cathy Munoz- 1/31/10
State Capitol Room 403
Juneau AK, 99801

January 31, 2011

Dear Representative,

Thank you for your school meal support with House Bill 132.

I work with the Kenai Peninsula Borough School District (KPBSD), and am able to see the challenge faced by the Student Nutrition Services (SNS) who provide the School Meals to the 32 schools across the KPBSD.

I understand that 40% of the students in KPBSD qualify for free and reduced priced meals. The SNS office is challenged with application processing for the free and reduced priced meals.

The demand for the school meals is extraordinary. Also, I feel these meals are a necessary part of education for many of students.

Thousands of school meals are served each year here in the KPBSD. I am told almost a million are served each year in the KPBSD.

It is my understanding that the meal program is tasked to produce a complete meal for the price of a latte. The School Lunch program needs your help! House Bill 132 seems like a reasonable help. I would appreciate it if you could help the children on Alaska by lending your support to this bill.

Thank you.

Paul R Brenner

Paul Brenner
Kenai, Alaska

Kendra Kloster

From: Dean Hamburg [DHamburg@KPBSD.k12.ak.us]
Sent: Monday, January 31, 2011 11:42 AM
To: Kendra Kloster
Subject: HB 132 Support Letter

TO: HONORABLE REPRESENTATIVE CATHY MUNOZ

FROM: DEAN HAMBURG-ALASKA SCHOOL NUTRITION ASSOCIATION

SUBJECT: SUPPORT FOR ALASKA FAMILIES AND STUDENTS IN HOUSE BILL 132

Thank you for your service as Sponsor for House Bill 132 as a support to Alaska Families and Students.

Each school year in , Juneau, Anchorage Fairbanks, Bettles, Tyonek, Wrangell, and Homer and all across Alaska, 11 million school meals are collectively provided with support coming only from the United States Department of Agriculture (USDA.)

Each school year, Alaska families/students who qualify for Free or Reduced Priced USDA meals AND all students that do not qualify receive per meal support from the USDA.

Among all Alaska Families, 40% qualify for Free or reduced priced meals.

While the funding from the USDA is appreciated for support of school meals, for success in Alaska classrooms, the per meal funding does not cover the cost of a meal in Anchorage or in rural Alaska.

There are 38 states that do add a small support for their school meal programs serving their families/student.

Alaska is not yet among those states.

HOUSE BILL 132 will add meaningful support to school meal programs and will add Alaska to those states taking responsibility for the school meal programs serving Alaska families/students.

We who operate school meal programs work with families who are often desperate to know if they qualify for free or reduced priced meals as this service is a significant support for their families.

We who operate school meal programs also serve the many students across Alaska categorized as Homeless. School meals are a very big deal to theses students.

DEAN HAMBURG- ALASKA SCHOOL NUTRITION ASSOCIATION

P.O.BOX 2546

SOLDOTNA, AK 99669 TEL: 907-714-8830

Kendra Kloster

From: Amy C. Rouse [amy.rouse@k12northstar.org]
Sent: Monday, January 31, 2011 11:46 AM
To: Rep. Cathy Munoz
Cc: Kendra Kloster; Dean Hamburg
Subject: House Bill 132

Good morning Representative Munoz,

I am writing to thank you for sponsoring House Bill 132, which would provide state funding for reimbursable meals served in our meal programs.

In the Fairbanks North Star Borough School District we serve an average of 1500 breakfasts and 5000 lunches per day. In December 2010, 31% (4,233 students) qualified to receive their meals at the free or reduced rates and we served 70% of our meals to those who qualified. We are very proud to offer a wide variety of fresh produce, fresh baked breads, and overall nutritionally well balanced meals. Unfortunately, federal reimbursement rates have not kept pace with our rising costs and we find ourselves in need of state funding support. The bill would mean approximately an additional $195,977 to our nutrition services program.

With the passage of the federal Hunger-Free, Healthy Kids Act of 2010, we are being asked to do much more for our students. It is a privilege to serve our students but we know financial support from the great state of Alaska will be needed to ensure our nutrition programs are successful.

Please feel free to contact me if you have any questions. Thank you again.

Amy C. Rouse, SNS
Director, Nutrition Services
Fairbanks North Star Borough School District
1305 Charles Street
Fairbanks, AK 99701
(907) 452-4461 ext. 602
Fax: (907) 374-8721
NEW EMAIL ADDRESS: amy.rouse@k12northstar.org

Kendra Kloster

From: Arboleda, Alvin [Alvin.Arboleda@kodiakschools.org]
Sent: Monday, January 31, 2011 12:08 PM
To: Kendra Kloster
Subject: HB 132

Ms Kloster,

In behalf of all the staff of the Nutrition Department of the Kodiak Island Borough School District, I would like to extend our deepest gratitude to Rep Munoz for sponsoring HB 132. This bill would really help boost our program in feeding Alaska school children.

Sincerely,

Alvin Arboleda

Accountant II, Nutrition Services
Kodiak Island Borough School District
722 Mill Bay Road
Kodiak, AK 99615
(907) 481-2287
(907) 481-2280 fax
alvin.arboleda@kodiakschools.org

Action for Healthy Kids®

Because healthy kids learn better

House Education Committee
VIA FAX

February 7, 2011

Representative Dick,

I am writing on behalf of the Alaska Action for Healthy Kids team, a coalition of Alaskan organizations, agencies and individuals who support ways to fight children obesity through changes in school policies.

We support HB 132!

Lack of adequate nutrition affects the cognitive and behavioral development of children. Research shows that school breakfast
(1) improves student performance; (2) increases school attendance; (3) decreases school violence; and (4) fights obesity and improves nutrition

* 42% of Alaska students qualify for free/reduced school meals (over 51,000 students)

* 15% of the students that qualify for free/reduced school meals do not attend schools that offer a breakfast program (over 7,000 missed meals) Over 23,000 Alaska students attend a public school that does not offer a school breakfast program.

We urge Alaska join 25 other states that provide state funds to supplement the federal reimbursement so that all Alaskan children have access to healthy meals at school.

"Childhood Obesity: The Preventable Threat to America's Youth" follows this fax. We invite you to www.actionforhealthykids.org to find more fact sheets.

If I can provide more information, please contact me at mary.grisco@elmendorf.af.mil.

Thanks for your support,

Mary Grisco, Acting Chair
Alaska Action For Healthy Kids Team
And Executive Director, All Alaska Pediatric Partnership

Fact Sheet

Action for Healthy Kids®

Childhood Obesity
The Preventable Threat to America's Youth

The majority of American youth are sedentary and do not eat well. The resulting poor nutrition and lack of physical activity has created an epidemic of childhood obesity that is preventable, yet shows no sign of decreasing. Action for Healthy Kids helps schools make changes that will make their students healthier, which in turn will improve their achievement.

Prevalence and Trends

Overweight and obesity impairs or threatens the health of millions of American children.

- Thirty-two percent of American children and adolescents are overweight or obese, with a 16% of youth 2-19 falling into the obese category
- Rates of overweight and obesity remain high with 31.9% of children and adolescents aged 2-19 years at or above the 85th percentile of the 2000 BMI-for-age growth charts. [1]
- For children aged 2-19 11% are above the 97th percentile, 15% above the 95th percentile, and 30% above the 85th percentile. About 2/3 of those with BMIs above the 95th percentile have BMIs above the 97th percentile, indicating much severe obesity. [1]

Racial/Ethnic Populations

Although overweight has increased for all children and adolescents over time, data indicate disparities among racial/ethnic groups.

- 28% of African-American girls aged 12 to 19 are obese, as are 20% of Mexican-American girls. [1]
- 18.5% of African-American and 22% of Mexican-American boys are overweight or obese. [1]
- Among 12-19 year olds, those above the 97th percentile BMI included 20% of non-Hispanic black girls, 18% of Mexican American boys, and 9% of white girls. [1]

Contributing Factors

Poor eating habits and lack of physical activity are root causes of overweight and obesity.

- Only 2% of school-aged children consume the recommended daily number of servings from all five major food groups, and only 30% consume the suggested amount of milk. [2]
- Caloric contribution from sugar sweetened beverages increased significantly from 204 kcal/day in 1988–1994 to 224 kcal/day in 1999–2004. [3]
- 35% of students watch television 3 or more hours per average school day. [4]
- Only 35% of students are physically active for 60 minutes at least 5 days per week. [4]

Health Consequences

Childhood obesity is a medical concern, not a cosmetic issue.

- An obese 4-year-old has a 20% chance of becoming an obese adult, and an obese teenager has up to an 80% chance of becoming an obese adult. [5]

- Overweight children and teens have been found to have risk factors for cardiovascular disease (CVD), including high cholesterol levels, high blood pressure, and abnormal glucose tolerance.[6]
- Among 5- to 17-year-olds, almost 60% of overweight children had at least one CVD risk factor while 25 percent of overweight children had two or more CVD risk factors.[7]
- Severely overweight and obese children often suffer from depression, anxiety disorders, isolation from their peers, low self-esteem, and eating disorders.[8]

Academic Consequences

A growing body of evidence indicates that poor nutrition, physical inactivity and obesity are associated with lower student achievement.

- The psychological stress of social stigmatization can cause low self-esteem which, in turn, can hinder academic and social functioning, and persist into adulthood.[9]
- Hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.[10]
- Overweight kindergartners had significantly lower math and reading test scores at the beginning of the year than did their non-overweight peers, and these lower scores continued into first grade.[11,12]

Economic Consequences

- Childhood obesity is estimated to cost $14 billion annually in health expenses.[13,14]
- Severely overweight children miss four times as much school as normal-weight kids.[8] If such health problems keep children out of school just one day per month, this could cost a large school district like Los Angeles about $15 million each year. An average size school district could likely forfeit $95,000 to $160,000 annually.[15]
- Obesity-associated annual hospital costs for children increased more than threefold from $35 million during 1979-1981 to $127 million during 1997-1999.[16]

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10. Dunkle MC, Nash MA. *Beyond the Health Room*. Washington, D.C.: Council of Chief State School Officers, Resource Center on Educational Equity; 1991.
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13. Centers for Disease Control and Prevention. *Preventing Obesity and Chronic Diseases Through Good Nutrition and Physical Activity*.
14. Thomson Medstat. *Childhood Obesity: Costs, Treatment Patterns, Disparities in Care, and Prevalent Medical Conditions*. Research Brief 2006.
15. Action for Healthy Kids. The learning connection: the value of improving nutrition and physical activity in our schools 2004. Available at www.actionforhealthykids.org.
16. Wang G, Dietz W. Economic burden of obesity in youths aged 6 to 17 years: 1979-1999. *Pediatrics* 2002.109: 81-89.

Sheila Peterson

From: Rep. Eric Feige
Sent: Saturday, February 05, 2011 8:45 AM
To: 'mohrton@crnative.org'
Cc: Rep. Alan Dick; Sen. Albert Kookesh
Subject: ASAP Proposal

Mr. Horton,

Thank you for the information on your capital budget request. I have read your report and concur with your reasoning.

Since you indicated you have been working with Senator Kookesh's office on the request, we will not take any action on submitting the request.

We will, however, watch for the request after it has been prioritized and submitted by Senator Kookesh's office.

Eric A. Feige
Representative
House District 12

State Capitol Room 126
120 4th St.
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February 10, 2011

The Honorable Alan Dick, Chair
House Education Committee
Alaska State Capitol, Room 104
Juneau, AK 99801-1182

RE: HB 132 (Munoz)--Support

Dear Chair Dick:

On behalf of the members of AARP in Alaska, we encourage you and your colleagues on the House Education Committee to support HB 132, authored by Representative Cathy Munoz and co-sponsored by your Committee colleagues Representatives Paul Seaton and Scott Kawasaki as well as Representatives Bob Herron, Beth Kerttula, Chris Tuck, Pete Peterson and Les Gara.

AARP is the world's largest organization of grandparents. We are concerned about good nutrition for everyone's grandchildren.

We have many grandparents who are raising their grandchildren.

- As of October, 2007, Alaska had 8,188 children living in grandparent-headed households (4.3% of all the children in the state).
- Of the children living in households headed by grandparents in Alaska, 5,110 are living there without either parent present.
- 5,419 grandparents report they are responsible for their grandchildren living with them (43% are Alaska Natives, 41% are White).
- 67.4% of these grandparents are under age 60. Many of them are still in the workforce.
- 11.5% of these grandparents live below the federal poverty level.

A healthy future for Alaska's children should be something everyone can agree on.

You will see all the statistics about how school breakfasts and lunches improve education for these children. Their test scores are higher, their cognition is enhanced, and they make fewer mistakes and work faster. Children who participate in the school nutrition programs have fewer problems with obesity and school violence even drops. All these factors will help grandparents who are raising grandchildren, especially those who are still in the workforce and leave home before the grandchildren leave for school. Obviously these programs are even more important for those 11.5% of grandparents raising grandchildren who are themselves below the poverty level.

Grandparents don't plan on raising their grandchildren. Circumstances happen to families and these grandparents step up to the plate to take care of these kids and keep them out of the foster care

program. HB 132 is one more way that the state can help support the efforts of these grandparents. They can certainly use it.

AARP requests an "AYE" vote on HB 132.

Should you have any questions about our position, please feel free to contact me (586-3637) or Patrick Luby, AARP Advocacy Director (907-762-3314).

Thank you for your consideration.

Sincerely,

Marie Darlin

Marie Darlin, Coordinator
AARP Capital City Task Force
415 Willoughby Avenue, Apt. 506
Juneau, AK 99801
586-3637 (voice)
463-3580 (fax)

CC: Vice-Chair Lance Pruitt
Representative Eric Feige
Representative Paul Seaton
Representative Peggy Wilson
Representative Sharon Cissna
Representative Scott Kawasaki
Representative Cathy Munoz

Sheila Peterson

From: Dean Hamburg [DHamburg@KPBSD.k12.ak.us]
Sent: Monday, January 31, 2011 12:13 PM
To: Rep. Alan Dick
Attachments: House Bill 132 Supporting AK Kids School Meals.pdf

TO: HONORABLE REPRESENTATIVE ALAN DICK

FROM: DEAN HAMBURG-ALASKA SCHOOL NUTRITION ASSOCIATION

SUBJECT: SUPPORT FOR ALASKA FAMILIES AND STUDENTS IN HOUSE BILL 132

Thank you for your service as REPRESENATIVE for District 6. This is a special responsibility covering a very special and important part of Alaska.

Please consider serving as a co-sponsor for House Bill 132 as a school meal support to Alaska Families and Students.

If it helps, please know that I am on the board for the Alaska School Nutrition Association (AKSNA) and also serve as the administrator for 32 school meal sites across the Kenai Peninsula, and also the school meal site in Tyonek, Alaska – District 6.

Each school year in, Juneau, Anchorage Fairbanks, Bettles, Tyonek, Wrangell, and Homer and all across Alaska, 11 million school meals are collectively provided with support coming only from the United States Department of Agriculture (USDA.)

Each school year, Alaska families/students who qualify for Free or Reduced Priced USDA meals AND all students that do not qualify receive per meal support from the USDA.

Among all Alaska Families, 40% qualify for Free or reduced priced meals.

While the funding from the USDA is appreciated for support of school meals, for success in Alaska classrooms, the per meal funding does not cover the cost of a meal in Anchorage or in rural Alaska.

There are 38 states that do add a small support for their school meal programs serving their families/student. Alaska is not yet among those states.

HOUSE BILL 132 will add meaningful support to school meal programs and will add Alaska to those states taking responsibility for the school meal programs serving Alaska families/students.

We who operate school meal programs work with families who are often desperate to know if they qualify for free or reduced priced meals as this service is a significant support for their families.

We who operate school meal programs also serve the many students across Alaska categorized as Homeless. School meals are a very big deal to these students.

DEAN HAMBURG- ALASKA SCHOOL NUTRITION ASSOCIATION
P.O.BOX 2546
SOLDOTNA, AK 99669 TEL: 907-714-8830

HB 143

<TARGET><BILL>HB 143</BILL><SUBJECT>HB 143</SUBJECT><COMM>HEDC27</COMM></TARGET>

Alaska State Legislature

State Capitol, Room 422
Juneau, AK 99801-1182
Phone: 465-4939
Fax: 465-2418
Toll Free: (800) 465-4939
Representative_Pete_Petersen@legis.state.ak.us

716 W. 4th Ave
Anchorage, AK 99501-2133
Phone: 269-0265
Fax: 269-0264

Representative Pete Petersen
Serving Northeast Anchorage and Muldoon

Sectional Analysis

HB 143
Education Funding

Section 1 raises the base student allocation to $5,838

Section 2:

Subsection 1 provides that the base student allocation shall be adjusted for inflation for fiscal years 2013 and 2014.

Subsection 2 requires the Department of Education and Early Development to review the actual changes in educational costs per student in each district.

Subsection 3 requires the Department to submit a recommendation for the amount of the BSA for fiscal year 2015 to the 28th Legislature before the 2014 regular session

Section 3 establishes a July 1, 2011 effective date for this act.

Alaska State Legislature

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Representative Pete Petersen
Serving Northeast Anchorage and Muldoon

Sponsor Statement

HB 143
Education Funding

This bill will protect school districts from cost increases caused by inflation, and allow school districts to perform better multi-year planning, by providing certainty that the BSA will be adjusted to cover inflation over the next three years.

House Bill 143 adjusts the Base Student Allocation (BSA) to protect School Districts from losses due to ongoing inflation for Fiscal Years 2012 through 2014. It also requires the Department of Education and Early Development to study the actual costs of providing K-12 education and recommend to the Legislature an appropriate adjustment to the BSA at the end of this three year period.

Inflation happens every year, and students should not have to pay for inflation with less educational opportunities. When the BSA loses ground to inflation, school districts are forced to make up the losses by cutting services, requesting special appropriations, or increasing municipal taxation.

This bill would hold the BSA harmless for inflation for the next three fiscal years. The Legislature would receive a professional report on the true costs of education and a recommended adjustment for the BSA to aide in consideration of the BSA amount for FY 2015. The review and report will allow the Legislature to ensure that any education specific costs or efficiencies are factored into the BSA amount.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version HB143
() Publish Date

Identifier (file name):HB143-EED-ESS-4-1-11
Title "An Act providing an increase and an inflation adjustment to the base student allocation used in the formula for state funding of public..."
Sponsor Rep Petersen, Tuck, Gara, Kawasaki
Requester House Education Committee

Dept. Affected EED
Appropriation K-12 Support
Allocation Foundation Program
OMB Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services				125.0			
Commodities							
Capital Outlay							
Grants	38,029.0		36,901.3	37,872.4			
Miscellaneous							
TOTAL OPERATING	**38,029.0**	**0.0**	**36,901.3**	**37,997.4**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	38,029.0		36,901.3	37,997.4			
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**38,029.0**	**0.0**	**36,901.3**	**37,997.4**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

initial version

Prepared by Elizabeth Nudelman, Director
Division School Finance
Approved by Mike Hanley, Commissioner

Phone 465-8679
Date/Time 4/1/11 5:00 PM
Date 4/1/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB143

Analysis

This bill amends AS14.17.470 Base Student Allocation (BSA) with an increase of $158 from $5,680 to $5,838 for FY2012.

In the subsequent fiscal years of FY2013 and FY2014 the BSA will be increased using the inflation adjustment based on the Consumer Price Index (CPI-U) for all urban consumers for the Anchorage metropolitan area with a base index of January 2010.

To project the CPI-U for all urban consumers for the Anchorage metropolitan area for FY2013 and FY2014, an average was calculated based on the last five years of percent change according to the Department of Labor.
2010 = 1.8%
2009 = 1.2%
2008 = 4.6%
2007 = 2.2%
2006 = 3.2%
Average = 2.6%

This legislation also directs the Department of Education & Early Development to review the actual changes in educational cost per student for each district and on or before January 10, 2014, provide recommendations to the 28th Legislature regarding the amount and adjustment that would be needed to increase the BSA beginning in FY2015.

Based on section 2 (2) of this legislation a $125,000 contract would be required to review the educational cost per student for each district.

School District	FY2012: $158 BSA Increase to $5,838
Alaska Gateway	203,396
Aleutian Region	40,661
Aleutians East Borough	176,957
Anchorage	11,551,105
Annette Island	104,348
Bering Strait	1,015,212
Bristol Bay Borough	79,259
Chatham	82,226
Chugach	38,923
Copper River	196,148
Cordova	117,685
Craig	153,748
Delta/Greely	293,614
Denali Borough	164,915
Dillingham	186,694
Fairbanks N. Star Borough	4,068,333
Galena	541,224
Haines Borough	114,936
Hoonah	57,977
Hydaburg	31,285
Iditarod Area	160,369
Juneau Borough	1,475,449
Kake	40,276
Kashunamiut	147,245
Kenai Peninsula Borough	2,672,861
Ketchikan Gateway Borou	626,720
Klawock	63,072
Kodiak Island Borough	809,329
Kuspuk	207,789
Lake & Peninsula Borough	265,124
Lower Kuskokwim	1,986,818
Lower Yukon	1,066,293
Mat-Su Borough	4,439,340
Nenana	197,366
Nome	255,210
North Slope Borough	744,712
Northwest Arctic Borough	922,184
Pelican	6,559
Petersburg	187,341
Pribilof	53,486
Saint Mary's	89,611
Sitka Borough	419,869
Skagway	26,879
Southeast Island	124,640
Southwest Region	347,200
Tanana	28,340
Unalaska	154,774
Valdez	210,037
Wrangell	125,735
Yakutat	47,463
Yukon Flats	215,973
Yukon/Koyukuk	338,139
Yupiit	249,300
Mt. Edgecumbe High Schc	104,886
TOTAL	**38,029,035**

School District	Proj. CPI-U 2.6% chg FY2013: $152 BSA Increase to $5,990
Alaska Gateway	199,921
Aleutian Region	39,538
Aleutians East Borough	176,460
Anchorage	11,112,455
Annette Island	103,357
Bering Strait	1,005,294
Bristol Bay Borough	77,557
Chatham	81,992
Chugach	37,818
Copper River	190,846
Cordova	114,804
Craig	149,778
Delta/Greely	285,515
Denali Borough	158,653
Dillingham	180,798
Fairbanks N. Star Borough	3,922,632
Galena	520,902
Haines Borough	112,480
Hoonah	57,295
Hydaburg	30,994
Iditarod Area	157,875
Juneau Borough	1,436,072
Kake	40,110
Kashunamiut	143,973
Kenai Peninsula Borough	2,609,910
Ketchikan Gateway Borou	613,490
Klawock	62,039
Kodiak Island Borough	791,577
Kuspuk	204,054
Lake & Peninsula Borough	261,826
Lower Kuskokwim	1,933,217
Lower Yukon	1,054,436
Mat-Su Borough	4,290,550
Nenana	190,274
Nome	247,804
North Slope Borough	730,357
Northwest Arctic Borough	903,797
Pelican	6,401
Petersburg	183,868
Pribilof	52,511
Saint Mary's	87,883
Sitka Borough	410,160
Skagway	25,926
Southeast Island	122,634
Southwest Region	340,213
Tanana	27,801
Unalaska	151,248
Valdez	203,170
Wrangell	122,544
Yakutat	47,162
Yukon Flats	213,098
Yukon/Koyukuk	329,419
Yupiit	244,046
Mt. Edgecumbe High Schc	102,793
TOTAL	**36,901,327**

School District	Proj. CPI-U 2.6% chg FY2014: $156 BSA Increase to $6,146
Alaska Gateway	205,182
Aleutian Region	40,579
Aleutians East Borough	181,103
Anchorage	11,404,889
Annette Island	106,077
Bering Strait	1,031,750
Bristol Bay Borough	79,597
Chatham	84,149
Chugach	38,813
Copper River	195,869
Cordova	117,825
Craig	153,719
Delta/Greely	293,029
Denali Borough	162,828
Dillingham	185,556
Fairbanks N. Star Borough	4,025,859
Galena	534,611
Haines Borough	115,440
Hoonah	58,802
Hydaburg	31,810
Iditarod Area	162,029
Juneau Borough	1,473,863
Kake	41,165
Kashunamiut	147,762
Kenai Peninsula Borough	2,678,592
Ketchikan Gateway Borou	629,635
Klawock	63,671
Kodiak Island Borough	812,407
Kuspuk	209,424
Lake & Peninsula Borough	268,716
Lower Kuskokwim	1,984,090
Lower Yukon	1,082,185
Mat-Su Borough	4,403,459
Nenana	195,281
Nome	254,325
North Slope Borough	749,577
Northwest Arctic Borough	927,580
Pelican	6,570
Petersburg	188,707
Pribilof	53,894
Saint Mary's	90,196
Sitka Borough	420,953
Skagway	26,609
Southeast Island	125,861
Southwest Region	349,165
Tanana	28,532
Unalaska	155,227
Valdez	208,515
Wrangell	125,769
Yakutat	48,404
Yukon Flats	218,706
Yukon/Koyukuk	338,088
Yupiit	250,469
Mt. Edgecumbe High Schc	105,498
TOTAL	**37,872,411**

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB143**
() Publish Date

Identifier (file name):HB143-EED-ACYA-4-1-2011
Title "An Act providing an increase and an inflation adjustment to the base student allocation used in the formula for state funding of public..."
Sponsor Rep Petersen, Tuck, Gara, Kawasaki
Requester House Education Committee

Dept. Affected EED
Appropriation K-12 Support
Allocation AK Challenge Youth Academy
OMB Component Number 2837

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants	242.2		233.0	239.2			
Miscellaneous							
TOTAL OPERATING	**242.2**	**0.0**	**233.0**	**239.2**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	242.2		233.0	239.2			
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**242.2**	**0.0**	**233.0**	**239.2**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

initial version

Prepared by Elizabeth Nudelman, Director
Division School Finance
Approved by Mike Hanley, Commissioner

Phone 465-8679
Date/Time 4/1/11 5:00 PM
Date 4/1/2011

(Revised 1/27/2011 OMB)

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB143

Analysis

The Alaska Challenge Youth Academy would be affected by this bill which amends AS14.17.470 Base Student Allocation (BSA) with an increase of $158 from $5,680 to $5,838 for FY2012.

In the subsequent fiscal years of FY2013 and FY2014 the BSA will be increased using the inflation adjustment based on the Consumer Price Index (CPI-U) for all urban consumers for the Anchorage metropolitan area with a base index of January 2010.

To project the CPI-U for all urban consumers for the Anchorage metropolitan area for FY2013 and FY2014, an average was calculated based on the last five years of percent change according to the Department of Labor.

2010 = 1.8%
2009 = 1.2%
2008 = 4.6%
2007 = 2.2%
2006 = 3.2%
Average = 2.6%

ALASKA MILITARY YOUTH ACADEMY

FY2012 Current Projection	
194 x $5680 x 7 =	7,713,440
292 x $5680 x 60% =	995,136
less $2,700,000	(2,700,000)
TOTAL $	**6,008,576**

HB143 - FY2012	
194 x $5838 x 7 =	7,928,004
292 x $5838 x 60% =	1,022,818
less $2,700,000	(2,700,000)
TOTAL $	**6,250,822**

FY12 Est. change over FY12 F $	**242,246**

Department of Education & Early Development Prepared by School Finance
Prepared 4/1/2011
BSA increase based on Projected change in CPI-U

ALASKA MILITARY YOUTH ACADEMY

HB143 - FY2012	
194 x $5838 x 7 =	7,928,004
292 x $5838 x 60% =	1,022,818
less $2,700,000	(2,700,000)
TOTAL $	**6,250,822**

HB143 - FY2013	
194 x $5990 x 7 =	8,134,420
292 x $5990 x 60% =	1,049,448
less $2,700,000	(2,700,000)
TOTAL $	**6,483,868**

FY13 Est. change over FY12	**$**	**233,046**

Department of Education & Early Development Prepared by School Finance
Prepared 4/1/2011
BSA increase based on Projected change in CPI-U

ALASKA MILITARY YOUTH ACADEMY

HB143 - FY2013	
194 x $5990 x 7 =	8,134,420
292 x $5990 x 60% =	1,049,448
less $2,700,000	(2,700,000)
TOTAL $	**6,483,868**

HB143 - FY2014	
194 x $6146 x 7 =	8,346,268
292 x $6146 x 60% =	1,076,779
less $2,700,000	(2,700,000)
TOTAL $	**6,723,047**

FY14 Est. change over FY13	**$**	**239,179**

Presented 4/15/11

Conceptual Amendment

(not offered)

To HB 143

On page 1 line 14:

Replace "adjust" with "increase"

discussed by David Dunsmore (staff)

Not Offered 4/15/11

Conceptual Amendment #

by Rep Seaton

Page 1 line 1

delete "and an inflation adjustment"

page 1 line 14

delete "an inflation" ... ~~through~~

through page 2 line 3 ... "index"

Insert on page 1 line 14 after "reflect"

"an increase of $100 for 2013 and 2014"

Alaska Association of School Business Officials (ALASBO)
3145 Pioneer Avenue
Juneau, AK 99801
907-500-9086
alasbo@gci.net

February 23, 2011

The Honorable Pete Peterson
Alaska House of Representatives

Representative Peterson,

We are writing in support of a new multi-year plan to increase the base student allocation (BSA) in the K-12 foundation funding formula. This type of multi-year plan appears in **HB 143 – Public Education Funding Increase and Inflation Adjustment.**

The Alaska Association of School Business Officials (ALASBO) represents school business professionals from across the state, many of whom are responsible for budgeting and financial planning for their districts.

The multi-year increases to the Base Student Allocation applied during the years FY09-FY11 had a profound effect on the focus of the budget dialogue in school districts across the state. Instead of concern primarily about budget cuts to keep our heads above water, stakeholders participating in the budget process were able to plan instructional programs over a multi-year period. Although education is a long-term project, we can see that these efforts are already beginning to bear fruit, to the benefit of Alaskan students.

ALASBO members also know very well that school districts need regular funding increases to function effectively, in order to keep up with the increases in health insurance, energy, wages, benefits and other costs that are a reality in our current economy.

We believe that a multi-year funding plan for the BSA is one of the most effective actions the Legislature can take to promote continued improvement to the quality of instruction across the state. We'd like to see our districts focus on instructional planning, rather than the debilitating distraction of pink slips and the uncertainty of cuts to promising programs each spring.

We urge your support for a new multi-year funding plan for the Base Student Allocation. Please contact ALASBO Executive Director Amy Lujan using the contact information above if we can provide further assistance to your efforts.

Sincerely,

Luke D. Fulp
ALASBO President

Cc: Members of the House Education Committee; Reps. Tuck and Gara

NEA-ALASKA

Affiliated with the National Education Association

April 4, 2011

The Honorable Pete Petersen
Alaska State House of Representatives
State Capitol, Room 422
Juneau, AK 99801-1182

Dear Representative Petersen:

On behalf of the 13,000 public school employee members of NEA-Alaska, I'm writing to thank you for the introduction of House Bill 143. This legislation would increase the Base Student Allocation (BSA) by $158 per student in fiscal year 12 and require further review to address the increasing cost of K-12 education in Alaska.

NEA-Alaska is enthusiastic about this legislation as it will address the increased costs of doing business on school districts across Alaska. We will be available to testify in support of this legislation on April 6, when it is heard by the House Education Committee.

School districts across Alaska will suffer significantly if there is no BSA increase this year. The Anchorage School District had to dip into reserves to cover some of the $13 million gap they will encounter with a frozen BSA of $5,680 per student.

We appreciate your efforts to increase the BSA next year and we look forward to your legislation moving through the process.

Respectfully,

Barb Angaiak
President

ANCHORAGE OFFICE • 4100 Spenard Road • Anchorage, Alaska 99517 • (907) 274-0536 • FAX: (907) 274-0551
JUNEAU OFFICE • 201 Main Street, Suite 300 • Juneau, Alaska 99801 • (907) 586-3090 • FAX: (907) 586-2744
FAIRBANKS OFFICE • 2118 S. Cushman Street • Fairbanks, Alaska 99701 • (907) 456-4435 • FAX: (907) 456-2159

Cynthia Erickson

From: Cindy Reilly [creilly@yksd.com]
Sent: Tuesday, April 05, 2011 3:03 PM
To: Rep. Alan Dick; Rep. Pete Petersen; Rep. Chris Tuck; Rep. Les Gara; Rep. Scott Kawasaki
Cc: Rep. Mike Chenault
Subject: In Support of HB143

Speaker Chenault, Representative Dick, Representative Petersen, Representative Tuck, Representative Gara, and Representative Kawasaki:

I am writing in support of HB143, the education funding bill which relates to increasing the FY12 BSA to $5,838 and adjusts it annually in the two subsequent years. I would respectfully ask you to consider passing this bill which is so badly needed for our public schools.

During the past three years, we have been so very fortunate as school business leaders to have the benefit of forward funding which came about as a result of the Education Task Force. I want to sincerely thank you for that. It made planning for the best use of our state funding possible because we could depend on getting a base amount when writing our annual budgets. Here at Yukon Koyukuk School District (YKSD) forward funding allowed us to bargain with our teacher's union for a period of three years, allowing our teachers to spend less time at negotiations and more time in their classrooms with students. Last year, when we began bargaining with our teachers, we could only do so for a year at a time because we didn't know at what level we would be funded beyond FY11. We did the same this year when we reopened bargaining for salaries, deciding only on FY12 salaries, making it necessary to plan to come back to the table next year once again. And even now, we have arrived at a salary schedule for which we hope funding will be available since these decisions have not yet been made.

As with most school districts, we have been moving ever closer to reductions in staffing due to inflationary costs, not only in salaries and benefits, but also utilities, staff travel and the high cost of shipping necessary supplies and equipment to our villages. The Stimulus funds were very helpful in staving off these cuts, but we have been planning for them to go away this year as we had been told at the time they were given. I am thankful for the boost these funds gave our district; however now we find ourselves in the unenviable position of needing to cut staff. Seven of our nine village schools have fewer than 40 children K-12. Many of them are staffed to the bare bones now with multi-age classrooms, so there is no place to cut but in the jobs that are available for our local people. This is a further hit on the villages and their economies. By investing in our schools, you have the opportunity to multiply the State dollars as they bolster local economies.

With the predictions of falling oil production and dwindling state funding from oil, I know the temptation must be great to pull back and conserve the huge dollars our state is currently reaping from the oil industry. However, I would ask that you consider instead investing the money we have now in our State's future by touching our young residents who will be the great minds leading us in the future. Please consider carefully the position we are in currently as a State with healthy coffers that are the envy of the rest of the United States, and pass HB143. Your support of Alaska's students is so very much appreciated, and will pay huge dividends in the future.

Thank you for your kind consideration and time.

Cindy Reilly, SFO
Chief Financial Officer
Yukon Koyukuk School District
4762 Old Airport Way
Fairbanks, AK 99709

HB 145

<TARGET><BILL>HB 145</BILL><SUBJECT>HB 145</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPO[illegible]

(7)
Date Referred to Committee: February 9, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 2-1-12

The EDUCATION Committee considered: **HB 145**

HOUSE BILL NO. 145
"An Act establishing the parental choice scholarship program to be administered by school districts for the purpose of paying the cost of attending grades kindergarten through 12 at public and private schools; and providing for an effective date."

HB 145-K-12 SCHOLARSHIP PROGRAM

Recommends it be replaced with [X] **HCS** *or* [ ] **CS for** HB 145 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ [ ] Same Title [X] New Title

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED		X	

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Peggy Wilson	WILSON				X
[illegible]	Wright				X
Paul Seaton	Seaton		X		
[illegible]	Kawasaki		X		
[illegible]	FEIGE	X			
Chair: [illegible]		X			
Chair:					

CS FOR HOUSE BILL NO. 145(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES KELLER, Millett, Johansen

A BILL

FOR AN ACT ENTITLED

"An Act establishing the parental choice scholarship program to be administered by the Department of Education and Early Development for the purpose of paying the cost of attending grades kindergarten through 12 at private schools; and providing for an effective date."

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

* **Section 1.** AS 14 is amended by adding a new chapter to read:

Chapter 31. Parental Choice Scholarship Program.

Sec. 14.31.010. Parental choice scholarship program established. The parental choice scholarship program is established for the purpose of providing public funding of the cost of attending grades kindergarten through 12 at a private school selected by the student's parent or legal guardian. The department shall administer the program under the provisions of this chapter. Participation of a school in the program does not confer authority over a school to the department that is not expressly provided for in this title. Payments made under the program are subject to

appropriation.

Sec. 14.31.020. School selection and scholarship amount. (a) A private school in the state that is accepted for participation in the program may receive a scholarship under the program on behalf of a student who attends the school, regardless of the attendance area or the school district in which the student resides.

(b) Notwithstanding the calculations required under AS 14.17, the department shall award a parental choice scholarship that is equal to the lesser of the cost of tuition at the participating school or the amount the district would receive as state aid under AS 14.17 for a similarly situated student to attend a public school in the district in which the student resides. Of the amount available for a parental choice scholarship under AS 14.31.045, the department shall pay a parental choice scholarship while a student is attending a participating school as follows:

(1) to the school district in which the participating student resides, except as provided in AS 14.31.030(c), 30 percent of the amount the district would receive as state aid under AS 14.17 for the student; and

(2) to a participating school, except as provided in AS 14.31.030(c), the amount remaining after the district is paid under (1) of this subsection, up to 70 percent of the amount the district in which the school is located would receive as state aid under AS 14.17 for the student.

(c) The parent or legal guardian shall be responsible for costs and fees assessed by a participating school that exceed the amount paid under (b)(2) of this section.

(d) The department shall provide transportation to a participating school to the extent required under AS 14.09.020.

(e) A scholarship received for the benefit of a student under this section must be used for educational purposes. A scholarship is transferable among participating schools.

Sec. 14.31.025. Accountability and enrollment standards for a participating school. (a) The department shall accept a school for participation in the parental choice scholarship program if the school

(1) submits to the department, on a form approved by the department,

notice that the school intends to participate in the program;

(2) meets the following financial accountability standards:

(A) demonstrates the school's financial ability to repay to the department any overpaid scholarship funds; and

(B) certifies the actual annual costs to the school of educating a student, including a prorated amount for facility and operating costs; and

(3) is a school that is a

(A) private correspondence study program located and operated entirely in the state; or

(B) private school operated in compliance with AS 14.45.030 or AS 14.45.100 - 14.45.130.

(b) Nothing in this chapter authorizes the department to regulate a participating private school except as necessary to carry out the program.

Sec. 14.31.030. Effect on districts. (a) A school that, as a result of the program, has an ADM of less than 10 but five or more shall be treated as if the school had 10 students for a two-year period following the date on which the ADM is reported to be less than 10 but five or more for purposes of calculating state aid under AS 14.17. In this subsection, "ADM" has the meaning given in AS 14.17.990.

(b) If requested by a participating school, a school district that receives a payment under AS 14.31.020(b)(1) shall enter into a lease agreement with the participating school for space controlled by the school district if

(1) the lease is offered with reasonable terms;

(2) the space that is subject to the lease agreement is available; and

(3) the agreement is consistent with applicable state law.

(c) If a school district that receives a payment under AS 14.31.020(b)(1) unreasonably refuses to enter into a lease agreement as provided under (b) of this section, the board may, after notice and an opportunity for a hearing before the board, order the department to provide to the participating school that requested the lease agreement the funding the district received under AS 14.31.020(b)(1) for the students attending the participating school.

Sec. 14.31.035. Departmental duties. (a) In implementing the parental choice

scholarship program, the department shall

(1) obtain from the participating school a count of the number of participating students in the program;

(2) make scholarship payments directly to the school quarterly after receiving proof satisfactory to the department that the student claimed under a scholarship attends the school on a full-time basis;

(3) make available to students and students' parents or guardians a list of schools that have been accepted to participate in the program; and

(4) provide a standard application for use by a participating school to enroll a student under the program; a school may, however, supplement the application.

(b) If the department determines that a school is ineligible under this chapter to participate in the program, the department shall, after administrative and judicial appeal periods have lapsed, immediately notify the affected students and the students' parents or guardians.

Sec. 14.31.040. Regulations. The department shall adopt regulations necessary to carry out the program including

(1) procedures for calculating and distributing scholarships;

(2) timelines and procedures for application, renewal, and appeal for participating schools and students; and

(3) standards for acceptance, revocation, and denial for participating schools.

Sec. 14.31.045. Appropriations for scholarships. The legislature may appropriate parental choice scholarship program funds to the department for distribution to the participating schools and affected districts. If the appropriation for the program is insufficient in a given fiscal year, the department shall distribute the available funds to the participating schools and affected districts prorated by the total number of students participating in the program.

Sec. 14.31.090. Definitions. In this chapter,

(1) "district" has the meaning given in AS 14.17.990;

(2) "private school" means a school located in the state that provides

education to students attending grades kindergarten through 12, or any combination of those grades, and that does not receive state funding under AS 14.17;

(3) "program" means the parental choice scholarship program;

(4) "student" means a person residing in the state who is at least five years of age but not more than 21 years of age.

* **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

PARENTAL CHOICE SCHOLARSHIP PROGRAM; APPLICABILITY. (a) In the three school years following the effective date of this section, the parental choice scholarship program established under AS 14.31.010, added by sec. 1 of this Act, does not apply to, and a parental choice scholarship may not affect, a public school that has an average daily membership of less than 50 students for that year.

(b) In this section, "average daily membership" has the meaning given in AS 14.17.990.

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

CONTINGENCY. Sections 1 and 2 of this Act take effect only if an amendment to art. VII, sec. 1, Constitution of the State of Alaska, deleting the prohibition on the payment of public funds for the direct benefit of a private educational institution, is approved by the voters before July 1, 2013.

* **Sec. 4.** If, under sec. 3 of this Act, secs. 1 and 2 of this Act take effect, they take effect on the effective date of the constitutional amendment described in sec. 3 of this Act.

LEGAL SERVICES

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

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

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

MEMORANDUM January 31, 2012

SUBJECT: Effect on districts and explanation of applicability (CSHB 145( ) (Work Order No. 27-LS0223\G))

TO: Representative Wes Keller
Attn: Ernest Prax

FROM: Jean M. Mischel
Legislative Counsel

You have asked two questions pertaining to the above-referenced bill draft as follows.

1. Does section 2 of the bill preclude a child who attends a public school that has an average daily membership of less than 50 for that year from participation in the parental choice scholarship program established by the bill?

Yes, for the stated three years following the effective date of the Act.

2. Please describe the effect of proposed sec. 14.31.030 in sec. 1 of the bill using a hypothetical of a school with an ADM of 10 that loses five students to a private school under the scholarship program.

That school with five remaining students will be treated, for purposes of calculating the school size factor under AS 14.17.450, as a school with an ADM of 10 for a two-year period following the date on which the ADM is reported to be less than 10.

If I may be of further assistance, please advise.

JMM:ljw
12-066.ljw

HB 145 Version G Summary of Changes

Insert pg. 1 line 14: "Payments made under the program are subject to appropriation."

Changed pg. 2 line 5: "…regardless of the attendance area ~~in~~ **or** the school district in which the student resides."

Added: pg. 4 lines 21-25.

QUESTIONS FROM JANUARY 27, 2012 HOUSE EDUCATION COMMITTEE HEARING REGARDING HB 145: K-12 SCHOLARSHIP PROGRAM INFORMATION PROVIDED BY DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT AND OFFICE OF REP. WES KELLER

Questions on version G (attached).

1) Please explain how the State would transport participating students under HB 145.

Sec. 14.09.020. Transportation for nonpublic school students.

In those places in the state where the department or a school district provides transportation for children attending public schools, the department also shall provide transportation for children who, in compliance with the provisions of AS 14.30, attend nonpublic schools that are administered in compliance with state law where the children, in order to reach the nonpublic schools, must travel distances comparable to, and over routes the same as, the distances and routes over which the children attending public schools are transported. The commissioner shall administer this nonpublic school student transportation program, integrating it into existing systems as much as feasible, and the cost of the program shall be paid from funds appropriated for that purpose by the legislature.

2) How will special and intensive needs students be affected by HB 145? Will they have the opportunity to apply and be accepted in private participating schools? Can private schools refuse to accept them?

- Special and intensive needs students have the opportunity to apply to a private school. However, it is unlikely that the private school would accept them because they are not able to provide the service the student needs. Nothing in the legislation prohibits a private school from accepting special and intensive needs students.

3) Are there schools in Alaska that are able to select which students they do or do not accept even if the school receives state and/or federal dollars?

Federal anti-discrimination laws apply to schools accepting state or federal funding:

- Title VI of the Civil Rights Act of 1964 bars discrimination based on race, color or national origin in any program or activity that receives federal financial assistance. It also prohibits discrimination in public schools based upon a student's religious beliefs

- Title IX of the Education Amendments of 1972 bans discrimination on the basis of sex in educational programs and activities receiving federal funding. Unless it's an all-boys or all-girls school, it can't deny admission to a student simply because he's of the opposite sex. It also covers sexual harassment by staff and other students

- Section 504 of the Rehabilitation Act of 1973 makes it illegal for any program and activity that gets federal money to discriminate against a person based upon a disability. "Disability" includes many physical and mental or psychological disabilities.

CHARTER SCHOOL INFORMATION:

Charter School Admissions: AS 14.03.265(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

Charter Schools
In Alaska, under AS 14.03.255:

> "(a) A charter school operates as a school in the local school district except that the charter school [...] is exempt from the local school district's textbook, program, curriculum, and scheduling requirements[.]"

For the purposes of IDEA, charter schools in Alaska are the responsibility of districts, equivalent to any other schools within the district. Though charter schools may be relieved from some local administrative requirements (*e.g.* the hiring of administrators), there are no exemptions from the requirements of IDEA, ADA, or the Rehabilitation Act for districts operating programs for students with disabilities in charter schools. *Charter school special education programs must operate in the same manner, and with the same funding, as other district programs* (20 USCS § 1413(a)(5).

Ernest Prax
Office of Representative Wes Keller
State Capitol, Room 432
Juneau, AK 99801
Phone: 465-2186; Fax: 465-3818

FAILED
3-4
YAYS: P. Wilson
Cissna
Seaton

27-LS0223\G.7
Mischel
2/1/12

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE PEGGY WILSON

TO: CSHB 145( ), Draft Version "G"

Page 2, following line 22:

Insert a new paragraph to read:

"(1) without discriminating on the basis of race, religion, color, national origin, sex, or disability, enrolls all eligible students who submit a timely application; if the number of applications exceeds the physical capacity of the program, class, grade level, or building, students shall be accepted by random drawing;"

Renumber the following paragraphs accordingly.

FAILED 2-5
YAYS: Cissna
Kawasaki

27-LS0223\G.6
Mischel
1/30/12

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE CISSNA

TO: CSHB 145( ), Draft Version "G"

Page 2, following line 22:

Insert a new paragraph to read:

"(1) is located in a community with a population of not less than 35,000;"

Renumber the following paragraphs accordingly.

Page 4, lines 19 - 27:

Delete all material.

Renumber the following bill sections accordingly.

Page 4, line 30:

Delete "Sections 1 and 2 of this Act take"

Insert "Section 1 of this Act takes"

Page 5, line 3:

Delete "sec. 3 of this Act, secs. 1 and 2 of this Act take effect, they take"

Insert "sec. 2 of this Act, sec. 1 of this Act takes effect, it takes"

Page 5, line 4:

Delete "sec. 3"

Insert "sec. 2"

Adopted
No Objection

27-LS0223\G.5
Mischel
1/27/12

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE FEIGE

TO: CSHB 145( ), Draft Version "G"

Page 3, lines 6 - 7:

Delete "Notwithstanding the lower limit for a student count of 10 under AS 14.17.450(a) and (b), a"

Insert "A"

Page 3, line 10:

Delete "the school size factor under AS 14.17.450"

Insert "state aid under AS 14.17"

Adopted 5-2
NAYS Kawasaki P. Wilson

27-LS0223\G.3
Mischel
1/27/12

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE FEIGE

TO: CSHB 145( ), Draft Version "G"

Page 2, line 7:

Delete "pay to a participating school attended by the student under this section"

Insert "award"

Page 2, line 9:

Delete "and local"

Page 2, line 11, following "resides.":

Insert "of the amount available for a parental choice scholarship under AS 14.31.045, the department shall pay a parental choice scholarship while a student is attending a participating school as follows:

(1) to the school district, in which the participating student resides, except as provided in AS 14.31.030(c), 30 percent of the amount the district would receive as state aid under AS 14.17 for the student; and

(2) to a participating school, except as provided in AS 14.31.030(c), the amount remaining after the district is paid under (1) of this subsection, up to 70 percent of the amount the district in which the [student] School resides would receive as state aid under AS 14.17 for the student."

Page 2, line 13:

Delete "(b)"

Insert "(b)(2)"

Page 3, line 6, following "**districts.**":

Insert "(a)"

Page 3, following line 11:

Insert new subsections to read:

"(b) If requested by a participating school, a school district that receives a payment under AS 14.31.020(b)(1) shall enter into a lease agreement with the participating school for space controlled by the school district if

(1) the lease is offered with reasonable terms;

(2) the space that is subject to the lease agreement is available; and

(3) the agreement is consistent with applicable state law.

(c) If a school district that receives a payment under AS 14.31.020(b)(1) unreasonably refuses to enter into a lease agreement as provided under (b) of this section, the board may, after notice and an opportunity for a hearing before the board, order the department to provide to the participating school that requested the lease agreement the funding the district received under AS 14.31.020(b)(1) for the students attending the participating school."

Page 4, line 7, following "schools":

Insert "and affected districts"

Page 4, line 9, following "schools":

Insert "and affected districts"

27-LS0223\G
Mischel
1/24/12

CS FOR HOUSE BILL NO. 145( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES KELLER, Millett

A BILL

FOR AN ACT ENTITLED

"An Act establishing the parental choice scholarship program to be administered by the Department of Education and Early Development for the purpose of paying the cost of attending grades kindergarten through 12 at private schools; and providing for an effective date."

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

* **Section 1.** AS 14 is amended by adding a new chapter to read:

Chapter 31. Parental Choice Scholarship Program.

Sec. 14.31.010. Parental choice scholarship program established. The parental choice scholarship program is established for the purpose of providing public funding of the cost of attending grades kindergarten through 12 at a private school selected by the student's parent or legal guardian. The department shall administer the program under the provisions of this chapter. Participation of a school in the program does not confer authority over a school to the department that is not expressly provided for in this title. Payments made under the program are subject to

appropriation.

Sec. 14.31.020. School selection and scholarship amount. (a) A private school in the state that is accepted for participation in the program may receive a scholarship under the program on behalf of a student who attends the school, regardless of the attendance area or the school district in which the student resides.

(b) Notwithstanding the calculations required under AS 14.17, the department shall pay to a participating school attended by the student under this section a parental choice scholarship that is equal to the lesser of the cost of tuition at the participating school or the amount the district would receive as state and local aid under AS 14.17 for a similarly situated student to attend a public school in the district in which the student resides.

(c) The parent or legal guardian shall be responsible for costs and fees assessed by a participating school that exceed the amount paid under (b) of this section.

(d) The department shall provide transportation to a participating school to the extent required under AS 14.09.020.

(e) A scholarship received for the benefit of a student under this section must be used for educational purposes. A scholarship is transferable among participating schools.

Sec. 14.31.025. Accountability and enrollment standards for a participating school. (a) The department shall accept a school for participation in the parental choice scholarship program if the school

(1) submits to the department, on a form approved by the department, notice that the school intends to participate in the program;

(2) meets the following financial accountability standards:

(A) demonstrates the school's financial ability to repay to the department any overpaid scholarship funds; and

(B) certifies the actual annual costs to the school of educating a student, including a prorated amount for facility and operating costs; and

(3) is a school that is a

(A) private correspondence study program located and operated

entirely in the state; or

(B) private school operated in compliance with AS 14.45.030 or AS 14.45.100 - 14.45.130.

(b) Nothing in this chapter authorizes the department to regulate a participating private school except as necessary to carry out the program.

Sec. 14.31.030. Effect on districts. Notwithstanding the lower limit for a student count of 10 under AS 14.17.450(a) and (b), a school that, as a result of the program, has an ADM of less than 10 shall be treated as if the school had 10 students for a two-year period following the date on which the ADM is reported to be less than 10 for purposes of calculating the school size factor under AS 14.17.450. In this subsection, "ADM" has the meaning given in AS 14.17.990.

Sec. 14.31.035. Departmental duties. (a) In implementing the parental choice scholarship program, the department shall

(1) obtain from the participating school a count of the number of participating students in the program;

(2) make scholarship payments directly to the school quarterly after receiving proof satisfactory to the department that the student claimed under a scholarship attends the school on a full-time basis;

(3) make available to students and students' parents or guardians a list of schools that have been accepted to participate in the program; and

(4) provide a standard application for use by a participating school to enroll a student under the program; a school may, however, supplement the application.

(b) If the department determines that a school is ineligible under this chapter to participate in the program, the department shall, after administrative and judicial appeal periods have lapsed, immediately notify the affected students and the students' parents or guardians.

Sec. 14.31.040. Regulations. The department shall adopt regulations necessary to carry out the program in a manner that ensures the highest number of student and school participation, including

(1) procedures for calculating and distributing scholarships;

(2) timelines and procedures for application, renewal, and appeal for participating schools and students; and

(3) standards for acceptance, revocation, and denial for participating schools.

Sec. 14.31.045. Appropriations for scholarships. The legislature may appropriate parental choice scholarship program funds to the department for distribution to the participating schools. If the appropriation for the program is insufficient in a given fiscal year, the department shall distribute the available funds to the participating schools prorated by the total number of students participating in the program.

Sec. 14.31.090. Definitions. In this chapter,

(1) "district" has the meaning given in AS 14.17.990;

(2) "private school" means a school located in the state that provides education to students attending grades kindergarten through 12, or any combination of those grades, and that does not receive state funding under AS 14.17;

(3) "program" means the parental choice scholarship program;

(4) "student" means a person residing in the state who is at least five years of age but not more than 21 years of age.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

PARENTAL CHOICE SCHOLARSHIP PROGRAM; APPLICABILITY. (a) In the three school years following the effective date of this Act, the parental choice scholarship program established under AS 14.31.010, added by sec. 1 of this Act, does not apply to, and a parental choice scholarship may not affect, a public school that has an average daily membership of less than 50 students for that year.

(b) In this section, "average daily membership" has the meaning given in AS 14.17.990.

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

CONTINGENCY. Sections 1 and 2 of this Act take effect only if an amendment to art. VII, sec. 1, Constitution of the State of Alaska, deleting the prohibition on the payment of

public funds for the direct benefit of a private educational institution, is approved by the voters before July 1, 2013.

* **Sec. 4.** If, under sec. 3 of this Act, secs. 1 and 2 of this Act take effect, they take effect on the effective date of the constitutional amendment described in sec. 3 of this Act.

General revisions to HB 145 Version I now reflected in Version Y.

- Removes public schools completely from the scholarship program. Only private schools can participate.
- Directs the Department of Education and Early Development to administer the scholarship program.
- HB 145 now provides statutory guidance on missions and measures rather than trying to put regulation into statute.

HB 145 Version I	HB 145 Version Y
Sec. 14.31.010: Establishes a parental choice scholarship program for K-12 students attending a public or private school. School districts shall administer the program.	Sec. 14.31.010: Reworded to now state that the parental choice scholarship program is limited to private schools and is subject to appropriation by the legislature. Administration by school districts is removed and put under the purview of the Department of Education and Early Development.
Sec. 14.31.020 (a): States that a public school may receive scholarship funds for students that are participating in the scholarship program.	Sec. 14.31.020 (a): Only private schools may participate and receive funds from the scholarship program.
Sec. 14.31.020 (b): Defines participation requirements for private schools.	Sec. 14.31.020 (b): Version I language is deleted and reworded as follows:: • Notwithstanding provisions of AS 14.17 *Financing of Public Schools,* under the parental choice scholarship program, the department shall pay to a participating private school a scholarship that: o Is the lessor of the cost of tuition at the participating school or the state and local aid the school district receives for a similarly situated student to attend a public school in the district in which the student resides.
Sec. 14.31.020 (c)(1-2): (c)(1) is now part (b) of Version Y. (c)(2) is deleted.	Sec. 14.31.020 (c): Parent or legal guardian is responsible for a participating school's assessed fees and costs that exceed (b).
Sec. 14.31.020 (d): If a parent selects a public school outside of the attendance area in which the student currently resides, the old school district may contribute to student transportation costs to the participating public school.	Sec. 14.31.020 (d): The department shall provide transportation to a participating private school in a manner consistent with AS 14.09.020 *Transportation for nonpublic school students.*
Sec. 14.31.020 (e): Scholarship must be for educational purposes.	Sec. 14.31.020 (e): Same.
Sec. 14.31.020 (f): Participating schools shall include scholarship students in the student count for purposes of calculating state aid under AS 14.17.610 *Distribution of state aid.*	Sec. 14.31.020 (f): Added "submitted to the district" for clarification purposes.
Sec. 14.31.025 (a): Defines the criteria districts must use when accepting parental choice scholarship participating schools.	Sec. 14.31.025 (a): • Directs the department to establish accountability and enrollment standards and to accept eligible private schools for

	participation in the scholarship program. • Rewrites the acceptance standards to more reflect existing statutory guidelines rather than trying to write regulation into statute. • Removes the 'random selection process' which would have infringed upon a non-government school's ability to select students. • Removes guidelines that would have conflicted with a non-government school's hiring in accordance with their mission and values.
Sec. 14.31.025 (b): Preserves a participating school's autonomy and not subject to additional regulation unless authorized under AS 14.31.010-090.	Sec. 14.31.025 (b): Reworded to now state that nothing in the legislation authorizes the Dept. of Education to regulate participating private schools except as necessary to carry out the scholarship program.
	Sec. 14.31.30: New Section~ Effect on districts • States that if a **public** school loses students to the scholarship program and falls below the ADM threshold limit of 10 students, the school will still be treated as having 10 students for a 2 year period following the date on which the ADM is reported.
Sec. 14.31.035: District Duties	Sec. 14.31.035: Changed to Department Duties
Sec. 14.31.035 (a)(1): Directs districts to make scholarship payments to participating schools after receiving verification that the student is attending full time.	Sec. 14.31.035 (a)(1): Directs the department to obtain from participating schools the number of scholarship students.
	Sec. 14.31.035 (a)(2): Same intent (a)(1) in Version I but now replaces 'district' with 'department'.
Sec. 14.31.035 (a)(2): List of approved participating schools.	Sec. 14.31.035 (a)(3): Same as (a)(2) in Version I.
Sec. 14.31.035 (a)(3): Instructs districts to develop a standardized application for schools to enroll a scholarship student.	Sec. 14.31.035 (a)(4): Same as (a)(3) in Version I, but the department is now responsible for developing the application.
Sec. 14.31.035 (b): If a district denies an application or revokes a school's program participation, they must notify the affected students and parents.	Sec. 14.31.035 (b): The department, not the district, is now responsible for notifying students and their parents if a participating school is deemed ineligible.
Sec. 14.31.040: Directs the department to establish regulations needed to carry out program.	Sec. 14.31.040: Same as Version I but removes subsection (1).
Sec. 14.31.045: States that the Legislature may fund the program. If the appropriation for a fiscal year is insufficient, the department will distribute available funds to districts prorated by the number of participating students.	Sec. 14.31.045: Same as Version I except that the department now distributes the scholarship funds to participating schools, not school districts.
Sec. 14.31.090: Definitions and effective date.	Sec. 14.31.090: Definitions and adds the constitutional contingency language.

Representative Keller

Amendment #1

Intent: Further clarify that the parental choice scholarship program depends on legislative appropriation to function.

Insert: Page 1 Line 8.

Sec. 14.31.010. Parental choice scholarship program established. **Subject to appropriation**, the parental choice scholarship program is established for the purpose of providing public funding of the cost of attending grades kindergarten through 12 at a private school selected by the student's parent or legal guardian.

Not offered

Representative Keller

Amendment #2

withdrawn & not offered

Intent: Reinsert mistakenly deleted text.

Insert: Page 2 Line 19.

(f) A participating school shall include students who are enrolled under this section in the student count submitted to the district for purposes of calculating state aid under AS 14.17.610.

27-LS0223\Y
Mischel
1/21/12

CS FOR HOUSE BILL NO. 145( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES KELLER, Millett

A BILL

FOR AN ACT ENTITLED

"An Act establishing the parental choice scholarship program to be administered by the Department of Education and Early Development for the purpose of paying the cost of attending grades kindergarten through 12 at private schools; and providing for an effective date."

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

* **Section 1.** AS 14 is amended by adding a new chapter to read:

Chapter 31. Parental Choice Scholarship Program.

Sec. 14.31.010. Parental choice scholarship program established. The parental choice scholarship program is established for the purpose of providing public funding of the cost of attending grades kindergarten through 12 at a private school selected by the student's parent or legal guardian. The department shall administer the program under the provisions of this chapter. Participation of a school in the program does not confer authority over a school to the department that is not expressly provided for in this title.

Sec. 14.31.020. School selection and scholarship amount. (a) A private school in the state that is accepted for participation in the program may receive a scholarship under the program on behalf of a student who attends the school, regardless of the attendance area in the school district in which the student resides.

(b) Notwithstanding the calculations required under AS 14.17, the department shall pay to a participating school attended by the student under this section a parental choice scholarship that is equal to the lesser of the cost of tuition at the participating school or the amount the district would receive as state and local aid under AS 14.17 for a similarly situated student to attend a public school in the district in which the student resides.

(c) The parent or legal guardian shall be responsible for costs and fees assessed by a participating school that exceed the amount paid under (b) of this section.

(d) The department shall provide transportation to a participating school to the extent required under AS 14.09.020.

(e) A scholarship received for the benefit of a student under this section must be used for educational purposes. A scholarship is transferable among participating schools.

Sec. 14.31.025. Accountability and enrollment standards for a participating school. (a) The department shall accept a school for participation in the parental choice scholarship program if the school

(1) submits to the department, on a form approved by the department, notice that the school intends to participate in the program;

(2) meets the following financial accountability standards:

(A) demonstrates the school's financial ability to repay to the department any overpaid scholarship funds; and

(B) certifies the actual annual costs to the school of educating a student, including a prorated amount for facility and operating costs; and

(3) is a school that is a

(A) private correspondence study program located and operated entirely in the state; or

(B) private school operated in compliance with AS 14.45.030

or AS 14.45.100 - 14.45.130.

(b) Nothing in this chapter authorizes the department to regulate a participating private school except as necessary to carry out the program.

Sec. 14.31.030. Effect on districts. Notwithstanding the lower limit for a student count of 10 under AS 14.17.450(a) and (b), a school that, as a result of the program, has an ADM of less than 10 shall be treated as if the school had 10 students for a two-year period following the date on which the ADM is reported to be less than 10 for purposes of calculating the school size factor under AS 14.17.450. In this subsection, "ADM" has the meaning given in AS 14.17.990.

Sec. 14.31.035. Departmental duties. (a) In implementing the parental choice scholarship program, the department shall

(1) obtain from the participating school a count of the number of participating students in the program;

(2) make scholarship payments directly to the school quarterly after receiving proof satisfactory to the department that the student claimed under a scholarship attends the school on a full-time basis;

(3) make available to students and students' parents or guardians a list of schools that have been accepted to participate in the program; and

(4) provide a standard application for use by a participating school to enroll a student under the program; a school may, however, supplement the application.

(b) If the department determines that a school is ineligible under this chapter to participate in the program, the department shall, after administrative and judicial appeal periods have lapsed, immediately notify the affected students and the students' parents or guardians.

Sec. 14.31.040. Regulations. The department shall adopt regulations necessary to carry out the program in a manner that ensures the highest number of student and school participation, including

(1) procedures for calculating and distributing scholarships;

(2) timelines and procedures for application, renewal, and appeal for participating schools and students; and

(3) standards for acceptance, revocation, and denial for participating schools.

Sec. 14.31.045. Appropriations for scholarships. The legislature may appropriate parental choice scholarship program funds to the department for distribution to the participating schools. If the appropriation for the program is insufficient in a given fiscal year, the department shall distribute the available funds to the participating schools prorated by the total number of students participating in the program.

Sec. 14.31.090. Definitions. In this chapter,

(1) "district" has the meaning given in AS 14.17.990;

(2) "private school" means a school located in the state that provides education to students attending grades kindergarten through 12, or any combination of those grades, and that does not receive state funding under AS 14.17;

(3) "program" means the parental choice scholarship program;

(4) "student" means a person residing in the state who is at least five years of age but not more than 21 years of age.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

CONTINGENCY. Section 1 of this Act takes effect only if an amendment to art. VII, sec. 1, Constitution of the State of Alaska, deleting the prohibition on the payment of public funds for the direct benefit of a private educational institution, is approved by the voters before July 1, 2013.

*** Sec. 3.** If, under sec. 2 of this Act, sec. 1 of this Act takes effect, it takes effect on the effective date of the constitutional amendment described in sec. 2 of this Act.

NORTHWEST Religious Liberty ASSOCIATION

Financial Aid

Principles for Church Institutions to Consider When Evaluating the Acceptability of State Financial Aid

In dealing with the practical question of when it is appropriate for church schools or institutions in the faith community to accept support or funding from the government, the following principles should be considered:

1. Would accepting the aid establish a precedent that would undercut the religious freedom protections guaranteed by the First Amendment, and the broad principle it embraces – the separation of church and state?

2. Does the aid come attached with conditions or requirements that would inhibit or interfere with the religious mission or goals of the institution, such as the restriction of its religious activities or standards?

3. Is there a reasonable likelihood that the aid would create a dependency by the religious institution on the government benefit program -- so much so that it would inhibit its future ability to act independently?

In conclusion, the Northwest Religious Liberty Association, and its board of directors offer these principles in the form of questions so that meaningful dialogue can occur at all levels of the faith community. In the spirit of helpfulness, we believe that these three questions can substantially safeguard the faith community and its institutions from undue compromise and hardship in the future, and thus protect the vitality of its prophetic mission in America.

Northwest Religious Liberty Association
Government Relations Board
Executive Session
Approved and Enacted: March 8, 2000

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27-LS0223\D
Mischel
3/24/11

CS FOR HOUSE BILL NO. 145( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE KELLER

A BILL

FOR AN ACT ENTITLED

"An Act establishing the parental choice scholarship program to be administered by school districts for the purpose of paying the cost of attending grades kindergarten through 12 at public and private schools; and providing for an effective date."

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

*** Section 1.** AS 14 is amended by adding a new chapter to read:

Chapter 31. Parental Choice Scholarship Program.

Sec. 14.31.010. Parental choice scholarship program established. The parental choice scholarship program is established for the purpose of providing public funding of the cost of attending grades kindergarten through 12 at a public or private school selected by the student's parent or legal guardian. Each school district shall administer the program under the provisions of this chapter. Participation of a school in the program does not confer authority over a school to a school district that is not expressly provided for in this title.

Sec. 14.31.020. School selection and scholarship amount. (a) A public or

private school in the state that is accepted for participation in the program may receive a scholarship under the program on behalf of a student who attends the school, regardless of the attendance area in the school district in which the student resides.

(b) Notwithstanding the calculations required under AS 14.17, the district shall pay to a participating school attended by the student under this section a parental choice scholarship that is equal to the lesser of

(1) the amount the school district in which the student resides would receive as state aid and local contributions under AS 14.17 for a similarly situated student to attend a public school in the district, except that the amount may not exceed 100 percent of the funding the school receives and expends from all state and local sources for the student; or

(2) the actual annual cost to the school of educating the student, including prorated facility and operating expenses.

(c) If a parent or legal guardian has selected a public school outside of the attendance area in which the student resides for a scholarship under this section, the school district in which the student resides may contribute to the reasonable costs of transporting the student to the scholarship recipient school with state aid available under AS 14.09.010 for transportation of the student.

(d) A scholarship received for the benefit of a student under this section must be used for educational purposes. A scholarship is transferable among participating schools.

(e) A participating school shall include students who are enrolled under this section in the student count for purposes of calculating state aid under AS 14.17.610.

Sec. 14.31.025. Accountability and enrollment standards for a participating school. (a) A district shall accept a school for participation in the parental choice scholarship program if the school

(1) submits notice of participation to the district in which the student is a resident on a form approved by the district indicating that the school intends to participate in the program;

(2) meets the following financial accountability standards:

(A) demonstrates the school's financial ability to repay to the

district any overpaid scholarship funds; and

(B) certifies the actual annual costs to the school of educating a student, including a prorated amount for facility and operating costs; and

(3) is a school that is a

(A) public school or correspondence study program operated by the department or a district in the state under this title;

(B) charter school established under AS 14.03.250 - 14.03.290; or

(C) private school operated in compliance with AS 14.45.030 or AS 14.45.100 - 14.45.130.

(b) Nothing in this chapter authorizes a district or the state to regulate a participating private school except as necessary to carry out the program.

Sec. 14.31.035. District duties. (a) In implementing the parental choice scholarship program, the district shall

(1) make scholarship payments directly to the school quarterly after receiving proof satisfactory to the district that the student claimed under a scholarship attends the school on a full-time basis;

(2) make available to students and students' parents or guardians a list of schools that have been accepted to participate in the program; and

(3) provide a standard application for use by a school to enroll a student under the program; a school may, however, supplement the application.

(b) If the district denies or revokes acceptance of a school to participate in the program, the district shall, after administrative and judicial appeal periods have lapsed, immediately notify the affected students and the students' parents or guardians.

Sec. 14.31.040. Regulations. The department shall adopt regulations necessary to carry out the program in a manner that ensures the highest number of student and school participation, including

(1) procedures for calculating and distributing scholarships;

(2) timelines and procedures for application, renewal, and appeal for participating schools and students; and

(3) standards for acceptance, revocation, and denial for participating

schools.

Sec. 14.31.045. Appropriations for scholarships. The legislature may appropriate parental choice scholarship program funds to the department for distribution to the districts. If the appropriation for the program is insufficient in a given fiscal year, the department shall distribute the available funds to the districts prorated by the number of participating students in the program.

Sec. 14.31.090. Definitions. In this chapter,

(1) "district" has the meaning given in AS 14.17.990;

(2) "private school" means a school located in the state that provides education to students attending grades kindergarten through 12, or any combination of those grades, and that does not receive state funding under AS 14.17;

(3) "program" means the parental choice scholarship program;

(4) "student" means a person residing in the state who is at least five years of age but not more than 21 years of age.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

CONTINGENCY. Section 1 of this Act takes effect only if an amendment to art. VII, sec. 1, Constitution of the State of Alaska, deleting the prohibition on the payment of public funds for the direct benefit of a private educational institution, is approved by the voters before July 1, 2013.

*** Sec. 3.** If, under sec. 2 of this Act, sec. 1 of this Act takes effect, it takes effect on the effective date of the constitutional amendment described in sec. 2 of this Act.

#1

27-LS0223\D.6
Mischel
4/9/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 145( ), Draft Version "D"

Page 2, lines 6 - 7:
Delete "equal to the lesser of
(1)"

Page 2, line 8:
Delete "and local contributions"

Page 2, line 10
Delete "100 percent"
Insert "70 percent"
Delete "and local"

Page 2, line 11:
Delete "; or"
Insert "."

Page 2, lines 12 - 13:
Delete all material.

Amendments were going to be discussed, but prior sponsor asked bill to be withdrawn.

Amendment #2 was adopted previously

Rep Dick

Conceptual

Amendment #2

Intent: Remove confusion regarding transportation of students.

~~**Remove: Page 2 line: 14-18**~~

Insert: Page 2 line 14-

Those parents who choose to send their children to schools of choice ~~other than public schools~~ will assume full responsibility for transporting their children to the school of their choice.

Passed on Friday, April 8, 2011.

27-LS0223\D.3
Mischel
4/9/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 145( ), Draft Version "D"

Page 2, line 15, following "section,":

Insert "the parent or legal guardian shall assume full responsibility for transporting the student. However,"

3

27-LS0223\D.2
Mischel
4/6/11

AMENDMENT

By Rep Dick

OFFERED IN THE HOUSE

TO: CSHB 145( ), Draft Version "D"

Page 2, line 23, following "count":

Insert "submitted to the district"

#4

27-LS0223\D.4
Mischel
4/9/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 145( ), Draft Version "D"

Page 3, line 12, following "program":

Insert "and to meet applicable state and federal assessment standards."

#5

27-LS0223\D.5
Mischel
4/9/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 145( ), Draft Version "D"

Page 3, following line 12:

Insert a new subsection to read:

"(c) Notwithstanding the standards for acceptance of a school for participation in the program under this section, a school district may not accept a school for participation in the program if the school's participation will result in enrollment of fewer than 10 students in a school in the district."

27-LS0223\D.3
Mischel
4/9/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE DICK

TO: CSHB 145( ), Draft Version "D"

Page 2, line 15, following "section,":

Insert "the parent or legal guardian shall assume full responsibility for transporting the student. However,"

27-LS0223\D
Mischel
3/24/11

Marked Up

CS FOR HOUSE BILL NO. 145( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE KELLER

A BILL

FOR AN ACT ENTITLED

"An Act establishing the parental choice scholarship program to be administered by school districts for the purpose of paying the cost of attending grades kindergarten through 12 at public and private schools; and providing for an effective date."

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

* **Section 1.** AS 14 is amended by adding a new chapter to read:

Chapter 31. Parental Choice Scholarship Program.

Sec. 14.31.010. Parental choice scholarship program established. The parental choice scholarship program is established for the purpose of providing public funding of the cost of attending grades kindergarten through 12 at a public or private school selected by the student's parent or legal guardian. Each school district shall administer the program under the provisions of this chapter. Participation of a school in the program does not confer authority over a school to a school district that is not expressly provided for in this title.

Sec. 14.31.020. School selection and scholarship amount. (a) A public or

private school in the state that is accepted for participation in the program may receive a scholarship under the program on behalf of a student who attends the school, regardless of the attendance area in the school district in which the student resides.

(b) Notwithstanding the calculations required under AS 14.17, the district shall pay to a participating school attended by the student under this section a parental choice scholarship that is ~~equal to the lesser of~~

#1 (1) the amount the school district in which the student resides would receive as state aid ~~and local contributions~~ under AS 14.17 for a similarly situated student to attend a public school in the district, except that the amount may not exceed ~~100~~ 70 percent of the funding the school receives and expends from all state ~~and local~~ sources for the student; ~~or~~

~~(2) the actual annual cost to the school of educating the student, including prorated facility and operating expenses~~.

(c) If a parent or legal guardian has selected a public school outside of the attendance area in which the student resides for a scholarship under this section, the school district in which the student resides may contribute to the reasonable costs of transporting the student to the scholarship recipient school with state aid available under AS 14.09.010 for transportation of the student.

(d) A scholarship received for the benefit of a student under this section must be used for educational purposes. A scholarship is transferable among participating schools.

#3 (e) A participating school shall include students who are enrolled under this section in the student count submitted to the district for purposes of calculating state aid under AS 14.17.610.

A

Sec. 14.31.025. Accountability and enrollment standards for a participating school. (a) A district shall accept a school for participation in the parental choice scholarship program if the school

(1) submits notice of participation to the district in which the student is a resident on a form approved by the district indicating that the school intends to participate in the program;

(2) meets the following financial accountability standards:

(A) demonstrates the school's financial ability to repay to the

#2 Passed

Inserted - Conceptual "Those parents who choose to send their children to schools of choice will assume full responsibility for transporting their children to the school of their choice."

district any overpaid scholarship funds; and

(B) certifies the actual annual costs to the school of educating a student, including a prorated amount for facility and operating costs; and

(3) is a school that is a

(A) public school or correspondence study program operated by the department or a district in the state under this title;

(B) charter school established under AS 14.03.250 - 14.03.290; or

(C) private school operated in compliance with AS 14.45.030 or AS 14.45.100 - 14.45.130.

(b) Nothing in this chapter authorizes a district or the state to regulate a participating private school except as necessary to carry out the program. and to meet applicable state and federal assement standards

#4 >

Sec. 14.31.035. District duties. (a) In implementing the parental choice scholarship program, the district shall

(1) make scholarship payments directly to the school quarterly after receiving proof satisfactory to the district that the student claimed under a scholarship attends the school on a full-time basis;

(2) make available to students and students' parents or guardians a list of schools that have been accepted to participate in the program; and

(3) provide a standard application for use by a school to enroll a student under the program; a school may, however, supplement the application.

(b) If the district denies or revokes acceptance of a school to participate in the program, the district shall, after administrative and judicial appeal periods have lapsed, immediately notify the affected students and the students' parents or guardians.

Sec. 14.31.040. Regulations. The department shall adopt regulations necessary to carry out the program in a manner that ensures the highest number of student and school participation, including

(1) procedures for calculating and distributing scholarships;

(2) timelines and procedures for application, renewal, and appeal for participating schools and students; and

(3) standards for acceptance, revocation, and denial for participating

#5 Add: Notwithstanding the standards for acceptance of a school for participation in the program under this section, a school district may not accept a school for participation in the program if the school participation will result in enrollment of fewer than ten students in a school in the district.

schools.

Sec. 14.31.045. Appropriations for scholarships. The legislature may appropriate parental choice scholarship program funds to the department for distribution to the districts. If the appropriation for the program is insufficient in a given fiscal year, the department shall distribute the available funds to the districts prorated by the number of participating students in the program.

Sec. 14.31.090. Definitions. In this chapter,

(1) "district" has the meaning given in AS 14.17.990;

(2) "private school" means a school located in the state that provides education to students attending grades kindergarten through 12, or any combination of those grades, and that does not receive state funding under AS 14.17;

(3) "program" means the parental choice scholarship program;

(4) "student" means a person residing in the state who is at least five years of age but not more than 21 years of age.

*** Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

CONTINGENCY. Section 1 of this Act takes effect only if an amendment to art. VII, sec. 1, Constitution of the State of Alaska, deleting the prohibition on the payment of public funds for the direct benefit of a private educational institution, is approved by the voters before July 1, 2013.

*** Sec. 3.** If, under sec. 2 of this Act, sec. 1 of this Act takes effect, it takes effect on the effective date of the constitutional amendment described in sec. 2 of this Act.

Withdrawn (for re-write later)

Rep Dick

Conceptual

Amendment #1

Information:

There is currently a 70/30 rule, where school districts must spend at least 70% of funding on classroom instruction unless waived.

Intent of Amendment #1:

The districts will pass through 70% of the monies received from the state for instruction, and the 30% administrative and building costs associated with each student will remain with the district to maintain .

Amendment #1

Remove p 2 lines 12-13.

Remove line 6 " (1) that is equal to the lesser of"

Add line 7 "70% of"

Remove line 10 "100 percent"

Add line 10 "70 percent"

Seaton Line 10 p-2. strike "and local"

Keller - Wants to go back to 100% if Seaton's ammendment is passed.

Feige - then eliminate the 70%/30%

* Ask for legal opinion

- Conceptual amendments drawn up by Rep Dick
- Later formalized by Leg Services

Rep Dick

Conceptual

Amendment #2

Intent: Remove confusion regarding transportation of students.

~~**Remove: Page 2 lines 14-18**~~ struck this (Lines left intact)

Insert: Page 2 line 14-

Those parents who choose to send their children to schools of choice ~~other than public schools~~ will assume full responsibility for transporting their children to the school of their choice.

struck words "other than public schools"

passed

#3

27-LS0223\D.2
Mischel
4/6/11

Rep Dick

AMENDMENT

OFFERED IN THE HOUSE

TO: CSHB 145( ), Draft Version "D"

Page 2, line 23, following "count":

Insert "submitted to the district"

Rep Dick

Amendment #4

Intent: Clarify obligation for testing of all students according to State and Federal guidelines.

Add: Page 3 line 12

All students will be tested annually in accordance with State regulations.

Rep Dick

Amendment #5

Intent: Make sure the enrollment of small schools are not reduced below 10 by the presence of schools of choice.

27-LS0223\D.2
Mischel
4/6/11

AMENDMENT

OFFERED IN THE HOUSE

TO: CSHB 145( ), Draft Version "D"

Page 2, line 23, following "count":

Insert "submitted to the district"

LEGAL SERVICES

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

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

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

MEMORANDUM February 15, 2011

SUBJECT: Sectional Summary (HB 145 (Work Order No. 27-LS0223\I))

TO: Representative Wes Keller
Attn: Jim Pound

FROM: Jean M. Mischel
Legislative Counsel

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

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

Section 1. Establishes a new program in the Department of Education and Early Development to be administered by school districts to provide for public funding of education at a private or public school in the state that is selected by a parent or guardian for students enrolled in grades kindergarten through 12. Describes eligibility, accounting, and enrollment standards.

Section 2. Provides a July 1, 2012 effective date for sec. 1 of the bill.

JMM:plm
11-090.plm

ALASKA STATE LEGISLATURE

Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
Phone (907) 373-1842
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REPRESENTATIVE WES KELLER
DISTRICT 14

SPONSOR STATEMENT

HB 145

"An Act establishing the parental choice scholarship program to be administered by school districts for the purpose of paying the cost of attending grades kindergarten through 12 at public and private schools; and providing for an effective date."

House Bill 145 could well be the next critical step in allowing today's Alaskan children to compete with the world on an equal footing educationally. We do not hear of parents who do not want the best education for their child. It goes without saying that a child's parent or guardian is in the best position to make a choice of which school is appropriate for their child, especially when some of our schools are plagued with high drop-out rates and lack of success.

Parents or guardians are the most important part of the education experience and HB 145 gives them an appropriate opportunity to participate. They will review the local options available and decide where their children need to go to get the best education possible. Public, private, correspondence schools will all be on the table to compete for the funding that the legislature sends to school districts each year.

HB 145- **"The Parental Choice Scholarship Program"** brings the quality of K-12 education to a new level. Graduating seniors will be better prepared for the next step in their lives. Schools will face competition, which means they must rise to the goal of excellence.

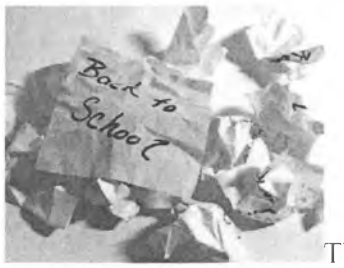
E-Mail: Representative_Wes_Keller@legis.state.ak.us
Call Juneau Toll free: (800) 468-2186
Website: www.akrepublicans.org/keller/

Published on Monday, September 13, 2010 by Rethinking Schools

The Proving Grounds: School "Reform" in Washington, D.C.

by Leigh Dingerson

Washington, D.C., is leading the transformation of urban public education across the country—at least according to Time magazine, which featured D.C. Schools Chancellor Michelle Rhee on its cover, wearing black and holding a broom. Or perhaps you read it in Newsweek or heard it from Oprah, who named Rhee to her "power list" of "remarkable visionaries."



The model of school reform that's being implemented here is popping up around the country, heavily promoted by the same network of conservative think tanks and philanthropists like Bill Gates, Eli Broad, and the Walton Family Foundation that has been driving the school reform debate for the past decade. It is reform based on the corporate practices of Wall Street, not on education research or theory. (photo by Flickr user Avolore)

But there's nothing remarkably visionary going on in Washington. The model of school reform that's being implemented here is popping up around the country, heavily promoted by the same network of conservative think tanks and philanthropists like Bill Gates, Eli Broad, and the Walton Family Foundation that has been driving the school reform debate for the past decade. It is reform based on the corporate practices of Wall Street, not on education research or theory. Indications so far are that, on top of the upheaval and distress Rhee leaves in her wake, the persistent racial gaps that plague D.C. student outcomes are only increasing.

Chancellor Rhee helicoptered into Washington in 2007 promising to change the culture of the District of Columbia Public Schools (DCPS). Everyone cheered. But we weren't counting on the new culture coming straight out of Goldman Sachs. Suddenly, decisions were being made at the top and carried out with atomic force. Parents have been treated like consumers—informed about options and outcomes but denied a seat at the table. The district's teachers have been insulted in the national media, fired or laid off in record numbers, and replaced by less credentialed and less experienced newcomers. The model views teachers as a delivery system, not as professionals. High turnover is not just the result—it's the goal. Principals, too, are isolated and expendable. The district lauds the educational mavericks—principals whose "crusades" are described as "relentless" and "methodical"—those who see themselves as an army of one. We are becoming a district where the frontline workers are demoralized, people are looking out for themselves, and trust is all but gone.

Chancellor Rhee is the army of one at the top of the district's lurching reform. An articulate and supremely confident 39-year-old, Rhee is, for now, the movement's national poster child. Pundits debate her occasionally tactless comments in the media, but there has been little analysis of the reform model itself and how its "my way or the highway" culture affects students, parents,

Provided by Rep. Keller's Office

and teachers. Adopting the rhetoric for just one moment, in a cost-benefit analysis, are D.C. students gaining the benefits, or are we all paying the price?

The Proving Grounds

DCPS has a reputation as one of the worst school systems in the nation. But it has not always been so troubled.

Washington, with its gleaming white facades and manicured parks, is home to a complicated mix of people and politics. Long a majority African American city, D.C. has only been self-governing since 1973, when a 100-year-long fight for home rule forced Congress to hold elections for the city's mayor and city council. Congress still reviews all legislation passed by the council before it becomes law and retains authority over the District budget.

The vast public sector employment created by the federal government helped establish a significant black middle class that supported its public schools. Many African American parents and grandparents remember *their* schools as neighborhood institutions and gateways to success. But many of D.C.'s middle-class blacks have left for suburban counties in Maryland and Virginia. What remains is a city with stark divisions—some of the most affluent neighborhoods in the nation, and some of the poorest.

Most of D.C.'s public schools are intensely segregated—like the city's neighborhoods. Though DCPS uses a traditional neighborhood boundary system, students from anywhere in the city may enter a lottery for available seats in any school after neighborhood enrollment is complete. At the elementary level, most schools reflect the demographics of their communities. But in the city's more affluent western wards, white parents begin pulling their children out of DCPS before middle school, sending them to one of the city's boutique charters or elite private schools. The availability of "out-of-boundary" slots increases, making middle and high schools in these neighborhoods the most integrated in the city. Every D.C. high school is majority students of color.

Many of the District's African American and Latino children are from economically isolated and badly neglected communities. For decades, there have been too few resources and too much infighting to support those communities and help their children succeed. Rather than digging deep to address the social, economic, and educational issues involved, however, District leadership has focused on attracting young white professionals back to the urban core. In the late '90s and early 2000s, construction cranes towered over the skyline as block after city block became home to yet another luxury condominium complex. These "urban pioneers"—mostly young, white professionals—have begun to staunch the city's declining population numbers. As they've settled in, they've also become players in school politics.

The current wave of education reform began with Adrian Fenty, a young and energetic city council member, born and raised in D.C. Elected in 2000 at the age of 30, Fenty proved to be a charismatic and effective politician, and was reelected without opposition in 2004. In September 2006 he easily won the Democratic primary for mayor. In hugely Democratic D.C., the primary

is, for all intents and purposes, the general election. It was only *after* his September victory that Fenty announced his plan to take over the District's schools.

Day One:
Teachers Feel the Heat

The day after he took office in January 2007, Fenty introduced legislation to eliminate the city's elected school board and consolidate control of the schools in the mayor's office. The council passed the bill in April, and submitted it for congressional approval. Both the House and Senate approved the bill in May, and it was signed into law by then-President Bush on June 1. Twelve days later, Fenty held a press conference to introduce his new chancellor, Michelle Rhee.

Rhee had just three years of teaching experience, through Teach for America, and no experience running a school, let alone a school system. After dipping her toes in teaching, Rhee had gone on to found and lead the New Teacher Project, an organization that collaborates with school districts to recruit, train, and develop teachers for high-needs schools.

Rhee lost no time proclaiming what was wrong in D.C.: "I know what the obstacles are in these systems that are not conducive to effecting change," Rhee said at the press conference.

The implications of her pronouncement were not lost on those who had been following the national education debate. Over the past decade, research funded by conservative foundations has systematically built a case for transforming teaching as a profession. It began with research connecting "high-quality" teachers to student academic gains. Therefore, pundits began to surmise, low-performing students must just have lazy or incompetent teachers. Once teachers were to blame, it was a hop, skip, and a jump to find the culprit—teachers' unions and collectively bargained contracts that guarantee teachers due process before dismissal. The rhetorical attack on teachers has been shrill enough to stifle what the *rest* of the decade's research has shown: that teachers generally get *better* with experience and support; that meaningful parent engagement, strong school leadership, and student-centered learning climates must also be present for schools to succeed; and that no single component by itself can carry a school and its students to their full potential.

Amidst the clamor of teacher bashing, some D.C. teachers experienced Rhee's comments as a bull's-eye drawn on their backs. "We were troubled by her remarks," recalls Kerry Sylvia, a veteran teacher at the city's Cardozo High School. It seemed clear that the "obstacles" that Rhee was referring to were district teachers.

Sweeping Change

In her first months, Rhee demonstrated the frenetic pace of activity that has become her trademark. In the southern heat and humidity of a D.C summer, Rhee crisscrossed the city, meeting with principals and cutting through the district's legendary red tape. Warehouses full of textbooks were emancipated, classrooms stocked. Checks were cut, paint was slapped on, and creaky gears started turning. Many—including principals and parents—were impressed. By the time school started, there was a palpable feeling of forward motion.

At the same time, Rhee was meeting privately with officials from the Gates and Broad foundations, the California-based NewSchools Venture Fund, the American Enterprise Institute, and other key players in the school reform movement. Adrian Fenty and Chancellor Rhee were their new darlings.

That spring, Rhee began firing principals. Sixty-one principals and assistant principals were fired at the end of the school year. Next came the teachers. By July of 2008, according to some reports (neither DCPS nor the Washington Teachers' Union will release actual numbers), Rhee had fired 250 teachers and 500 teachers aides, avoiding union due-process rules by utilizing the "highly qualified" certification requirements of the federal No Child Left Behind Act.

In October, stymied by her inability to negotiate a contract with the union (she wanted, among other things, new provisions in the contract to make it easier for her to fire teachers), Rhee announced that she would implement a little-used procedure allowing principals to place teachers on a 90-day "improvement plan," with the ability to fire them immediately after that.

All the Blame, Not Enough Support

It is worth noting that, as a so-called "education reformer," Rhee has not focused on content or pedagogy. There have been no initiatives to improve teacher induction or strengthen instructional practice. The focus has remained on management and staffing, and the tone has been judgmental rather than supportive.

One of Rhee's early priorities was to establish a new teacher evaluation system that would, in part, make it easier to fire teachers based on their students' performance on standardized tests. It's the latest Wall Street concept embraced by the reformers. Indeed, U.S. Secretary of Education Arne Duncan has proposed that federal funding be contingent upon states developing teacher evaluations directly linked to student test scores. Rhee hoped to set the standard.

Her "director of human capital strategy" took the lead in designing the new system, called IMPACT. It was launched in the 2009–10 school year and again put Rhee into the national spotlight.

IMPACT is a complicated web of more than 20 separate evaluation processes. For teachers unlucky enough to teach subjects and grade levels with test data, 50 percent of their evaluation is based on a patently preposterous calculation of their effect on student scores. Teachers also undergo five short observations by their principal or a "master teacher," based on an extensive "teaching and learning framework" with dozens of indicators. One of the biggest concerns has been that IMPACT will snare some of the district's best teachers in its web—those who refuse to teach to the tests or conform to a checklist of specific practices. The Washington Teachers' Union was worried enough to demand a working group to monitor IMPACT's implementation and results.

Meanwhile, after three years of contentious negotiation, the union and the chancellor announced agreement on a new contract in the spring of 2010. The contract attached bonus money to teacher evaluations and included a significant increase in salaries (ratification of the new contract was

stalled briefly when it was revealed that the salary increases were being funded with $64.5 million in one-time grants from the Broad and Walton foundations, among others, and that the grants were predicated on Rhee continuing as chancellor).

Throughout contract negotiations and the roll out of the IMPACT system, Rhee continued to target career teachers, in action and words. In the spring and summer of 2009 the district hired more than 900 new teachers—three times the usual number of summer hires. Then, in October, Rhee announced that a newly discovered budget shortfall required that 266 teachers be laid off. Because the layoffs were budget related, principals were free to ignore the "last hired-first fired" rules in the union contract. According to the union, a substantial number of the laid-off teachers were older, more senior teachers, rather than those who had been hired the previous spring and summer. Students and parents protested as beloved teachers and counselors were yanked out of buildings.

The layoffs created a firestorm of protest as classes were disrupted just weeks into the school year. The crisis got hotter when Rhee's budget shortfall could not be verified and to some appeared contrived. But the final straw for many teachers was when the chancellor, in an interview with *Fast Company* magazine, justified the layoffs by saying, "I got rid of teachers who had hit children, who had had sex with children, who had missed 78 days of school." Rhee was excoriated for the remark, which proved to be a gross overstatement, but the ousted teachers remained on the curb.

It was just one more in a series of what veteran teachers saw not only as personal attacks, but also as an indication that Rhee had no understanding of the challenges that they and their students face each day.

"It creates a very individualized and isolating feeling in the school," says Sylvia, whose school population includes almost 100 homeless teens. "Our kids come in with a host of real problems. . . . Teachers in the community need to be part of the process, not the object of it. . . . Feeling under attack all the time isn't conducive to collaboration."

Chris Bergfalk, a teacher at H.D. Cooke Elementary School, is convinced that the attacks on teachers spill over into the consciousness of parents as well. "You can feel it," he says. "Parents come into the classroom thinking that teachers are the enemy. . . . It takes more than one meeting, sometimes, before the parents decide that you're OK and basically competent. . . . I've never felt this level of suspicion and mistrust from my students' parents."

Crystal Sylvia, Kerry's sister and a social worker at a struggling but improving elementary school, has a different way of putting it. "We get the message: If we were here, working in the schools before the chancellor arrived, we are part of the problem."

In a fall 2009 survey of teachers conducted by DC VOICE, an education advocacy group, 80 percent of teachers, when asked whether they liked the way the school system was run, said "no." Many of those said their chief complaint was the lack of respect and the blame cast upon teachers. It is difficult to imagine any CEO who has so severely alienated her own workforce being dubbed a "remarkable visionary" in the national press.

But Rhee wasn't done. On July 23, 2010, she announced 165 additional teacher firings. Of those, 76 were dismissed as a result of poor evaluations under IMPACT. And, as feared, some of the fired teachers were among the most experienced, dynamic, and beloved educators in the system. Rhee boasted that more than 700 *additional* teachers had been judged "minimally effective" through IMPACT, and that a significant number of *them* would no doubt be fired after the next school year. The union's working group had not even met.

Even before the most recent dismissals, Rhee's transformation of the D.C. teacher workforce has been significant. Almost 40 percent of the teachers now working in DCPS entered the workforce since the chancellor arrived. In the recently completed school year, 120 of those teachers were placed through Teach for America—virtually guaranteeing continued high teacher turnover in district classrooms.

The Living Room Approach to Community Engagement

Chancellor Rhee's approach to parents and communities has been nearly as tone deaf as her dealings with teachers. "She creates lots of opportunities for people to learn what's going on," reflects Jill Weiler, a DCPS parent and community organizer. "I think she really does listen. But it doesn't seem to influence her." For example, in December 2007, Rhee announced the closing or consolidation of two dozen schools. Parents, teachers, and students were frustrated at Rhee's failure to *inform*, much less involve the impacted communities before the announcement. As required by district rules, Rhee subsequently held a series of community hearings at the affected schools, but made few changes to the plan.

Then, in April 2008, Rhee announced that as many as 10 high schools would undergo federally mandated "restructuring," and that several would be placed under external management. Rhee promised school communities a voice in selecting from among six "partner" organizations she had chosen. But at Anacostia High School, the parents' choice of outside partner was rejected. Instead, Rhee chose Friendship Public Charter School—a charter management organization with five D.C. charter schools—to take over operations at Anacostia. Marvin Tucker, a DCPS parent and assistant football coach at Anacostia, was frustrated by the process: "DCPS doesn't want parent participation. Neither does Friendship." The new management group fired 85 percent of Anacostia's teachers and disbanded the school's Local School Restructuring Team (LSRT)—a DCPS advisory council of teachers and parents at each school.

Rhee isn't deaf to all voices. Her inconsistency exploded into the media in December 2009 when she announced the replacement of the principal at Hardy Middle School—one of the top performing schools in the city, and also one of the most racially mixed. Hardy's art-centered curriculum draws students from across the city to fill seats not taken by students from the surrounding affluent Georgetown community. When a $48 million renovation at the school was completed in 2009, it became at least a more physically attractive option for neighborhood parents. But apparently there was still concern. After the chancellor abruptly announced that she was removing the popular (and by all measures, successful) principal, it was revealed that she had met in a private living room with a dozen Georgetown parents. The group had complained that they didn't feel "welcome" at Hardy.

The announcement set off a firestorm at Hardy, where teachers and parents—even the school's LSRT—had not been consulted or informed of the chancellor's decision. At a subsequent community meeting at the school, emotions were raw. The racial implications of the move were unavoidable, as Rhee tried to explain why she had met privately with a small group of white parents but failed to discuss the move with the school's mostly African American parent leadership. Jeffrey Watson, a parent of two Hardy students, charged that Georgetown neighborhood parents stayed away because they were not comfortable with the racial composition of the school, reported the *Washington Post*. "Don't play games with people in here. We're not stupid," Watson said at the school hearing. "Rather than having private meetings with them, tell them to walk on over." Despite impassioned pleas from teachers, parents, and students to reinstate the principal, Rhee refused to budge.

Her decisions at Hardy and elsewhere are clear nods to the District's changing demographics. Since 2000—with the proliferation of luxury condominiums and the boom in the housing market—the District has gained 16,000 residents. The city's white population has increased from 30 percent to 40 percent of the total, and the African American population has decreased from 60 percent to 54 percent. Per capita income (adjusted for inflation) has increased from $28,659 to more than $41,000.

The effort to bring middle-class whites back to the city's public schools may be a laudable one, Rhee's process notwithstanding. But for the district's high-profile reform efforts, there is another advantage, whether the chancellor intends it or not.

D.C.'s Education Miracle a Chimera?

Despite glowing reports from the adoring media, D.C.'s education miracle is a chimera at best. There have been dramatic drops in standardized assessment scores, and, on closer analysis, the highly touted increases in D.C. National Assessment of Educational Progress (NAEP) scores are a reflection of the changing demographics of the schools, not the result of any real improvement in the quality of education provided to D.C.'s poorest and neediest students.

Bergfalk has taught in the district for seven years, and was a finalist for D.C. Teacher of the Year in 2010. As a teacher, he is focused and energetic.He is also deeply skeptical. In March 2009, the district announced that the new NAEP scores showed dramatic student increases and progress in closing D.C.'s persistent achievement gap. Bergfalk decided to check it out for himself. Using NAEP's own interactive website, Bergfalk deconstructed the data.

"These test scores are not the result of an increase in student achievement. Instead, they are a result of a change in who was tested," says Bergfalk. He found that for the 4th-grade test, the percentage of African American kids in DCPS (the lowest scoring racial/ethnic group in D.C.) taking the test dropped from 67 percent of test takers to 53 percent of test takers between 2007 and 2009, while the percentage of Hispanic students (with average test scores 12 points higher) rose from 6 percent to 9 percent of test takers, and white students rose from 6 percent to 7 percent of test takers. Where aggregate scores appear to show improvement among DCPS students, the disaggregated data tell a different story. The district continues to have one of the highest achievement gaps among major U.S. cities.

Bergfalk found the same pattern on the 8th-grade NAEP reading test. The percentage of African American kids in DCPS taking the test dropped from 59 percent of test takers to 43 percent of test takers, which is why there was a statistically significant four-point increase overall from 2007 to 2009, but no statistically significant increase for any racial/ethnic subgroup. The overall increase, like that on the 4th-grade test, was again the result of a change in demographics rather than an increase in student achievement.

When DCPS released the results of local assessments in July 2010, the district touted what it called "unparalleled progress" in secondary school results. But at the elementary level, scores took a hit—in some schools dropping by more than 30 percent the past two years. Students in half of all D.C. public schools performed worse in the 2010 assessments than they did in 2009.

The Price of Autocratic Reform

In a Feb. 1, 2010, article, the *Washington Post* reported that approval ratings for Mayor Fenty and his schools chief had dropped precipitously. The poll showed Chancellor Rhee's approval rating had sunk from 59 percent of residents in January 2008 to 43 percent in early 2010.

The numbers are crucial for Fenty: The mayor is up for reelection this fall, and the race is being cast as hinging on public support for his school reform agenda. Fenty's challenger, Vincent Gray, the current chair of the city council, has been a critic of Rhee's leadership: "We need a mayor who understands that the best way to achieve real and lasting school reform is to involve the community. The best way to help every community in the district is to engage teachers, engage parents, engage principals, and engage students in the decision-making."

Mary Filardo, director of the 21st Century School Fund, agrees. "School change should be about students, families, and communities taking ownership of their schools. "Although there is the *illusion* that parents may have more access—that Michelle Rhee will answer their emails—there is meager civic life around the public schools."

Cathy Reilly, who leads the Senior High School Alliance of Parents, Principals, and Educators, notes: "It's not an empowering model. . . . The players in the system—parents, teachers, and principals—are supposed to understand that things are being 'fixed' and to get with the program, or get out."

For many parents and teachers, the problem with Rhee's approach was best summed up by Diane Ravitch, former undersecretary at the Department of Education under President George H.W. Bush. Ravitch, speaking at a reception in D.C. last spring, was asked what she thought of D.C. school reform. Ravitch responded with the timeless adage, "It's difficult to win a war when you're firing on your own troops."

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Michelle Rhee on D.C. Kids' 'Crappy Education'

Firebrand Schools Chancellor Michelle Rhee, the National Face for Education Reform, Could Lose Her Job

By Z. BYRON WOLF and LEE FERRAN

Sept. 16, 2010

"They are getting a crappy education," Rhee said while discussing the district's schoolchildren in an interview with ABC News. "I mean, you could try to sugar coat it all you want. Subpar, or whatever. But what it is in terms that everyone can understand -- they are getting a crappy education."

It could be comments like that, not to mention aggressive and controversial education policies, landed Rhee in the spotlight of a new documentary "Waiting for Superman," and could also cost her her job.

Rhee, who has become the national face of education reform, could end up jobless after D.C. voters ousted Mayor Adrian Fenty.

Under Rhee's three-year watch, more than 200 teachers have been fired, nearly 20 schools closed and pay has been tied to merit evaluations. But test scores have shot up for elementary and secondary school students, and teachers' salaries were raised.

"The situation we inherited three years ago in Washington, D.C., was absolutely deplorable," Rhee said. "People need to understand that and if that makes people uncomfortable, then so be it."

The victor in Tuesday's Democratic primary -- and therefore almost a sure winner come November in this overwhelmingly Democratic city -- is City Council Chairman Vincent Gray, a chief Rhee antagonist at oversight hearings.

Gray has not said he would fire Rhee, but he hasn't said he would keep her on either.

"I have said on many occasions that after this election is over, I'd like to sit down with Michelle Rhee and let us walk and talk through it, you know, how we might work together," Gray said on CNN Tuesday.

Rhee had campaigned for Fenty. The Washington Teacher's Union campaigned for Gray.

"This has been a significant change in direction and it's going to require me sitting down with Mayor Fenty, the chairman and other people to see what's in the best interests of our kids," Rhee said Wednesday in an interview with MSNBC.

Rhee Feels Guilty About Fenty Loss

"I do feel sort of bad and guilty," she said. "This man, Adrian Fenty, is truly the best leader I've ever worked for. We need more leaders like him who are willing to stake everything to make sure our kids are getting a good education."

Obviously, D.C. voters disagree. And so do the leaders of local and national teachers unions.

An op-ed Wednesday morning by George Parker, president of the Washington Teacher's Union, and Randi Weingarten, president of the American Federation of Teachers, made no mention of Rhee. The article was titled "No Turning Back for D.C. Kids," and it suggested that the teachers would be happier and work more collaboratively with Gray.

"Public education is a marathon, not a sprint. Yes, there's urgency to fixing our schools, but we have to set ourselves on a long-term path toward constant and sustainable progress," wrote the union leaders.

President Obama stayed out of the race, but Secretary of Education Arne Duncan appeared at an event with Fenty and Rhee in the closing days of the election. It was not a campaign event, but Duncan announced the award of $75 million in new federal funding for D.C. schools. He was noticeably absent from any event with Gray.

Wednesday, Nov. 26, 2008

Rhee Tackles Classroom Challenge

By Amanda Ripley / Washington

In 11th grade, Allante Rhodes spent 50 minutes a day in a Microsoft Word class at Anacostia Senior High School in Washington. He was determined to go to college, and he figured that knowing Word was a prerequisite. But on a good day, only six of the school's 14 computers worked. He never knew which ones until he sat down and searched for a flicker of life on the screen. "It was like Russian roulette," says Rhodes, a tall young man with an older man's steady gaze. If he picked the wrong computer, the teacher would give him a handout. He would spend the rest of the period learning to use Microsoft Word with a pencil and paper.

One day last fall, tired of this absurdity, Rhodes e-mailed Michelle Rhee, the new, bold-talking chancellor running the District of Columbia Public Schools system. His teacher had given him the address, which was on the chancellor's home page. He was nervous when he hit SEND, but the words were reasonable. "Computers are slowly becoming something that we use every day," he wrote. "And learning how to use them is a major factor in our lives. So I'm just bringing this to your attention." He didn't expect to hear back. Rhee answered the same day. It was the beginning of an unusual relationship.

The U.S. spends more per pupil on elementary and high school education than most developed nations. Yet it is behind most of them in the math and science abilities of its children. Young Americans today are less likely than their parents were to finish high school. This is an issue that is warping the nation's economy and security, and the causes are not as mysterious as they seem. The biggest problem with U.S. public schools is ineffective teaching, according to decades of research. And Washington, which spends more money per pupil than the vast majority of large districts, is the problem writ extreme, a laboratory that failure made. (See pictures of a diverse group of American teens.)

Rhee took over Anacostia High and the district's 143 other schools in June 2007, when Mayor Adrian Fenty named her chancellor. Her appointment stunned the city. Rhee, then 37, had no experience running a school, let alone a district with 46,000 students that ranks last in math among 11 urban school systems. When Fenty called her, she was running a nonprofit called the New Teacher Project, which helps schools recruit good teachers. Most problematic of all, Rhee is not from Washington. She is from Ohio, and she is Korean American in a majority-African-American city. "I was," she says now, "the worst pick on the face of the earth."

But Rhee came highly recommended by another prominent school reformer: Joel Klein, chancellor of New York City's schools. And Rhee was once a teacher--in a Baltimore elementary school with Teach for America--and the experience convinced her that good teachers could alter the lives of kids like Rhodes.

Anacostia High has a 24% graduation rate, and only 21% of its students read at grade level. Rhodes is well aware of the miserable statistics, and when he first saw his new chancellor from afar, he thought she looked petite, foreign and underqualified. "I was like, She doesn't look ready for urban kids." But after they exchanged e-mails, he agreed to meet her downtown. He realized almost at once that he had underestimated her. "She actually sat

with me," he says, "and talked eye to eye, like I was one of her co-workers." They decided to meet again, this time at Anacostia High. Rhodes began to talk about Rhee to his classmates, and they started writing an agenda for the meeting, detailing all the things that were wrong with the D.C. school system. They had much to tell.

Rhee has promised to make Washington the highest-performing urban school district in the nation, a prospect that, if realized, could transform the way schools across the country are run. She is attempting to do this through a relentless focus on finding--and rewarding--strong teachers, purging incompetent ones and weakening the tenure system that keeps bad teachers in the classroom. This fall, Rhee was asked to meet with both presidential campaigns to discuss school reform. In the last debate, each candidate tried to claim her as his own, with Barack Obama calling her a "wonderful new superintendent."

Hard as it is to imagine Washington schools ranking among the best in the country, the city does have some things working in its favor. The system is relatively small, making it easier to redirect. As in New York City, the board of education was recently dissolved, which means changes can be made without waiting for the blessing of a fractious body of overseers. And now that a third of Washington's kids are in charter schools, there is intense pressure on the public system to keep the students it still has. If they keep fleeing the system at the current rate, enrollment will drop 50% every 10 years.

Each week, Rhee gets e-mails from superintendents in other cities. They understand that if she succeeds, Rhee could do something no one has done before: she could prove that low-income urban kids can catch up with kids in the suburbs. The radicalism of this idea cannot be overstated. Now, without proof that cities can revolutionize their worst schools, there is always a fine excuse. Superintendents, parents and teachers in urban school districts lament systemic problems they cannot control: poverty, hunger, violence and negligent parents. They bicker over small improvements such as class size and curriculum, like diplomats touring a refugee camp and talking about the need for nicer curtains. To the extent they intervene at all, politicians respond by either throwing more money at the problem (if they're on the left) or making it easier for some parents to send their kids to private schools (if they're on the right).

Meanwhile, millions of students left behind in confused classrooms spend another day learning nothing.

See pictures of eighth-graders being recruited for college basketball.

See TIME's special report on paying for college.

A Teacher from Toledo

ONE DAY IN AUGUST, I SPENT THE MORNING with Rhee as she made surprise visits to Washington public schools. She emerged from her chauffeured black SUV with two BlackBerrys and a cell phone and began walking--fast--toward the front door of the first school. She wore a black pencil skirt, a delicate cream blouse and strappy high heels. When we got inside, she walked into the first classroom she could find and stood to the side, frowning like a specter. When a teacher stopped lecturing to greet her, she motioned for the teacher to continue. Rhee smiled only when students smiled at her first. Within two minutes, she had seen enough, and she stalked out to the next classroom.

In the hallway, she muttered about teachers who spend too much time cutting out elaborate bulletin-board decorations or chitchatting at "morning meetings" with their third-graders before the real work begins. "We're in Washington, D.C., in the nation's capital," she said later. "And yet the children of this city receive an education that every single citizen in this country should be embarrassed by." (See pictures of teens and how they would vote.)

In the year and a half she's been on the job, Rhee has made more changes than most school leaders--even reform-minded ones--make in five years. She has shut 21 schools--15% of the city's total--and fired more than 100 workers from the district's famously bloated 900-person central bureaucracy. She has dismissed 270 teachers. And last spring she removed 36 principals, including the head of the elementary school her two daughters attend in an affluent northwest-D.C. neighborhood.

Rhee is convinced that the answer to the U.S.'s education catastrophe is talent, in the form of outstanding teachers and principals. She wants to make Washington teachers the highest paid in the country, and in exchange she wants to get rid of the weakest teachers. Where she and the teachers' union disagree most is on her ability to measure the quality of teachers. Like about half the states, Washington is now tracking whether students' test scores improve over time under a given teacher. Rhee wants to use that data to decide who gets paid more--and, in combination with classroom evaluation, who keeps the job. But many teachers do not trust her to do this fairly, and the union bristles at the idea of giving up tenure, the exceptional job security that teachers enjoy.

Rhee grew up in a nice neighborhood in Toledo, Ohio, a middle child, between two brothers. Her parents immigrated from South Korea several years before she was born so that her father could study medicine at the University of Michigan. He became a specialist in rehabilitation and pain medicine, and her mother owned a women's clothing store. Education was highly valued in the family, as was independence. After Rhee finished sixth grade, her parents sent her to South Korea to live with an aunt and attend a Korean school, a harrowing experience for a child in a strange land with limited skills in its language. When she returned a year later, her parents sent her to a private school because they found the public schools lacking.

After Rhee graduated from Cornell University in 1992, she joined Teach for America. She spent three years teaching at Harlem Park Elementary, one of the lowest-performing schools in Baltimore. Her parents visited and were stunned by the conditions of the neighborhood. "The area where the kids lived reminded me of a scene after the Korean War," says her father Shang Rhee.

Rhee suffered during that first year, and so did her students. She could not control the class. Her father remembers her returning home to visit and telling him she didn't want to go back. She had hives on her face from the stress.

The second year, Rhee got better. She and another teacher started out with second-graders who were scoring in the bottom percentile on standardized tests. They held on to those kids for two years, and by the end of third grade, the majority were at or above grade level, she says. (Baltimore does not have good test data going back that far, a problem that plagues many districts, so this assertion cannot be checked. But Rhee's principal at the time has confirmed the claim.) The experience gave Rhee faith in the power of good teaching. Yet what happened afterward broke her heart. "What was most disappointing was to watch these kids go off into the fourth grade and just lose everything," Rhee says, "because they were in classrooms with teachers who weren't engaging them."

The summer after her second year of teaching, Rhee met Kevin Huffman, a fellow Teach for America member. They married two years later and had two daughters, Starr and Olivia, now 9 and 6. They moved to Colorado to be closer to Rhee's parents, but the marriage faltered. Huffman and Rhee separated, agreeing to joint custody of the kids. And then Rhee got the offer to run Washington's schools. Huffman, now head of public affairs for Teach for America, had no illusions about the challenges Rhee would face. But when he heard about

the job offer, he decided to follow her to D.C. "Even though moving didn't sound like a whole lot of fun," he says, "the reality is that I genuinely believed that she had the potential to be the best superintendent in the country. Most people think about their own longevity, about political considerations." He adds, "Very few people genuinely don't care about anything other than the end result for kids. Michelle will compromise with no one when it comes to making sure kids get what they deserve."

Scorched Earth

WHEN THEY ARRIVED IN WASHINGTON, Huffman and Rhee anted up. They enrolled Starr and Olivia in Oyster-Adams, a public elementary school. Although the school is considered among the best in the city, Rhee quickly concluded that it was inferior to the Colorado public school her daughters had been attending. Among other things, the homework was sporadic and unchallenging, she says. Rhee dismissed the principal before the school year was out, a move that sparked outrage across the city and in her own home. "That," she says, "was probably the decision I got the most grief about."

Rhee is, as a rule, far nicer to students than to most adults. In many private encounters with officials, bureaucrats and even fundraisers--who have committed millions of dollars to help her reform the schools--she doesn't smile or nod or do any of the things most people do to put others at ease. She reads her BlackBerry when people talk to her. I have seen her walk out of small meetings held for her benefit without a word of explanation. She says things most superintendents would not. "The thing that kills me about education is that it's so touchy-feely," she tells me one afternoon in her office. Then she raises her chin and does what I come to recognize as her standard imitation of people she doesn't respect. Sometimes she uses this voice to imitate teachers; other times, politicians or parents. Never students. "People say, 'Well, you know, test scores don't take into account creativity and the love of learning,'" she says with a drippy, grating voice, lowering her eyelids halfway. Then she snaps back to herself. "I'm like, 'You know what? I don't give a crap.' Don't get me wrong. Creativity is good and whatever. But if the children don't know how to read, I don't care how creative you are. You're not doing your job."

See pictures of a diverse group of American teens.

See pictures of the college dorm's evolution.

Rhee's ferocity has alienated many people--even those who support her ideas and could be helpful to her. This summer the chair of the Washington city council called dealing with Rhee a "nightmare." There has been talk of passing legislation to rein her in. "Michelle Rhee believes in scorched earth," says Randi Weingarten, president of the American Federation of Teachers, a national union that has become unusually involved in local matters in Washington. "I am not saying that D.C.'s school system doesn't need a lot of help. But I have been part of a lot of reforms, and the one thing I have never seen work is a hierarchical, top-down model."

Rhee is aware of the criticism, but she suggests that a certain ruthlessness is required. "Have I rubbed some people the wrong way? Definitely. If I changed my style, I might make people a little more comfortable," she says. "But I think there's real danger in acting in a way that makes adults feel better. Because where does that stop?"

The Data

ON RHEE'S TOUR OF SCHOOLS DURING the first week of classes this year, a parent stopped her to praise her accomplishments so far. Rhee listened with a small smile while systematically cracking each of her knuckles with the thumb of the same hand. Then she got back into her SUV and began furiously e-mailing. When she calls her staff, she does not say hello; she just starts talking. She answered 95,000 e-mails last year, according to her office.

She frequently sounds exasperated. "People come to me all the time and say, 'Why did you fire this person?'" she says. The whiny voice is back. "'She's a good person. She's a nice person.' I'm like, 'O.K., go tell her to work at the post office.' Just because you're a nice person and you mean well does not mean you have a right to a job in this district."

The data back up Rhee's obsession with teaching. If two average 8-year-olds are assigned to different teachers, one who is strong and one who is weak, the children's lives can diverge in just a few years, according to research pioneered by Eric Hanushek at Stanford. The child with the effective teacher, the kind who ranks among the top 15% of all teachers, will be scoring well above grade level on standardized tests by the time she is 11. The other child will be a year and a half below grade level--and by then it will take a teacher who works with the child after school and on weekends to undo the compounded damage. In other words, the child will probably never catch up.

The ability to improve test scores is clearly not the only sign of a good teacher. But it is a relatively objective measure in an industry with precious few. And in schools where kids are struggling to read and subtract, it is a prerequisite for getting anything else done. In their defense, Washington teachers and principals, like educators in many of the country's worst school districts, talk about trying to teach a seventh-grader who is eight months pregnant; about being assaulted by students; about holding meetings for parents, replete with free food, and no one showing up. Washington Teachers' Union leader George Parker worries that test-score data cannot take all this into account: "I don't think our teachers are afraid of demonstrating student growth, but you have to look at the dynamics of the children you're dealing with. If I'm teaching children who have computers at home, who have educated parents, those students can move a lot faster than kids whose parents can't read."

Rhee says she does not expect all kids to move up the charts at the same rate; the important thing is to demand that most do move up. "This is a cultural shift," says Kaya Henderson, Rhee's deputy. "For years, there were no data, and you were a good teacher because the parents or your principal told you so. And so this is a scary thing."

The most glaring example of the backward logic of schools is the way most teachers receive lifetime job security after one or two years of work. As Larry Rosenstock, CEO of eight California charter schools, noted at an education panel last spring, we don't give that kind of job security to pilots or doctors--or any others who hold our children's fate in their hands: "What is it that is so exceptional about teachers that they should have this unique right?"

Teachers got tenure rights in the early 20th century to protect them against meddling politicians and school-board members who treated their jobs as patronage pawns. But the rationale is plainly antiquated. Today dozens of federal and state laws protect teachers (and other people) from arbitrary firing. But most teachers still receive tenure almost automatically. In fact, even before they get tenure, they are rarely let go. Schools spend millions of dollars evaluating teachers, but principals have little incentive to shake up their staffs, and so most teachers end up scoring near the top. "What I'm finding is that our principals are ridiculously--like ridiculously--conflict-averse," Rhee says. "They know someone is not so good, and they want to give him a 'Meets expectations' anyway because they don't want to deal with the person coming into the office and yelling and getting the parents riled up."

Right now, schools assess teachers before they teach--filtering for candidates who are certified, who have a master's degree, who have other pieces of paper that do not predict good teaching. And we pay them the same regardless of their effectiveness.

By comparison, if we wanted to have truly great teachers in our schools, we would assess them after their second year of teaching, when we could identify very strong and very weak performers, according to years of research. Great teachers are in total control. They have clear expectations and rules, and they are consistent with rewards and punishments. Most of all, they are in a hurry. They never feel that there is enough time in the day. They quiz kids on their multiplication tables while they walk to lunch. And they don't give up on their worst students, even when any normal person would.

See pictures of teens and how they would vote.

See pictures of college mascots.

Students know this instinctively. Acquirra Carter, 14, attends Washington's Cardozo High School, where, she complains, kids walk out of classes when they get bored and certain teachers talk on their cell phones when they are supposed to be teaching. But there are exceptions, and Carter knows them when she sees them. "Some teachers find a way. Mrs. Brown, they would not dare walk out of her class. She has total control. Mrs. Lawton, nobody leaves her class. This boy whispered, and she knew it!"

Minefields in the Schoolyard

IN THE VIEW OF RHEE AND REFORMERS like her, the struggle to fix America's failing school system comes down to a simple question: How do you get the best teachers and principals to work in the worst schools? In her quest to figure this out, Rhee has already suffered a major setback. Earlier this year, she proposed a revolutionary new model to let teachers choose between two pay scales. They could make up to $130,000 in merit pay on the basis of their effectiveness--in exchange for giving up tenure for one year. Or they could keep tenure and accept a smaller raise. (Currently, the average teacher's salary in Washington is $65,902.) The proposal divided the city's teachers into raging, blogging factions. This fall, the union declined to put Rhee's proposal to a vote, and its relationship with her has become increasingly hostile.

In October, Rhee vowed to purge incompetent teachers through any means necessary. She has brought on extra staff to help principals navigate the byzantine termination process and says an unprecedented number of teachers have already been put on notice. But she cannot give teachers the huge raises she proposed unless the union agrees to a new contract. So this approach will be slower, more litigious and less inspiring. In other words, it will be all stick and no carrot. It's hard to say if anyone else would have been able to persuade the union to trade away tenure for cash bonuses, but Rhee's sometimes dismissive attitude made it harder for some teachers to trust her.

For now, Mayor Fenty says he still has full confidence in Rhee, and he claims that Washington residents share his enthusiasm. "Regular people love the fact that for once someone is making tough decisions for D.C. schools," says Fenty, who attended the district's public schools. But the disconnect between Rhee's confident, sweeping rhetoric and the tortured reality is sizable, and it is most apparent at ground level, in the schools she is trying to save.

Rhee likes to tell the story of how Rhodes got in touch with her. She recounted it on TV on The Charlie Rose Show in July: "A student sent me this e-mail and said, basically, If you really want to know what's wrong with our schools, you should come and talk to the kids because I'm afraid that by talking to the adults, you might not be getting the real story."

Rhodes has a more nuanced version of the story. After their initial meeting, they met for a second time at Anacostia High, in a room off the library. Rhodes had invited eight fellow students, and they gave Rhee their typed agenda. They talked about the need for better teachers, as Rhee emphasizes when she tells the story. But Rhodes says he also told her about the holes in the floors, the lack of supplies and the fact that most classes did not have enough books for the students to take home. Rhee listened but did not offer many specific solutions. "She was vague," Rhodes says. "I got the sense she didn't want to make promises she couldn't keep."

Then one day last May, Rhee dismissed Anacostia's principal. Rhodes was devastated. He sent Rhee a furious e-mail. "My principal is a mother, mentor and a teacher to us all," he wrote. "I refuse, NO! we refuse the students of Anacostia to let her go." Rhee wrote him back. "She told me not to worry about it," Rhodes says quietly.

One of the things that make school reform so wrenching and slow is that schools become embedded in people's hearts. This is true in rich neighborhoods and poor ones, with good

schools and bad. Rhodes talks about his school as if it were an extension of himself. He talks about "my teachers" and "my staff," and he refers to other students as "my colleagues." "I love Anacostia High School," he says. At the same time, he is dismayed by his school. He walks through his halls, pointing out the litter on the floor and the broken lockers. Rhodes is 6 ft. 8 in. (2 m) tall, so he has to look down to talk to almost everyone. He wears white tube socks under his black Nike flip-flops and carries his large frame deliberately, like a gentle overseer. "You see all these lockers? None of them work," he says. "This classroom over here is supposed to be for home economics, but it's never been fixed up."

Rhodes did not contact Rhee again. This year Anacostia has a new principal, and Rhodes admits that the school is functioning better. "All the children are wearing their uniforms," he says. "No kids are in the hallways." If you come to school without your uniform on, a security guard or an assistant principal will "snatch you up and just send you home." All the computers in his Microsoft Word classroom now work.

But on Nov. 19, Rhodes had to evacuate his school when fights broke out in the hallways and three students were stabbed. And he still doesn't use the school bathrooms, which are filthy and sometimes unsafe. He waits until he returns to his grandmother's house, where he lives.

Now that he is a senior, Rhodes spends much of his time worrying about getting into college. As we stand on the front steps of the school one autumn evening after class, I ask him what he wants to study. He answers quickly: "Public administration, with a minor in English." I ask him how he can be so sure. "Because someone told me that's what I have to do to take Chancellor Rhee's job," he says matter-of-factly, watching his drum corps practice and his baton twirlers twirl in the twilight.

AS 14.17.410. Public School Funding.

(a) A district is eligible for public school funding in an amount equal to the sum calculated under (b) and (c) of this section.

(b) *Public school funding consists of state aid, a required local contribution, and eligible federal impact aid determined as follows:*

(1) state aid equals basic need minus a required local contribution and *90 percent of eligible federal impact aid* for that fiscal year; basic need equals the sum obtained under (D) of this paragraph, multiplied by the base student allocation set out in AS 14.17.470 ; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by applying the school size factor to the student count as set out in AS 14.17.450 ;

(B) the number obtained under (A) of this paragraph is multiplied by the district cost factor described in AS 14.17.460 ;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420 (a)(1);

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph;

(2) the required local contribution of a city or borough school district is the equivalent of a four mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 , not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

(c) In addition to the local contribution required under (b)(2) of this section, a city or borough school district in a fiscal year may make a local contribution of not more than the greater of

(1) the equivalent of a two mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 ; or

(2) 23 percent of the district's basic need for the fiscal year under (b)(1) of this section.

(d) State aid may not be provided to a city or borough school district if the local contributions required under (b)(2) of this section have not been made.

(e) If a city or borough school district is established after July 1, 1998, for the first three fiscal years in which the city or borough school district operates schools, local contributions may be less than the amount that would otherwise be required under (b)(2) of this section, except that

(1) in the second fiscal year of operations, local contributions must be at least the greater of

(A) the local contributions, excluding federal impact aid, for the previous fiscal year; or

(B) the sum of 10 percent of the district's eligible federal impact aid for that year and the equivalent of a two mill tax levy on the full and true value of the taxable real and personal property in the city or borough school district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 ; and

(2) in the third year of operation, local contributions must be at least the greater of

(A) the local contributions, excluding federal impact aid, for the previous fiscal year; or

(B) the sum of 10 percent of the district's eligible federal impact aid for that year and the equivalent of a three mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 .

(f) A school district is eligible for additional state aid in the amount by which the local contributions that would otherwise have been required under (b)(2) of this section exceed the district's actual local contributions under (e) of this section.

West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 45. Private and Denominational Schools

Article 1. Non-Exempt Religious and Private Schools

AS § 14.45.030

§ 14.45.030. Non-exempt schools

Currentness

Teachers and others in charge of religious or other private schools not operated in compliance with AS 14.45.100 - 14.45.130 are not exempt from laws and regulations relating to education. Non-exempt schools shall make regular monthly attendance reports and annual reports to the commissioner in the same manner as teachers and superintendents in the public schools.

Credits
SLA 1984, ch. 11, § 4.

Prior Codifications: ACLA 1949, § 37-11-3.

Current through the 2011 of the First Regular Session and First Special Session of the 27th Legislature

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West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 45. Private and Denominational Schools

Article 2. Exempt Religious and Other Private Schools

AS § 14.45.100

§ 14.45.100. Exemption

Currentness

A religious or other private school that complies with AS 14.45.100 - 14.45.130 is exempt from other provisions of law and regulations relating to education except law and regulations relating to physical health, fire safety, sanitation, immunization, and physical examinations.

Credits

SLA 1984, ch. 11, § 5.

Current through the 2011 of the First Regular Session and First Special Session of the 27th Legislature

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 45. Private and Denominational Schools

Article 2. Exempt Religious and Other Private Schools

AS § 14.45.110

§ 14.45.110. Requirements of exempt schools

Currentness

(a) The parent or guardian of a child of compulsory school age enrolled in a religious or other private school that complies with AS 14.45.100 - 14.45.130 shall file an annual notice of enrollment in the school for the child with the local public school superintendent for the area in which the child resides on a form provided by the department. The form shall be signed by the parent or guardian and the chief administrative officer of the school and returned to the local public school superintendent by the parent or guardian. The school shall notify the local public school superintendent within a reasonable time if the child is no longer enrolled in or attending the school.

(b) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain monthly attendance records for each student enrolled in the school, shall operate on a regular schedule, excluding reasonable holidays and vacations, during at least 180 days of the year, shall make an annual report to the commissioner of the number of students in each grade and the school calendar, and shall comply with the provisions concerning missing children under AS 14.30.700 - 14.30.720.

Credits

SLA 1984, ch. 11, § 5; SLA 1990, ch. 202, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 45. Private and Denominational Schools

Article 2. Exempt Religious and Other Private Schools

AS § 14.45.120

§ 14.45.120. Standardized testing requirements

Currentness

(a) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall administer a nationally standardized test selected by the chief administrative officer of the school to all students enrolled in grades four, six, and eight at least once each school year.

(b) The nationally standardized test must measure achievement in English grammar, reading, spelling, and mathematics.

(c) A religious or other private school that elects to comply with AS 14.45.100 - 14.45.130 shall maintain records of the results of the nationally standardized tests and the records shall be made available to the parent or guardian of the student. Each school shall make composite test results for the school available annually to an authorized representative of the department. The composite test results of a religious or other private school operated in compliance with AS 14.45.100 - 14.45.130 are not public information unless each public school

(1) is also required to administer a nationally standardized test that measures achievement in English grammar, reading, spelling, and mathematics; and

(2) the composite test results for each public school are public information.

Credits

SLA 1984, ch. 11, § 5.

Current through the 2011 of the First Regular Session and First Special Session of the 27th Legislature

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 45. Private and Denominational Schools

Article 2. Exempt Religious and Other Private Schools

AS § 14.45.130

§ 14.45.130. Records

Currentness

(a) A religious or other private school that elects to comply with AS 14.45.100--14.45.130 shall maintain permanent student records reflecting immunizations, physical examinations, standardized testing, academic achievement, courses taken at the school, and level of eligibility for an Alaska merit scholarship program scholarship under AS 14.43.810--14.43.849.

(b) The chief administrative officer of a school that elects to comply with AS 14.45.100 - 14.45.130 shall certify to the department, under oath or by affirmation, that the records required under (a) of this section are being maintained.

Credits

SLA 1984, ch. 11, § 5. Amended by SLA 2010, ch. 14, § 7, eff. July 1, 2011.

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West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 09. Transportation of Pupils

AS § 14.09.010

§ 14.09.010. Transportation of pupils

Currentness

(a) A school district that provides student transportation services is eligible to receive funding for operating the student transportation system. Subject to appropriation, the amount of funding provided by the state under this section is the amount of the school district's ADM, less the ADM for the district's correspondence programs during the current fiscal year, multiplied by the per student amount for the school district as follows:

DISTRICT	PER STUDENT AMOUNT
Alaska Gateway	$1,566
Aleutians East	265
Anchorage	384
Annette Island	61
Bering Strait	45
Bristol Bay	2,187
Chatham	73
Copper River	1,387
Cordova	278
Craig	266
Delta/Greely	1,413
Denali	1,708
Dillingham	1,020
Fairbanks	665
Galena	241
Haines	592
Hoonah	281
Iditarod	178
Juneau	525
Kake	193
Kashunamiut	5
Kenai Peninsula	638
Ketchikan	686
Klawock	210
Kodiak Island	560
Kuspuk	618
Lake and Peninsula	359
Lower Kuskokwim	198
Lower Yukon	1
Matanuska-Susitna	726
Nenana	530

Nome	368
North Slope	896
Northwest Arctic	21
Pelican	68
Petersburg	261
Saint Mary's	71
Sitka	404
Skagway	34
Southeast Island	1,040
Southwest Region	565
Tanana	451
Unalaska	612
Valdez	629
Wrangell	563
Yakutat	683
Yukon Flats	237
Yukon/Koyukuk	282
Yupiit	2.

(b) In this section,

(1) "ADM" has the meaning given in AS 14.17.990;

(2) "district's ADM" means the sum of the ADMs in the district.

(c) Repealed by SLA 2008, ch. 9, § 11, eff. June 30, 2011.

Credits

SLA 1966, ch. 39, § 1; SLA 1966, ch. 98, § 1; 1st Sp. Sess. 1996, ch. 2, § 1; SLA 1998, ch. 83, §§ 15, 16; SLA 2003, ch. 54, § 1. Amended by SLA 2008, ch. 9, § 1, eff. July 1, 2008; SLA 2008, ch. 9, § 2, eff. June 25, 2008.

Notes of Decisions (13)

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West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 09. Transportation of Pupils

AS § 14.09.020

§ 14.09.020. Transportation for nonpublic school students

Currentness

In those places in the state where the department or a school district provides transportation for children attending public schools, the department also shall provide transportation for children who, in compliance with the provisions of AS 14.30, attend nonpublic schools that are administered in compliance with state law where the children, in order to reach the nonpublic schools, must travel distances comparable to, and over routes the same as, the distances and routes over which the children attending public schools are transported. The commissioner shall administer this nonpublic school student transportation program, integrating it into existing systems as much as feasible, and the cost of the program shall be paid from funds appropriated for that purpose by the legislature.

Credits

SLA 1972, ch. 157, § 1.

Notes of Decisions (4)

Current through the 2011 of the First Regular Session and First Special Session of the 27th Legislature

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West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.300

§ 14.17.300. Public education fund

Currentness

(a) The public education fund is established. The fund consists of appropriations for

(1) distribution to school districts, to the state boarding school, and for centralized correspondence study under this chapter; and

(2) transportation of pupils under AS 14.09.010.

(b) Money appropriated to the fund may be expended without further appropriation. Money appropriated to the fund does not lapse. The money in the fund may be expended only in aid of public schools and for centralized correspondence study programs under this chapter and for transportation of pupils under AS 14.09.010. Interest earned on money held in the fund before expenditure may be appropriated to the fund by the legislature.

Credits

SLA 1998, ch. 83, § 2; SLA 2005, ch. 4, § 1.

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West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.400

§ 14.17.400. State aid for districts

Currentness

(a) The state aid for which a school district is eligible in a fiscal year is equal to the amount for which a district qualifies under AS 14.17.410.

(b) If the amount appropriated to the public education fund for purposes of this chapter is insufficient to meet the amounts authorized under (a) of this section for a fiscal year, the department shall reduce pro rata each district's basic need by the necessary percentage as determined by the department. If the basic need of each district is reduced under this subsection, the department shall also reduce state funding for centralized correspondence study and the state boarding school by the same percentage.

Credits

SLA 1998, ch. 83, § 2; SLA 2005, ch. 4, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.410

§ 14.17.410. Public school funding

Currentness

(a) A district is eligible for public school funding in an amount equal to the sum calculated under (b) and (c) of this section.

(b) Public school funding consists of state aid, a required local contribution, and eligible federal impact aid determined as follows:

(1) state aid equals basic need minus a required local contribution and 90 percent of eligible federal impact aid for that fiscal year; basic need equals the sum obtained under (D) of this paragraph, multiplied by the base student allocation set out in AS 14.17.470; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by applying the school size factor to the student count as set out in AS 14.17.450;

(B) the number obtained under (A) of this paragraph is multiplied by the district cost factor described in AS 14.17.460;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420(a)(1) and the high school vocational education factor set out in AS 14.17.420(a)(3);

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph;

(E) notwithstanding (A)--(C) of this paragraph, if a school district's ADM adjusted for school size under (A) of this paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

(i) for the first fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 75 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the first fiscal year after the base fiscal year;

(ii) for the second fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 50 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the second fiscal year after the base fiscal year;

(iii) for the third fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school

size, plus 25 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the third fiscal year after the base fiscal year;

(F) the method established in (E) of this paragraph is available to a school district for the three fiscal years following the base fiscal year determined under (E) of this paragraph only if the district's ADM adjusted for school size determined under (A) of this paragraph for each fiscal year is less than the district's ADM adjusted for school size in the base fiscal year;

(G) the method established in (E) of this paragraph does not apply to a decrease in the district's ADM adjusted for school size resulting from a loss of enrollment that occurs as a result of a boundary change under AS 29;

(2) the required local contribution of a city or borough school district is the equivalent of a four mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110, not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

(c) In addition to the local contribution required under (b)(2) of this section, a city or borough school district in a fiscal year may make a local contribution of not more than the greater of

(1) the equivalent of a two mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110; or

(2) 23 percent of the district's basic need for the fiscal year under (b)(1) of this section.

(d) State aid may not be provided to a city or borough school district if the local contributions required under (b)(2) of this section have not been made.

(e) If a city or borough school district is established after July 1, 1998, for the first three fiscal years in which the city or borough school district operates schools, local contributions may be less than the amount that would otherwise be required under (b)(2) of this section, except that

(1) in the second fiscal year of operations, local contributions must be at least the greater of

(A) the local contributions, excluding federal impact aid, for the previous fiscal year; or

(B) the sum of 10 percent of the district's eligible federal impact aid for that year and the equivalent of a two mill tax levy on the full and true value of the taxable real and personal property in the city or borough school district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110; and

(2) in the third year of operation, local contributions must be at least the greater of

(A) the local contributions, excluding federal impact aid, for the previous fiscal year; or

(B) the sum of 10 percent of the district's eligible federal impact aid for that year and the equivalent of a three mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110.

(f) A school district is eligible for additional state aid in the amount by which the local contributions that would otherwise have been required under (b)(2) of this section exceed the district's actual local contributions under (e) of this section.

Credits

SLA 1998, ch. 83, § 2. Amended by SLA 2008, ch. 9, § 3, eff. July 1, 2008; 1st Sp. Sess. 2011, ch. 7, § 2, eff. July 23, 2011.

Notes of Decisions (6)

Current through the 2011 of the First Regular Session and First Special Session of the 27th Legislature

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.420

§ 14.17.420. Funding for special needs, high school vocational and technical instruction, and intensive services

Currentness

(a) As a component of public school funding, a district is eligible for special needs and high school vocational and technical instruction funding and may be eligible for intensive services funding as follows:

(1) special needs funding is available to a district to assist the district in providing special education, gifted and talented education, vocational education, and bilingual education services to its students; a special needs funding factor of 1.20 shall be applied as set out in AS 14.17. 410(b)(1);

(2) in addition to the special needs funding for which a district is eligible under (1) of this subsection, a district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13;

(3) in addition to the special needs and intensive services funding available under (1) and (2) of this subsection, high school vocational and technical instruction funding is available to assist districts in providing vocational and technical instruction to students who are enrolled in grades nine through 12; a high school vocational and technical instruction funding factor of 1.01 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "vocational and technical instruction" excludes costs associated with

(A) administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills.

(b) If a district offers special education, gifted and talented education, vocational education, or bilingual education services, in order to receive funding under (a)(1) of this section, the district must file with the department a plan that indicates the services that will be provided to students who receive these services.

(c) In this section, "intensive services" has the meaning given by the department by regulation adopted under AS 14.30.180--14.30.350.

Credits

SLA 1998, ch. 83, § 2. Amended by SLA 2008, ch. 9, § 4, eff. July 1, 2008; SLA 2008, ch. 9, § 5, eff. July 1, 2009; SLA 2008, ch. 9, § 6, eff. July 1, 2010; 1st Sp. Sess. 2011, ch. 7, § 3, eff. July 23, 2011.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.430

§ 14.17.430. State funding for correspondence study

Currentness

Except as provided in AS 14.17.400(b), funding for the state centralized correspondence study program or a district correspondence program, including a district that offers a statewide correspondence study program, includes an allocation from the public education fund in an amount calculated by multiplying the ADM of the correspondence program by 80 percent.

Credits

SLA 1998, ch. 83, § 2; SLA 2005, ch. 4, § 3.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.440

§ 14.17.440. State funding for state boarding schools

Currentness

(a) Except as provided in AS 14.17.400(b), funding for state boarding schools established under AS 14.16.010 includes an allocation from the public education fund in an amount calculated by

(1) determining the ADM of state boarding schools by applying the school size factor to the student count as described in AS 14.17.450;

(2) multiplying the number obtained under (1) of this subsection by the special needs factor in AS 14.17.420(a)(1) and the high school vocational education factor set out in AS 14.17.420(a)(3) and multiplying that product by the base student allocation; and

(3) multiplying the product determined under (2) of this subsection by the district cost factor that is applicable to calculation of the state aid for the adjacent school district under AS 14.17.460.

(b) State boarding schools are also eligible for intensive services funding under AS 14.17.420(a)(2).

Credits

SLA 1998, ch. 83, § 2; SLA 2005, ch. 4, § 4. Amended by 1st Sp. Sess. 2011, ch. 7, § 4, eff. July 23, 2011.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.450

§ 14.17.450. School size factor

Currentness

(a) For purposes of calculating a school's ADM to determine state aid, the ADM of each school in a district shall be computed by applying the following formula:

If the student count in a school is			The adjusted student count is				
At least		**But less than**	**Base**		**Multiplier**		**The number of students in excess of**
10	-	20	39.6				
20	-	30	39.6	+	(1.62	x	20)
30	-	75	55.8	+	(1.49	x	30)
75	-	150	122.85	+	(1.27	x	75)
150	-	250	218.1	+	(1.08	x	150)
250	-	400	326.1	+	(0.97	x	250)
400	-	750	471.6	+	(0.92	x	400)
750 or over			793.6	+	(0.84	x	750).

(b) If the ADM in a school is less than 10, those students shall be included in the ADM of the school in that district with the lowest ADM as determined by the most recent student count data for that district.

(c) Except as provided in (d) of this section, if the student count in a charter school is less than 150, the adjusted student count for the school shall be calculated by multiplying the student count by the student rate for a school that has a student count of 400.

(d) If a charter school has a student count of more than 120 but less than 150 for the current year and is in the first year of operation or had a student count of 150 or more in the previous year of operation,

(1) the adjusted student count for the school shall be calculated by multiplying the student count by 95 percent of the student rate for a school that has a student count of 150; and

(2) not later than February 15, the charter school shall submit for approval of the governing board of the district a plan for the following school year that includes a statement about whether the school will continue to operate if the student count remains the same that year and, if so, a projection of the funding anticipated from the state and other sources, a proposed budget, and a description of anticipated changes to the school staff, program, and curriculum; if the school intends to close if the student count remains the same the following year, the plan must describe transfer plans for students, staff, facilities, and materials.

(e) If an alternative school has a student count of more than 120 but less than 175 for the current year and is in the first year of operation or had a student count of 175 or more in the previous year of operation, the adjusted student count for the school shall be calculated by multiplying the student count by 95 percent of the student rate for a school that has a student count of 175.

Next

(f) In (c)--(e) of this section, "student rate" is calculated by adding the base and the multiplier provided under (a) of this section and dividing the sum by the student count.

Credits

SLA 1998, ch. 83, § 2. Amended by SLA 2009, ch. 9, § 1, eff. Aug. 13, 2009.

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West's Alaska Statutes Annotated

Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.460

§ 14.17.460. District cost factors

Currentness

(a) For purposes of calculating a district's adjusted ADM under AS 14.17.410(b)(1), the district cost factor for a school district is (1) for the fiscal year ending June 30, 2009, the factor set out under column (A) of this subsection, (2) for the fiscal year ending June 30, 2010, the factor set out under column (B) of this subsection, (3) for the fiscal year ending June 30, 2011, the factor set out under column (C) of this subsection, (4) for the fiscal year ending June 30, 2012, the factor set out under column (D) of this subsection, and (5) for fiscal years ending on or after June 30, 2013, the factor set out under column (E) of this subsection:

	DISTRICT COST FACTOR				
DISTRICT	**(A)**	**(B)**	**(C)**	**(D)**	**(E)**
Alaska Gateway	1.443	1.481	1.519	1.557	1.594
Aleutians East	1.707	1.778	1.849	1.920	1.991
Aleutians Region	1.838	1.864	1.890	1.916	1.939
Anchorage	1.000	1.000	1.000	1.000	1.000
Annette Island	1.175	1.216	1.257	1.298	1.338
Bering Strait	1.762	1.821	1.880	1.939	1.998
Bristol Bay	1.370	1.397	1.424	1.451	1.478
Chatham	1.348	1.405	1.462	1.519	1.576
Chugach	1.395	1.420	1.445	1.470	1.496
Copper River	1.246	1.264	1.282	1.300	1.316
Cordova	1.165	1.182	1.199	1.216	1.234
Craig	1.108	1.133	1.158	1.183	1.206
Delta/Greely	1.174	1.191	1.208	1.225	1.241
Denali	1.323	1.326	1.329	1.332	1.332
Dillingham	1.300	1.312	1.324	1.336	1.346
Fairbanks	1.055	1.059	1.063	1.067	1.070
Galena	1.370	1.376	1.382	1.388	1.391
Haines	1.104	1.128	1.152	1.176	1.200
Hoonah	1.227	1.270	1.313	1.356	1.399
Hydaburg	1.295	1.348	1.401	1.454	1.504
Iditarod	1.658	1.705	1.752	1.799	1.846
Juneau	1.075	1.093	1.111	1.129	1.145
Kake	1.242	1.296	1.350	1.404	1.459
Kashunamiut	1.504	1.533	1.562	1.591	1.619
Kenai Peninsula	1.088	1.109	1.130	1.151	1.171
Ketchikan	1.085	1.106	1.127	1.148	1.170
Klawock	1.160	1.196	1.232	1.268	1.302

Next

Kodiak Island	1.191	1.216	1.241	1.266	1.289
Kuspuk	1.584	1.622	1.660	1.698	1.734
Lake and Peninsula	1.776	1.831	1.886	1.941	1.994
Lower Kuskokwim	1.577	1.599	1.621	1.643	1.663
Lower Yukon	1.650	1.703	1.756	1.809	1.861
Matanuska-Susitna	1.040	1.048	1.056	1.064	1.070
Mt. Edgecumbe	1.098	1.123	1.148	1.173	1.195
Nenana	1.304	1.313	1.322	1.331	1.338
Nome	1.385	1.402	1.419	1.436	1.450
North Slope	1.648	1.684	1.720	1.756	1.791
Northwest Arctic	1.686	1.720	1.754	1.788	1.823
Pelican	1.384	1.408	1.432	1.456	1.477
Petersburg	1.122	1.153	1.184	1.215	1.244
Pribilof	1.555	1.589	1.623	1.657	1.691
Sitka	1.098	1.123	1.148	1.173	1.195
Skagway	1.159	1.163	1.167	1.171	1.174
Southeast Island	1.264	1.299	1.334	1.369	1.403
Southwest Region	1.554	1.587	1.620	1.653	1.685
St. Mary's	1.488	1.522	1.556	1.590	1.624
Tanana	1.641	1.677	1.713	1.749	1.786
Unalaska	1.343	1.368	1.393	1.418	1.441
Valdez	1.133	1.143	1.153	1.163	1.170
Wrangell	1.080	1.100	1.120	1.140	1.159
Yakutat	1.229	1.275	1.321	1.367	1.412
Yukon Flats	1.892	1.948	2.004	2.060	2.116
Yukon/Koyukuk	1.669	1.711	1.753	1.795	1.835
Yupiit	1.596	1.628	1.660	1.692	1.723.

(b) The department shall monitor the cost factors established under (a) of this section and shall prepare and submit to the legislature by January 15 of every other fiscal year proposed district cost factors.

Credits

SLA 1998, ch. 83, § 2; SLA 2006, ch. 41, § 5, eff. July 1, 2006; SLA 2006, ch. 41, § 6, eff. July 1, 2007. Amended by SLA 2008, ch. 9, § 7, eff. July 1, 2008.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.470

§ 14.17.470. Base student allocation

Currentness

The base student allocation is $5,680.

Credits

SLA 1998, ch. 83, § 2; SLA 2001, ch. 95, § 2; SLA 2003, ch. 54, § 2; SLA 2004, ch. 58, § 1; 1st Sp. Sess. 2005, ch. 6, § 1; SLA 2006, ch. 41, § 7, eff. July 1, 2006. Amended by SLA 2008, ch. 9, § 8, eff. July 1, 2008; SLA 2008, ch. 9, § 9, eff. July 1, 2009; SLA 2008, ch. 9, § 10, eff. July 1, 2010.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.480

§ 14.17.480. Quality school funding

Currentness

(a) As a component of public school funding, a district is eligible to receive a quality school funding grant not to exceed the district's adjusted ADM multiplied by $16. The department shall by regulation establish a grant process to implement this section.

(b) For purposes of the reduction required under AS 14.17.400(b), funding authorized under (a) of this section is treated the same as the state share of public school funding under AS 14.17.410.

Credits

SLA 1998, ch. 83, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 1. State Aid to Public Schools

AS § 14.17.490

§ 14.17.490. Public school funding adjustments

Currentness

(a) Except as provided in (b)--(e) of this section, if, in fiscal year 1999, a city or borough school district or a regional educational attendance area would receive less public school funding under AS 14.17.410 than the district or area would have received as state aid, the district or area is, in each fiscal year, eligible to receive additional public school funding equal to the difference between the public school funding the district or area was eligible to receive under AS 14.17.410 in fiscal year 1999 and the state aid the district or area would have received in fiscal year 1999.

(b) A city or borough school district is not eligible for additional funding authorized under (a) of this section unless, during the fiscal year in which the district receives funding under (a) of this section, the district received a local contribution equal to at least the equivalent of a four mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110.

(c) For the purposes of the reduction required under AS 14.17.400(b), funding authorized under (a) of this section is treated the same as the state share of public school funding under AS 14.17.410.

(d) Beginning in fiscal year 2000, if a district receives more public school funding under AS 14.17.410 than the district received in the preceding fiscal year, any amount received by the district under this section shall be reduced. The amount of the reduction required under this subsection is equal to the amount of increase from the preceding fiscal year in public school funding multiplied by 40 percent. In this subsection, "public school funding" does not include funding under this section.

(e) Beginning in fiscal year 2000, in each fiscal year, the department shall compare each district's ADM with the district's ADM in fiscal year 1999. If the current fiscal year ADM is less than 95 percent of the district's ADM in fiscal year 1999, the department shall reduce the district's public school funding calculated under (a) of this section by a percentage equal to the percentage of decrease in the district's ADM.

(f) For purposes of this section, "state aid" means state aid distributed under the provisions of AS 14.17, as those provisions read on January 1, 1998, and additional district support appropriated by the legislature for fiscal year 1998.

Credits

SLA 1998, ch. 83, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 2. Preparation of Public School Funding Budget

AS § 14.17.500

§ 14.17.500. Student count estimate

Currentness

(a) A district shall prepare and submit to the department by November 5 of each fiscal year, in the manner and on forms prescribed by the department, an estimate of its ADM and other student count data, including per school student count data, for the succeeding fiscal year upon which computations can be made to estimate the amount of state aid for which the district may be eligible under AS 14.17.400 in the succeeding fiscal year. In making its report, the district shall consider its ADM, other student count data, the pattern of growth or decline of the student population in preceding years, and other pertinent information available to the district.

(b) Part-time students shall be included in the student count data in accordance with regulations adopted by the department.

(c) When reporting a district's ADM, a part-time student who is a correspondence student may not be counted as more than one full-time equivalent student.

Credits

SLA 1998, ch. 83, § 2; SLA 1998, ch. 120, § 3.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 2. Preparation of Public School Funding Budget

AS § 14.17.505

§ 14.17.505. Fund balance in school operating fund

Currentness

(a) A district may not accumulate in a fiscal year an unreserved portion of its year-end fund balance in its school operating fund, as defined by department regulations, that is greater than 10 percent of its expenditures for that fiscal year.

(b) The department shall review each district's annual audit under AS 14.14.050 for the preceding fiscal year to ascertain its year-end operating fund balance. The amount by which the unreserved portion of that balance exceeds the amount permitted in (a) of this section shall be deducted from the state aid that would otherwise be paid to the district in the current fiscal year.

Credits

SLA 1998, ch. 83, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 2. Preparation of Public School Funding Budget

AS § 14.17.510

§ 14.17.510. Determination of full and true value by Department of Commerce, Community, and Economic Development

Currentness

(a) To determine the amount of required local contribution under AS 14.17. 410(b)(2) and to aid the department and the legislature in planning, the Department of Commerce, Community, and Economic Development, in consultation with the assessor for each district in a city or borough, shall determine the full and true value of the taxable real and personal property in each district in a city or borough. If there is no local assessor or current local assessment for a city or borough school district, then the Department of Commerce, Community, and Economic Development shall make the determination of full and true value guided by AS 29.45.110 and based on a determination of full and true value made by the state assessor at least every two years using the best information available, including on-site inspections made by the state assessor in each of those districts at least once every four years. For purposes of this subsection, the full and true value of taxable real and personal property in any area detached shall be excluded from the determination of the full and true value of the municipality from which the property was detached for the two years immediately preceding the effective date of the detachment. Also, in making the determination for a municipality that is a school district, or for a city that is within a borough school district, the assessed value of property taxable under AS 43.56 shall be excluded if a tax is not levied under AS 29.45.080 by the municipality that is the school district. The determination of full and true value shall be made by October 1 and sent by certified mail, return receipt requested, on or before that date to the president of the school board in each city or borough school district. Duplicate copies shall be sent to the commissioner. The governing body of a city or borough that is a school district may obtain judicial review of the determination. The superior court may modify the determination of the Department of Commerce, Community, and Economic Development only upon a finding of abuse of discretion or upon a finding that there is no substantial evidence to support the determination.

(b) Motor vehicles subject to the motor vehicle registration tax under AS 28.10.431 shall be treated as taxable property under this section.

(c) Notwithstanding AS 14.17.410(b)(2) and the other provisions of this section, if the assessed value in a city or borough school district determined under (a) of this section increases from the base year, only 50 percent of the annual increase in assessed value may be included in determining the assessed value in a city or borough school district under (a) of this section. The limitation on the increase in assessed value in this subsection applies only to a determination of assessed value for purposes of calculating the required contribution of a city or borough school district under AS 14.17.410(b)(2) and 14.17.490(b). In this subsection, the base year is 1999.

Credits

SLA 1998, ch. 83, § 2; SLA 2001, ch. 95, § 3; SLA 2006, ch. 5, § 1, eff. June 14, 2006.

Notes of Decisions (2)

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 2. Preparation of Public School Funding Budget

AS § 14.17.520

§ 14.17.520. Minimum expenditure for instruction

Currentness

(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.

Credits

SLA 1998, ch. 83, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 3. Procedure for Payments of State Aid

AS § 14.17.600

§ 14.17.600. Student count periods

Currentness

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that count period and other student count information that will aid the department in making a determination of its state aid under the public school funding program. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

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

Credits

SLA 1998, ch. 83, § 2; SLA 2003, ch. 114, § 6. Amended by SLA 2009, ch. 41, § 15, eff. June 21, 2009.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 4. General Provisions

AS § 14.17.900

§ 14.17.900. Construction and implementation of chapter

Currentness

(a) This chapter does not create a debt of the state. Each district shall establish, maintain, and operate under a balanced budget. The state is not responsible for the debts of a school district.

(b) Money to carry out the provisions of this chapter may be appropriated annually by the legislature into the public education fund. If the amount appropriated to the fund for the purposes of this chapter is insufficient to meet the allocations authorized under AS 14.17.400--14.17.470 for a fiscal year, state aid shall be reduced according to AS 14.17.400(b).

Credits

SLA 1998, ch. 83, § 2; SLA 2005, ch. 4, § 6.

Notes of Decisions (1)

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 4. General Provisions

AS § 14.17.905

§ 14.17.905. Facilities constituting a school

Currentness

(a) For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 425, shall be counted as

(A) one elementary school, which includes those students in grades kindergarten through six; and

(B) one secondary school, which includes students in grades seven through 12;

(3) in a community with an ADM of greater than 425, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 175 shall be counted as a part of the school in the district with the highest ADM.

(b) Notwithstanding (a)(3) of this section and for purposes other than calculations under AS 14.17.450, a charter school shall be counted as a separate school if the charter school has an ADM of at least 150 students.

Credits

SLA 1998, ch. 83, § 2; SLA 2001, ch. 70, § 7; SLA 2001, ch. 95, § 4. Amended by SLA 2009, ch. 9, § 2, eff. Aug. 13, 2009.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 4. General Provisions

AS § 14.17.910

§ 14.17.910. Restrictions governing receipt and expenditure of district money

Currentness

(a) Each district shall maintain complete financial records of the receipt and disbursement of state aid, money acquired from local effort, and other money received or held by the district. The records must be in the form required by the department and are subject to audit by the department at a time and place designated by the department.

(b) State aid provided under this chapter is for general operational purposes of the district. All district money, including state aid, shall be received, held, allocated, and expended by the district under applicable local law and state and federal constitutional provisions, statutes, and regulations, including those related to ethical standards and accounting principles.

Credits

SLA 1998, ch. 83, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 4. General Provisions

AS § 14.17.920

§ 14.17.920. Regulations

Currentness

The department shall adopt regulations necessary to implement this chapter.

Credits

SLA 1998, ch. 83, § 2.

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Title 14. Education, Libraries, and Museums (Refs & Annos)

Chapter 17. Financing of Public Schools

Article 4. General Provisions

AS § 14.17.990

§ 14.17.990. Definitions

Currentness

In this chapter, unless the context requires otherwise,

(1) "ADM or average daily membership" means the aggregate number of full-time equivalent students enrolled in a school district during the student count period for which a determination is being made, divided by the actual number of days that school is in session for the student count period for which the determination is being made;

(2) "district" means a city or borough school district or a regional educational attendance area;

(3) "district adjusted ADM" means the number resulting from the calculations under AS 14.17.410(b)(1);

(4) "district ADM" means the sum of the ADMs in a district;

(5) "eligible federal impact aid" means the amount of federal impact aid received by a district as of March 1 of the fiscal year as a result of an application submitted in the preceding fiscal year, including advance payments and adjustments received since March 1 of the preceding fiscal year from prior year applications, under 20 U.S.C. 7701--7714, except payments received under former 20 U.S.C. 7703(f)(2)(B), to the extent the state may consider that aid as local resources under federal law;

(6) "local contribution" means appropriations and the value of in-kind services made by a district;

(7) "taxable real and personal property" means all real and personal property taxable under the laws of the state.

Credits

SLA 1998, ch. 83, § 2. Amended by SLA 2009, ch. 41, § 16, eff. June 21, 2009.

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Stephen Evenson Testimony HB 145

1/23/12

While our concern is more a warning to religious and parochial schools that receive the money, it is good to remind everyone that increasing dependence on such monies can and often does result in the increasing vulnerability of the religious mission of these schools through state programming regulations, such as, determining what can and cannot be taught, and during a major financial crunch cause the crippling and shut down of said schools due to the sweeping withdrawal of such voucher based financial support.

That being said we are neither for or against this proposal. We are simply offering principles for church institutions to consider when evaluating the acceptability of State Financial aid.

In dealing with the practical question of when is it appropriate for church schools or institutions in the faith community to accept support or funding from the government, the following principles should be considered:

1. Would accepting the aid establish a precedent that would undercut the religious freedom protections guaranteed by the First Amendment, and the broad principle it embraces - the separation of church and state?

2. Does the aid come attached with conditions or requirements that would inhibit or interfere with the religious mission or goals of the institution, such as the restriction of its religious activities or standards?

3. Is there a reasonable likelihood that the aid would create a dependency by the religious institution on the government benefit program - so much so that it would inhibit its future ability to act independently?

In conclusion, the Northwest Religious Liberty Association, and its board of directors offer these principles in the form of questions so that meaningful dialogue can occur at all levels of the faith community. In the spirit of helpfulness, we believe that these three questions can substantially safeguard the faith community and its institutions from undue compromise and hardship in the future, and thus protect the vitality of its prophetic mission in America.

January 22, 2012

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Re: HB 145: Public Funding of Religious Schools
ACLU Review of Constitutional Issues

Dear Chair Dick & Vice-Chair Pruitt:

Thank you for the opportunity to provide written testimony with respect to House Bill 145, and associated draft Committee Substitutes thereto.

The American Civil Liberties Union of Alaska represents thousands of members and activists throughout Alaska who seek to preserve and expand the individual freedoms and civil liberties guaranteed by the United States and Alaska Constitutions. From that perspective, we wish to advise the Committee of two issues of concern with this proposed legislation: it may violate the federal and Alaska Establishment Clauses and students at private schools (both religious and secular) will enjoy fewer protections than their public school counterparts.

Potential Violations of the Federal and State Establishment Clauses

The Establishment Clauses of the United States and Alaska Constitutions forbid the State from establishing a religion. U.S. Const.. Amend. I ("Congress shall make no law respecting an establishment of religion . . ."); Alaska Const., Art. I, § 4 ("No law shall be made respecting an establishment of religion . . .").

Of course, parents have a constitutional right to send their children to religious schools. *Pierce v. Society of the Sisters of the Holy Names of Jesus and Mary*, 268 U.S. 510, 534–35 (1925). The important religious freedoms of belief and practice also guaranteed by the US and Alaska Constitutions are core American values, and the ACLU has often defended – and will continue to defend – those rights.

The constitutional problems in HB 145 are thus not whether Alaskans may attend a religious school, but **whether the religious school's tuition shall be publically subsidized.**

HB 145's answer to that question is "yes," that religious schools should be allowed to receive public funds.

As the Committee is aware, this is in direct conflict with the Alaska Constitution, and it is proposed that this Bill would "be moved together" with House Joint Resolution 16. HJR 16 contemplates a State constitutional amendment that would eliminate Article VII, section 1's prohibition on paying "public funds for the direct benefit of any religious or other private educational institution" and would amend Article IX, section 6 to permit "payment from public funds for the direct educational benefit of students as provided by law." Section 2 of working drafts HB 145D and HB 145X condition the legislation's effectiveness on the approval of an amendment equivalent to the one proposed by HJR 16.[1]

Religious Neutrality

The Legislature may not enact a law with "the 'purpose' or 'effect' of advancing or inhibiting religion," *Zelman v. Simmons-Harris*, 536 U.S. 639, 648–49 (2002), and this secular purpose "has to be genuine, not a sham, and not merely secondary to a religious objective," *McCreary County, Kentucky v. American Civil Liberties Union of Kentucky*, 545 U.S. 844, 864 (2005).

Alaska's sensitivity to religious neutrality dates back to our Constitutional Convention, when the delegates defeated a "motion . . . to delete entirely the direct benefit prohibition of article VII, section 1." *Sheldon Jackson College v. State*, 599 P.2d 127, 129 (Alaska 1979). This sensitivity is important in light of the Alaska school system's specific details. During the 2009–2010 school year, Alaska had 57 private schools, of which 72 percent, or 41 schools, were religiously affiliated."[2]

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1. As noted, absent amendments similar to those in HJR 16 are enacted, HB 145 is clearly unconstitutional under Alaska Const. art. VII, § 1 and art. IV, § 6.

2. Data from National Center for Education Statistics, (part of the U.S. Department of Education) and the "primary federal entity for collecting and analyzing data related to education in the U.S. and other nations." National Center for Education Statistics, About Us *at* http://nces.ed.gov/about/ (last visited Jan. 20, 2012). Additional data from; http://nces.ed.gov/surveys/pss/privateschoolsearch/ (last visited Jan. 20, 2012).

While the U.S. Supreme Court has upheld an Ohio secular and religious school voucher program, *Zelman*, 536 U.S. at 644, **that decision does not necessarily immunize HB 145 from constitutional challenge.** HB 145 is substantively different in at least four ways:

(1) HB 145 has weaker nondiscrimination requirements,

(2) HB 145 may unconstitutionally permit religious instruction and proselytization,

(3) Alaska would directly pay the religious schools; and

(4) HB 145 may unconstitutionally incentivize religious schools.

HB 145 Permits Religious and Ethnic Discrimination and May Permit Sexual and Racial Discrimination.

A private school, in order to participate in *Zelman*'s Ohio voucher program, must have "agree[d] not to discriminate on the basis of race, religion or ethnic background, or to 'advocate or foster unlawful behavior or teach hatred of any person or group on the basis of race, ethnicity, national origin, or religion.'" *Zelman*, 536 U.S. at 645. HB 145's nondiscrimination requirements are tepid in comparison.

Only HB 145A alters private schools' ability to discriminate on the basis of sex or race. HB 145D and HB 145X both permit private schools that are exempt under Alaska Stat. § 14.45.100 to sexually and racially discriminate against students and employees. Under all versions of HB 145, an Alaska private school, receiving taxpayer funds from our multi-religious, multiethnic citizens, may use that very religious and ethnic diversity as grounds to discriminate against potential students or employees. A court might view such discrimination, particularly in the religious context, as unconstitutionally "[m]anifesting a purpose to favor one faith over another" or abandoning the "mandate[d] government neutrality between . . . religion and nonreligion." *McCreary*, 545 U.S. at 860 (internal quotation omitted).

Zelman upheld the Ohio program because it "is entirely neutral with respect to religion." *Zelman*, 536 U.S. at 662. As HB 145 is not "entirely neutral," it is subject to suit and being struck down.

HB 145 May Allow Unconstitutional Religious Instruction and Proselytization.

The Ohio voucher program, in addition to requiring a robust nondiscrimination pledge from the private schools, stated that those schools could not "'advocate or foster unlawful behavior or teach hatred of any person or group on the basis of race, ethnicity, national origin, or religion.'" *Zelman*, 536 U.S. at 645 (quoting Ohio Rev. Code Ann. § 3313.976(A)(6)).

Not only does HB 145 lack such a substantive bar on a private school's curriculum, it explicitly exempts private secular and religious schools from essentially all state regulation. Many

religious schools teach religion (as catechism, not as an academic discipline) and proselytize their pupils. Indeed, that is part of religious schools' reason for being and it is one of the facets that make them attractive to families.

HB 145 would violate the Establishment Clauses if, however, it gave money to a religious entity that has the "objective . . . to further religious beliefs or dogmas" and "teach . . . religion[.]" *Lien v. City of Ketchikan*, 383 P.2d 721, 724 (Alaska 1963). "Partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money." Alaska Stat. § 14.03.090. The mix of (1) proselytization and religious teaching with (2) government money could cause a court to conclude that HB 145 "favor[s] one faith over another, or adherence to religion generally," *McCreary*, 545 U.S. at 860. This conclusion would be especially likely were a court to determine that HB 145 was causing payment of nearly three out of every four vouchers to a religious school.

The State Will Directly Pay the Religious Schools.

Ohio's private religious schools did not directly receive public money; instead, individuals directly received the "government aid . . . [and they], in turn, direct[ed] government aid to religious schools wholly as a result of their own genuine and independent private choice[.]" *Zelman*, 536 U.S. at 652. HB 145 directly transfers public money to private religious schools, even though "a direct transfer of funds from the state to a private school will of course render a program constitutionally suspect." *Sheldon Jackson College*, 599 P.2d at 130.

HB 145 Is Financially Skewed In Favor of Private Schools.

Ohio tailored its school voucher scheme to avoid a financial windfall to private schools. The program "create[d] financial *dis*incentives for religious schools," because they "receiv[ed] only half the government assistance given to community schools and one-third the assistance given to magnet schools." *Zelman*, 536 U.S. at 654 (emphasis in original). Families shared this disincentive: families with income below 200 percent of the poverty line could receive a voucher for no more than 90 percent of the private school's tuition, up to $2,250, and they faced a possible copayment to the school of up to $250; all other families could receive a voucher for no more than 75 percent of the private school's tuition, up to $1,875, and an unlimited copayment cap. *Id.* at 646. A family who chose "a community school, magnet school, or traditional public school" – independent of the family's income – "pa[id] nothing." *Id.* at 654.

HB 145, however, does not avoid possible "financial incentive[s]" that might "ske[w] the program toward religious schools." *Id.* at 653 (internal quotations omitted and alterations in original). If passed, private schools would receive the lesser of (1) the amount the public school district would receive to educate that student or, under HB 145A and HB 145D, (2) the private

school's entire annual cost "of educating the student, including prorated facility and operating expenses." Families do not have a mandatory copayment under any version of HB 145.

Though this financial calculus may seem neutral, private schools' economics are more favorable than public schools and private schools will receive a financial benefit that public schools will not. Private school teachers, unlike their public school counterparts, tend to be non-unionized, and also unlike public schools, private schools are exempt from an array of regulations.[3]

Religious schools' exemptions are even broader: they do not have to comply with Title IX's non-sexual discrimination requirements,[4] 20 U.S.C. § 1681(a)(3), and they are exempt from at least part of the federal Americans with Disabilities Act and employment discrimination laws, *Hosanna-Tabor Evangelical Lutheran Church and School v. EEOC*, 565 U.S. —, 2012 WL 75047, at *16 (2012).

HB 145 Would Violate the Alaska Constitution, Even Were It To Pass Federal Review

Federal case law may instruct a court's Alaska Establishment Clause analysis of HB 145, but that federal precedent does not bind the Alaska courts. If an Alaska court concluded that HB 145 did not violate the federal Establishment Clause, it may interpret the Alaska Establishment Clause more narrowly and strike down HB 145. *See Locke v. Davey*, 540 U.S. 712, 722, 725 (2004).

Since the Nation's founding, "there have been popular uprisings against procuring taxpayer funds to support church leaders, which was one of the hallmarks of an 'established' religion." *Id.* at 722. The U.S. Supreme Court "can think of few areas in which a State's antiestablishment interests come more into play." *Id.*

The Framers adopted the First Amendment because "they fervently wished to stamp out . . . the centuries [long] . . . turmoil, civil strife, and persecutions, generated in large part by established sects determined to maintain their absolute political and religious supremacy." *Everson v. Board of Education of Ewing Township*, 330 U.S. 1, 8–9 (1947). The Framers designed the Establishment Clause "to preserve liberty for themselves and their posterity." *Id.* at 8.

Alaska's history is no different. Our state constitutional delegates rejected a "motion . . . to delete entirely the direct benefit prohibition of article VII, section 1." *Sheldon Jackson College*, 599 P.2d at 129. Their vote was rooted in the "clear . . . wish[] [for] the constitution to support

---

3. HB 145 (exempting private schools from most state regulations); Alaska Stat. § 14.45.100 ("A religious or other private school that complies with AS 14.45.100–14.45.130 is exempt from other provisions of law and regulations relating to education except law and regulations relating to physical health, fire safety, sanitation, immunization, and physical examinations.").

4. Title IX of the Educational Amendments of 1972, 20 U.S.C. §§ 1681–1688.

and protect a strong system of public schools." *Id.* Delegate Coghill was concerned "that the amount of tax dollars available for the support of public schools might be lessened if public funds were used to support a great many private schools." *Id.* at 129 n.6.

The constitutional delegates adopted the Alaska Establishment Clause on February 5, 1956. The people ratified it on April 24, 1956, and it became operative on January 3, 1959. In 1956, the federal Clause "mean[t] at least this: Neither a state nor the Federal Government . . . can pass laws which aid one religion, aid all religions, or prefer one religion over another," and "[n]o tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion." *Everson*, 330 U.S. at 15–16.

A School Voucher Program Must Be Religiously Neutral

This "government aid program" must be "neutral with respect to religion," *Zelman*, 536 U.S. at 652, and it must have a "genuine . . . secular purpose" that is "not a sham [nor] merely secondary to a religious objective," *McCreary*, 545 U.S. at 864. The school vouchers cannot be paid to schools that "further religious beliefs or dogmas" or that are "teaching [students] religion[.]" *Lien*, 383 P.2d at 724. *See also* Alaska Stat. § 14.03.090.

HB 145 fails this test. Rather than requiring schools that receive vouchers to refrain from religious instruction and proselytization, HB 145 provides that "[a] district *shall* approve a school" for the voucher scheme if it meets various requirements, none of which are refraining from proselytizing or religious indoctrination.

A court would likely hold that in order to be constitutional, HB 145 must require religious schools to give up their *sine qua non*, religious instruction, to receive public funds. Though HB 145 has the professed aim of expanding access (by reducing price) to religious schools, the required modifications would actually reduce access by forcing religious schools to choose between (1) not participating in the voucher program or (2) participating but diluting their religiosity.

Private Schools Lack Public Rights

Students at private schools, both secular and religious, have less constitutional and statutory rights than students at public schools. Both this Committee and families that may use vouchers for private schools should know that children are less protected from multiple types of discrimination in private schools.

Private schools, both religious and secular, may exempt themselves from nearly all state educational laws and regulations, including the sexual and racial nondiscrimination laws of Alaska Stat. §§ 14.18.010–14.18.110. Alaska Stat. § 14.45.100. (Private schools may not

exempt themselves from "law and regulations relating to physical health, fire safety, sanitation, immunization, and physical examination." Alaska Stat. § 14.45.100.)

Private school students may be religiously and ethnically discriminated against. Students at religious schools may find themselves even further outside the law's protection: in addition to possible religious and ethnic discrimination, they may be sexually discriminated against and without recourse to Title IX, 20 U.S.C. § 1681(a)(3); and they may be discriminated against for an otherwise-protected physical or mental disability, *Hosanna-Tabor*, 565 U.S. —, 2012 WL 75047, at *16.

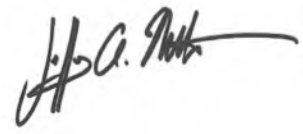
Conclusion

We hope that the Education Committee will recognize that these are just some of the constitutional infirmities in House Bill 145.

Legislative efforts to strengthen our State's primary and secondary educational system must be well-crafted to achieve that purpose. Instead of achieving such and educational goal, were HB 145 to pass – be it version 145A, 145D, or 145X – these constitutional infirmities and policy problems would expose Alaska's families and children to the threat of discrimination, and will render the State subject to the needless risk of lengthy and expensive litigation, to protect the history of religious freedom established by our State's founders.

Thank you again for letting us share our concerns. Please feel free to contact the undersigned if you have any questions or wish additional information.

Sincerely,



Jeffrey Mittman
Executive Director
ACLU of Alaska

cc: Representative Eric Feige
Representative Paul Seaton
Representative Peggy Wilson
Representative Sharon Cissna
Representative Scott Kawasaki

From: JW DIAMOND [redacted]
Sent: Wednesday, February 16, 2011 6:24 PM
To: Rep. Wes Keller
Cc: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Sharon Cissna; Rep. Scott Kawasaki; Rep. Max Gruenberg
Subject: IN SUPPORT OF - House Bill No. 145, the Parental Choice Scholarship Program

Representative Keller,

I am an Anchorage resident of **District 20** and considered a Supper Voter.

I write regarding House Bill No. 145, the **Parental Choice Scholarship Program**. I strongly support this bill. I urge you to move this bill out of the Education Committee right away. I also urge you to co-sponsor this bill for the benefit of all Alaskan children. The status quo of spending more money is not working. We need to do what's right for the kids, not the adults. Thank you for your time and service.

Best wishes.
--

JW [Jack] DIAMOND
[redacted]

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **CSHB145**
Fiscal Note Number
Publish Date

Identifier (file name) HB145-EED-ESS-11-9-11
Title "An Act establishing the parental choice scholarship program."
Sponsor Representative Keller
Requester (H)EDC

Dept. Affected Education & Early Development
Appropriation Education Support Services
Allocation School Finance & Facilities
OMB Component Number 2737

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	***	***	***	***	***	***	***
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	***		***	***	***	***	***
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		***	***	***	***	***	***	***

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version. Fiscal Note has been updated on the 2012 form.

Prepared by Elizabeth Nudelman, Director
Division School Finance & Facilities
Approved by Mike Hanley
Commissioner

Phone 465-8679
Date/Time 11/17/11 12:00 AM
Date 12/9/2011

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** CSHB145
2012 LEGISLATIVE SESSION

Analysis

The bill amends AS 14 by adding a new section establishing the Parental Choice Scholarship Program. The parental choice scholarship program would provide public funding for the cost of K-12 students attending a participating public or private school selected by the student's parent or guardian.

The school districts under the new chapter are responsible with administering the program. Administering the program requires school districts to approve participating schools if they operate within stated compliance requirements and if the private schools follow financial accountability standards. School districts will also be required to administer payments and verify student claims at the participating schools; make available to parents participating school lists; providing applications; and make notification to parents and guardians for denials after administrative and judicial appeal periods have lapsed.

The Department of Education and Early Development is required to develop regulations to carry out the program that ensure the highest number of student and school participation and includes procedures for calculating and distributing scholarship funds; timelines and procedures for the application, renewal, and appeal for participating schools and students; and standards for approval, revocation, and denial for participating schools.

Sec. 14.31.020 establishes the amount of each scholarship as the lesser of, the amount the school district would receive under AS 14.17 for a similarly situated student to attend public school not to exceed 100% of the funding the school receives for educating the student, or the actual annual cost of education the student including prorated facility and operating expenses. Parents who choose to send their child to a public school outside their attendance area will be responsible for transportation their child to the school of choice.

The bill requires a participating school include students who are enrolled under this section in the student count for purposes of calculating state aid under AS 14.17.610. The participating school will have to maintain an October count period.

Sec. 14.31.025(b) provides that participating schools are to be autonomous and not subject to additional regulation by the state unless authorized under AS 14.31.010-14.31.090.

The bill provides that the legislature may appropriate parental choice scholarship program funds to the department for distribution to districts. If the appropriation is insufficient then the department will prorate the available funds based on the number of participating students in the porgram.

This bill cannot be implemented without amending the Constitution of the State of Alaska. House Joint Resolution No. 16 proposes amendments to the Constitution of the State of Alaska that would remove the restriction on the use of public funds being used for the direct benefit of a religious or private educational institution.

The Department of Education & Early Development does not have an estimate count of new students, not currently enrolled, that may choose to participate in the new program therefore the fiscal note amount remains indeterminate.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB145**
() Publish Date

Identifier (file name) HB145-EED-ESS-3-23-11
Title "An Act establising the parental choice scholarship program."
Sponsor Representative Keller
Requester (H)EDC

Dept. Affected EED
Appropriation Education Support Services
Allocation School Finance & Facilities
OMB Component Number 2737

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services	**		**	**	**	**	**
Travel							
Services							
Commodities							
Capital Outlay							
Grants	**		**	**	**	**	**
Miscellaneous							
TOTAL OPERATING	**		**	**	**	**	**
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**		**	**	**	**	**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time	**						
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version.

Prepared by Elizabeth Nudelman, Director
Division School Finance & Facilities
Approved by Mike Hanley, Commissioner

Phone 465-8679
Date/Time 3/23/11 5:37pm
Date 3/23/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB145

Analysis

The bill proposes an amendment to AS 14 by adding a new section establishing the Parental Choice Scholarship Program. As stated by the new section, the parental choice scholarship program is established for the purpose of providing public funding for the cost of attending grades kindergarten through 12 at a public or private school (participating school) selected by the student's parent or legal guardian.

The burden of administering the program under the new chapter is placed at the school district level. A school district shall approve participating schools if they operate in compliance with stated requirements and if the private schools follow financial accountability standards. School districts will be tasked with administering payments and verifying student claims at the participating schools; making available to parents participating school lists; providing applications; and making notification to parents and guardians for denials after adminstrative and judicial appeal periods have lapsed.

The Department of Education and Early Development would be tasked with developing regulations to carry out the program that include timelines that result in the highest number of student and school participation, procedures for calculating and distributing scholarship funds, procedures for application, renewal, and appeal for participating schools and students; and standards for approval, revocation, and denial for participating schools.

Sec. 14.31.020 establishes the amount of each scholarship as the lessor of, the amount the school district in which the student resides would receive under AS 14.17 for a similarly situated student to attend public school not to exceed 100% of the funding the school receives and expends from all state and local sources for the student; or the actual annual cost to the school of educating the student, including prorated facility and operating expenses. In addition, the bill provides for transportation costs as available under 14.09.010, the department's reimbursement program for school district transportation.

The bill provides that a participating school shall include students who are enrolled under this section in the student count for purposes of calculating state aid under AS 14.17.610. The participating school will maintain an October count period.

Under 14.31.025 (b) it is understood that the sponsor intends that private participating schools are to be autonomous and not subject to additional regulation by the state unless authorized under AS 14.31.010 - 14.31.090. Public participating schools remain under state regulation.

The bill provides that the legislature may appropriate parental choice scholarship program funds to the department for distribution to districts.

At this time, the Department of Education & Early Development does not have an estimated count of new students, not currently enrolled, that may choose to participate in the new program therefore the fiscal note amount remains indeterminate .

In addition to House Bill 145, the sponsor proposes House Joint Resolution No. 16 proposing amendments to the Constitution of the State of Alaska relating to state aid for education.

HB 154

<TARGET><BILL>HB 154</BILL><SUBJECT>HB 154</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS0531\M
Mischel
3/14/11

CS FOR HOUSE BILL NO. 154(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES KAWASAKI, Tuck, Gara, Petersen

A BILL

FOR AN ACT ENTITLED

"An Act providing for the establishment of a statewide early childhood education plan and guidelines."

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

*** Section 1.** AS 14.07.020(a) is amended to read:

(a) The department shall

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

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

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

(4) prescribe by regulation a minimum course of study for the public

New Text Underlined [DELETED TEXT BRACKETED]

schools; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

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

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

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

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

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

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

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans"

include educational specifications, schematic designs, projected energy consumption and costs, and final contract documents;

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

(13) administer the grants awarded under AS 14.11;

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

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

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

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

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

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

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

(18) assist the Department of Natural Resources in developing and implementing the farm-to-school program established under AS 03.20.100**;**

(19) devise a statewide early childhood education plan for students that

(A) incorporates the early learning guidelines adopted by

the board under AS 14.07.165(6);

(B) provides for effective and efficient coordination with or expansion of optional pre-elementary programs operating in the state, including Head Start, to the extent permitted by law.

* **Sec. 2.** AS 14.07.165 is amended to read:

Sec. 14.07.165. Duties. The board shall adopt

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

(2) regulations regarding the application for and award of grants under AS 14.03.125;

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

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

(5) regulations implementing the secondary school student competency examination provisions of AS 14.03.075, including the criteria and procedure under which a governing body uses a waiver to grant a diploma to a student; criteria regarding granting a waiver must include provisions that a waiver may only be granted for students who enter the system late or have rare or unusual circumstances meriting a waiver**;**

(6) early learning guidelines that support an effective, cost-efficient, and optional pre-elementary program provided under a statewide early childhood education plan approved by the department.

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

REPORT: EARLY CHILDHOOD EDUCATION PLAN. On or before January 15, 2012, the Department of Education and Early Development shall prepare and submit a report to the legislature on the early childhood education plan devised under AS 14.07.020(a)(19), added by sec. 1 of this Act.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB154**
() Publish Date

Identifier (file name) HB154-EED-TLS-3-4-11
Title "An Act providing for the establishment of a statewide early childhood education plan and guidelines."
Sponsor Reps. Kawasaki, Tuck, Gara, Petersen
Requester House Education

Dept. Affected Education and Early Development
Appropriation Teaching & Learning Support
Allocation School & Student Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel	110.0	110.0					
Services	40.0	40.0					
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**150.0**	**150.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	150.0	150.0					
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**150.0**	**150.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by Cynthia Curran, Director
Division Teaching & Learning Support
Approved by Mike Hanley
Commissioner

Phone 465-2857
Date/Time 3/4/11 4:55 PM
Date 3/4/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB154

Analysis

This bill creates statewide early childhood education plan. The plan incorporates the early learning guidelines for students three and four years of age and provides an optional pre-elementary program for those interested in participating.

The department will coordinate with other pre-elementary programs, i.e. Head Start to implement the early childhood plan.

Estimated number of statewide meetings with district representation in order to write the plan: 4
Estimated cost travel/per diem/substitute teacher cost: $86,455
Estimated Alaska Early Childhood Coordination Council review, travel for 1, 3 day meeting and final printing/ publication of the plan: $23,545
Estimated contractors cost to assist department staff with the plan: $40,000

IOUSE COMMITTEE REPOI

(7)
Date Referred to Committee: February 11, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3/14/11

The EDUCATION Committee considered: **HB 154**

HOUSE BILL NO. 154
"An Act providing for the establishment of a statewide early childhood education plan and guidelines."
HB 154 PRE-ELEMENTARY SCHOOL PLANS/GUIDELINES

Recommends it be replaced with [ ] HCS *or* [✓] CS *for* House Bill 154 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[✓] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Cissna	✓			
	Fetge			x	
	Pruitt			X	
	Deaton	x			
		✓			
	WILSON	✓		X	
Chair:	Dick	✓			
Chair:					

Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

House Bill 154
Sponsor Statement

Alaska remains one of the only states that do not provide pre-Kindergarten (pre-K) education to its children on a statewide basis. HB 154 seeks to add Alaska to the ranks of states that recognize that children benefit from early education. Children who participate in early education programs earn more money as adults, enter the job market in much larger numbers, obtain college education in higher numbers, remain off of public assistance and are more likely to stay out of jail.

Alaska has a responsibility to provide the best education possible for its children. Currently, outside of few school district classrooms, the state only provides pre-K education through Head Start programs and through the Best Beginnings partnership. Head Start is underfunded and only available to the poorest students. Due to underfunding, the Alaska Head Start Association estimates that more than 50% of the children who qualify cannot receive Head Start education. Head Start has consistently lagged far behind its need. Providing early public education opportunities is a crucial stepping stone to brightening the future of the young Alaskans.

Extensive research shows that a child's intellectual development is especially important before age six. A study by the National Institute for Early Education research in 2004 found that children who attended state-funded pre-kindergarten programs demonstrated improvements in vocabulary 31% greater than those who did not participate, and 44% greater in math. Young children who receive high quality early education do better in school academically and are more likely to stay in school, graduate, and go on to attend college.

The beneficial impact of early education also extends to the economy with multiple studies showing that funds invested in early education pay dividends in the long run. Every dollar invested in high quality pre-kindergarten programs saves Alaskans from paying for remedial and special education and public assistance. An ongoing study of 40-year old adults in Michigan who participated in the 1962 Perry Pre-Preschool Project found that adults with pre-K were more likely to be employed and earned 33 percent higher average income than their peers who did not have state funded early education.

Additionally, a study prepared for the University of Alaska Southeast, states that 87% of Alaska residents think it is important for state government to provide financial support for early education and child care.

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In Fairbanks ○ 1292 Sadler Way Fairbanks, Alaska 99701
Juneau ○ (907) 465-3466 ○ Fax (907) 465-2937 ○ **Fairbanks** ○ (907) 456-7423 ○ Fax (907) 451-9293
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Representative Scott Jiu Wo Kawasaki
Alaska State Legislature District 9 Fairbanks

HB 154: Alaska Pre-Elementary Program

Sectional Analysis

Section 1. Department of Education shall devise and implement a statewide early education plan that incorporates early learning guidelines adopted by the education board and coordinates with Head Start and other child care providers.

Section 2. Board of Education shall adopt early learning guidelines that support an effective and cost-efficient optional pre-elementary program provided under a statewide early childhood education plan approved by the department.

Section 3. Requires the Department of Education and Early Education Plan to submit a report to the Legislature by January 15, 2012

In Juneau ○ State Capitol Juneau, Alaska 99801
In Fairbanks ○ 1292 Sadler Way Fairbanks, Alaska 99701
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Email: Representative_Scott_Kawasaki@legis.state.ak.us

House Education Committee
Chair Dick
Vice-Chair Pruitt
Member Feige
Member Seaton
Member P. Wilson
Member Cissna
Member Kawasaki

RE: HB154 An Act providing for the establishment of a statewide early childhood education plan and guidelines

Thank you for your efforts to pass this legislation. Alaska can not go one more year without educating our preschool children. Please pass this before we become a third world country or state, anyway.

There is so much evidence of the value of this and the negligence resulting from not having early childhood education. Honestly, you can not be a responsible state and nation anymore and not provide for early childhood education. I have talked until I'm blue in the face so I don't think my referring to more studies will help.

Please get Alaska off to early childhood education. It is something that should be optional for individual parents. Some may have something already going on. The children who most need this, who have no other options, are the ones who get nothing.

Also, if you can provide for the "parents as teachers" early education plan that is a great idea as well. That program also teaches parents how to teach their children those early skills. Providing options is good! Just do it some way.

Thank you!

Doris Robbins

1281 Overhill Dr.
Fairbanks AK 99709-6753
(907) 374-0597
drobbins@gci.net

Provided by Rep. Kawasaki

Alicia Maryott

From: afc@mosquitonet.com
Sent: Wednesday, March 09, 2011 12:46 AM
To: Rep. Scott Kawasaki

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: AK 27 HB154

Hi Scott.

I am glad to hear about Bill 154 and I am in support of pre-k programs. I was not shocked to hear on the local tv news that the U.S. is still falling in educating our young people. The report stated that we are at the lowest overall rating from the past 20 years. I am a concerned grandmother and would love to see more support given for the working families, it seems that parents are not taking the time help educate their children as per the report. I also have seen the struggles our college students are having in math and english we need to build a strong foundation from early on and get them ready for the next step in their education.

Regards,

Gabriele Larry

Alicia Maryott

From: Gretchen Hundertmark [gretchen@sfos.uaf.edu]
Sent: Wednesday, March 09, 2011 8:14 AM
To: Rep. Scott Kawasaki
Subject: HB154

Categories: AK 27 HB154

I am excited to hear about this bill and encourage you to continue supporting this and all Alaska education funding. Our children are our future from pre-school through college. If we provide the young adults with opportunities to go to the university here then they are more likely to stay here as adults. Using oil revenues for education is an investment in the future.

Thank you for your hard work.

Gretchen Hundertmark
1962 Red Leaf Rd
Fairbanks
907.456.2250
gretchenhund@yahoo.com

Alicia Maryott

From: Carla Jenness [cjenness@kpbsd.k12.ak.us]
Sent: Monday, February 21, 2011 9:01 AM
To: Rep. Scott Kawasaki
Subject: Hooray for HB 154

Categories: AK 27 HB154

I wanted to cheer when I heard Rep. Kawasaki's words that we should be building schools, not jails. I am writing to throw my wholehearted support behind HB 154 and the Parents as Teachers initiative. Thank you so much for making sense and caring for Alaska's kids, and in turn, caring for all Alaska.

Carla Jenness
Nikiski

Some various support materials have been provided, but other more extensive materials were used in the research for this bill. Many of them reflect similar or the same outcomes and reference the same reports. All are available in their full text upon request. Here is a full list of the reports (the first seven are included in the bill packet):

1. Anchorage Daily News Editorial "Alaska Needs a Plan to Make Public Schools Better"
2. Legislative Research Report: The Value of Pre-Kindergarten Programs
3. State and Federal Funding for Head Start Program FY11 and Governor's Proposal for FY12
4. 2009 ISER Report: "The Cost of Crime"
5. Step Up Early Ed & Child Care: Economic Impact Report
6. UNC Child Development Institute: "Poverty and Early Childhood Intervention"
7. Science Daily: "Enhanced Early Childhood Education Pays Long-Term Dividends in Better Health"
8. Legislative Research Report: Head Start Participation and Declining Services
9. Alaska Governor's Summit on Early Learning (2007)
10. Parents as Teachers Research and Program Quality
11. Alaska Ready to Read, Ready to Learn Task Force Report & Recommendations
12. The Parents as Teachers Program: Its impact on School Readiness and Later School Achievement
13. ADN Our View: Alaska Needs a Plan to Make Public Schools Better
14. The State of Preschool 2007
15. The State of Preschool 2007: Alaska State Profile
16. The High/Scope Perry Preschool Program: Cost & Benefits Analysis
17. DEED House Finance Subcommittee Responses
18. AK Pilot Pre-K Project-Evaluation Year One

adn.com
Anchorage Daily News

Our view: Alaska needs a plan to make public schools better

Quality gap

(11/16/08 21:39:10)

Alaska has handicapped its young children by being one of only 12 states with no state-funded education syster for pre-kindergarten students.

Here's another gloomy statistic at the other end of the public education system: Only about two-thirds of Alaska high school students graduate in four years, compared with the U.S. average of three-fourths graduating.

And of Alaska students who do graduate, only a third start college. Nationwide, nearly half of high school graduates are college-bound. So what's the plan to improve the odds for Alaska kids?

There isn't one -- but state commissioner of education Larry LeDoux wants to change that. Last week, the state sponsored the first education summit in many years, engaging about 400 parents, students, educators, universit officials and others in a discussion about what's needed.

Friday they came up with about 50 goals, including offering state-funded preschool to the families of every 3-, 4- and 5-year-old in Alaska.

A sampling of other goals:

- Evaluating pre-school programs to make sure they're adequately preparing children for school.
- Establishing a statewide telecommunications network, with equal access for all students.
- Defining what a student needs to know to be a skilled worker or a college student -- not just the minimum standards the state now sets for handing out high school diplomas.

Meeting these goals would take school funding to another level. A much higher one, though no one made any estimates.

The true test of Alaska's commitment to our young people will not be whether a group of smart, dedicated people can produce an admirable list of goals, but whether the state administration and the Legislature will support them financially.

We can't say right now which reforms the state should adopt and pay for and which not.

They need to be thought through. The list will go up on the state Web site, be adopted and perhaps refined by the state Board of Education, and be publicized so that anyone in Alaska can comment.

But it's worth noting that other states, not as wealthy as ours, do offer state-funded pre-school, for example.

And it's clear that Alaska isn't doing enough to ensure the success of its students. If it were, we wouldn't have such abysmal graduation rates.

BOTTOM LINE: Alaska needs to take a hard look at steps that will improve public education, like state-funded pre-kindergarten.

Legislative Research Report: The Value of Pre-Kindergarten Programs (2006) Executive Summary as prepared by Representative Kawasaki

According to the National Education Association (NEA), children who attend high quality prekindergarten programs are better prepared for kindergarten, have better language and math skills, better cognitive and social skills, and better relationships with classmates. In addition they note that children who attend prekindergarten are less likely to drop out of school, repeat grades, need special education, or get in trouble with the law when they are older. The NEA advocates for universal high quality prekindergarten programs because it "represents one of the best investments our country can make."

In the most recent evaluation of the High/Scope Perry Preschool Project students, the age of which was about 40, the High/Scope Education Research Foundation was able to interview 97 percent of the study participants still living. Some of this study's major findings are as follows:

- A greater percentage of the group graduated from high school than the non-program group
- The group who received high-quality early education on average outperformed the non-program group on various intellectual and language tests during their early childhood years, on school achievement testes between ages 9 and 14, and on literacy tests between ages 19 and 27
- A greater percentage of the group who received high-quality early education was employed at age 40 than was the non-program group
- The group who received high-quality early education had median annual earnings more than $5,000 higher than the non-program group
- A greater percentage of the group owned their own homes
- They had fewer arrests and fewer arrests for violent crimes
- Taxpayers received $17 in benefits for every dollar spent on high-quality early education programs

The Abecedarian Early Childhood Intervention Project assessed their students at age 21 with the following results:

- School districts saved more than $11,000 per child because participants are less likely to require special or remedial education
- Higher cognitive test scores
- Higher academic achievements in reading and math
- They were more likely to attend a four-year college
- Taxpayers received $4 in benefits for every dollar spent on high-quality early education programs

LEGISLATIVE RESEARCH SERVICES

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Memorandum

TO: Representative Bryce Edgmon
FROM: Susan Haymes, Legislative Analyst
DATE: February 17, 2011
RE: State and Federal Head Start Funding
LRS Report 11.166

You asked for the level of state and federal funding for the Alaska Head Start program for FY11, and the Governor's proposal for FY12.

Although state funding for the Head Start program remains constant under the Governor's proposed budget for fiscal year 2012, an anticipated decrease of more than $3 million in federal funds could reduce the program's overall funding budget. The following table shows state and federal funding for FY11 and proposed funding for FY12.

State and Federal Funding for Alaska Head Start, FY11-FY12

Funding Source		FY11 (authorized)		FY12 (proposed)
Total Federal				
Direct Funding to Grantees[1]	$	35,000,000	$	32,000,000
Funding to the State	$	125,000	$	125,000
State	$	7,292,600	$	7,292,600
Total Federal and State	$	42,417,600.00	$	39,417,600.00

Notes: The vast majority of federal funds go directly from the federal government to organizations that are Head Start grantees; however, a small amount of funding goes to the state to facilitate collaboration at the state, regional, and local levels around early childhood education issues.
(1) The $35 million figure for FY11 is an approximate amount. The FY12 figure reflects a projected decrease of at least 3 million in federal funds to Head Start grantees. Alaska grantees could see a decrease as early as March 2011.
Source: Paul Sugar, Education Specialist, Department of Education and Early Development, 907.465.4862.

We hope this is helpful. If you have questions or need additional information, please let us know.

* see page 5

RESEARCH SUMMARY — Institute of Social and Economic Research
University of Alaska Anchorage • January 2009
R.S. No. 71

The Cost of Crime: Could The State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?

By Stephanie Martin and Steve Colt

Alaska's prison population is among the fastest-growing in the country. We have five times more inmates in 2007 than in 1981. Spending on the state justice system has nearly doubled since 1981, but the crime rate has dropped only about 30%.

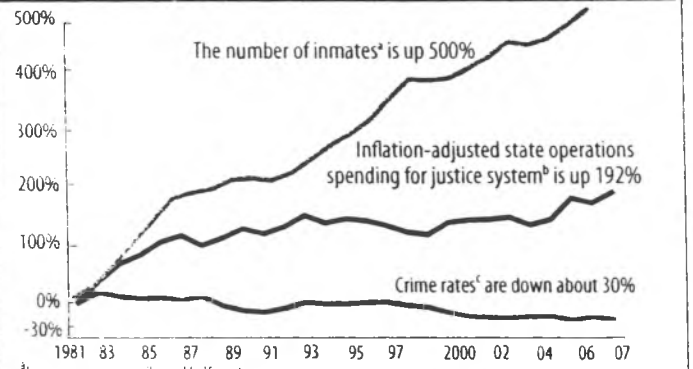
Here's the dilemma for the state, given the pattern shown in Figure 1: What can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

Senate President Therriault asked ISER to project growth in the number of Alaska inmates and the associated costs—and then evaluate whether the state could reduce that growth by expanding offender treatment and prevention programs for people already in prison or at risk of ending up there. Alaska currently spends about $10 million a year for such programs, but they aren't available to many of those who might benefit from them.

There's a wide range of such programs. But it is programs for adults who are already in prison or jail that have the most potential to improve lives and reduce crime in the next 20 years. That's because they can reach the most people.

Nationwide, without any intervention, about two-thirds of those released from their sentences and are released commit new crimes. Treatment can help at least some of them from committing more crimes. That can not only help improve public safety but also reduce growth in the number of inmates and in spending.

Figure 1. Percentage Changes in Alaska Crime Rate, Spending for Justice System, and Number of Inmates, 1981-2007

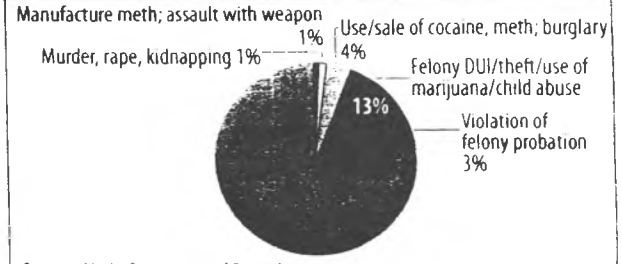


[a]Inmates in prisons, jails, and halfway houses
[b]Spending for Departments of Corrections, Public Safety, and Law; court system; Division of Juvenile Justice; Public Defender Agency; and Office of Public Advocacy. Does not include capital spending or payment on debt.
[c]Rates per 100,000 for murder, rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.
Sources: U.S. Department of Justice; state budget documents; Alaska Department of Corrections

Also, most of those released committed misdemeanors (Figure 2). Those who commit the most serious crimes serve long sentences and make up a small share of those released in any given year.

To analyze which programs have the most potential to reduce crime *and* save the state money, we worked with the Alaska Criminal Justice Working Group and the Washington State Institute of Public Policy. That institute did a similar analysis for Washington state and provided us with data it collected from program evaluations nationwide (see back page). What did our study show?

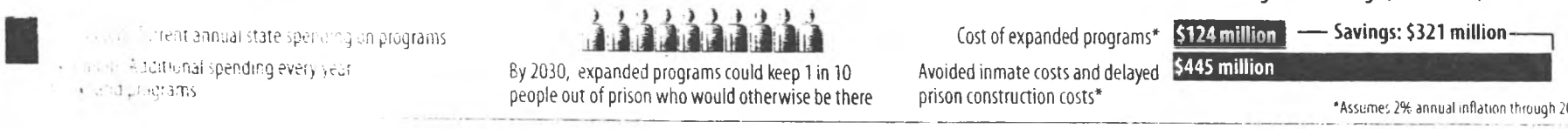
Figure 2. Who Gets out of Jail or Prison in Alaska?
(Total Releases, 2002-2007: 82,339)



Source: Alaska Department of Corrections

- *With no change in policies, the number of Alaska inmates is likely to double by 2030,* from 5,300 to 10,500.
- *If the state spent an additional $4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller* than projected—about 1,050 fewer inmates.
- *The state would spend about $124 million for expanded programs through 2030 but would avoid $445 million in costs—a savings of $321 million.* It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).
- *Education and substance-abuse treatment programs—in prison, after prison, and instead of prison—save the state two to five times* what they cost and reach the most people. Programs for teenagers are also very effective at reducing crime and saving money, but they reach fewer people.

Figure 3. Potential Effects, Costs of, and Savings from Expanded Prevention or Intervention Programs



...looked at but excluded other programs from our final analysis. The criminal justice working group decided that a few ... while effective elsewhere, wouldn't be feasible to implement in Alaska at this time. For other programs, there ... available evidence to judge how effective they were at saving money or reducing crime, or the available evidence ... them to be largely ineffective.

How Do the Programs Compare?

... (next page) shows, expanding programs to serve ... people would save the state about $321 million ... projected number of inmates 10% by 2030. Figures ... show the various programs contribute to costs, savings ... in the number of Alaskans behind bars.

- *... substance-abuse treatment programs for inmates save ... times what they cost*, reduce recidivism by about ... points and can reach the most people.

- *... programs for ... committed ... effective at saving ... reducing recidivism ... serve a much ... people.*

- *... up transitional ... inmates with mental ... disorders* commit ... are among ... but they ... expanded to ... people who ... them.

- *... for some ... lesser ... save money ... almost all ... be excep... monitoring ... effective but ... to reduce ...*

- *Treatment programs for sex offenders do reduce crime*, but they are very expensive and so don't save the state money.

- *Programs that prevent future crime by helping very young at-risk children are the most effective*. But the effects of spending for those programs aren't apparent until many years later.

Figure 6. How Effective Are Various Programs at Saving Money and Reducing Crime?

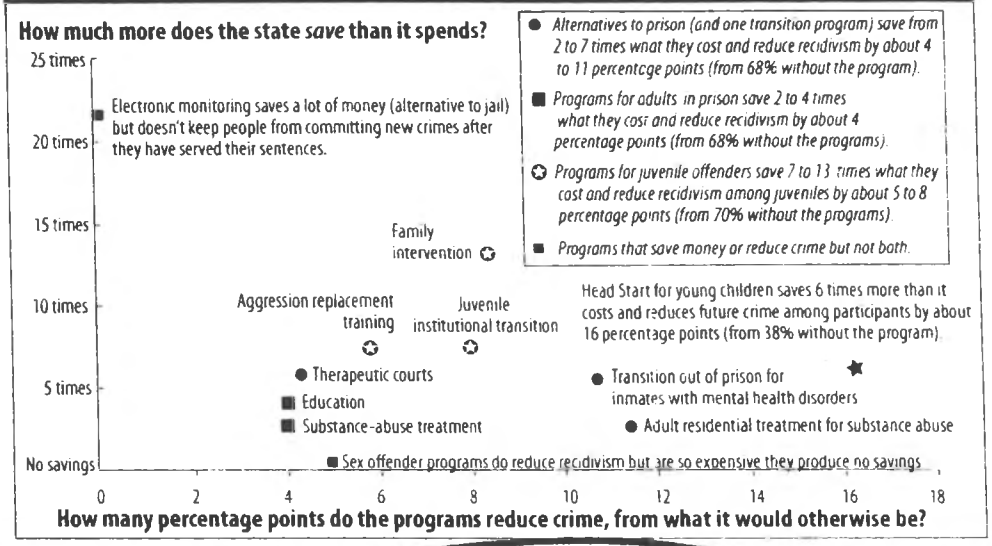
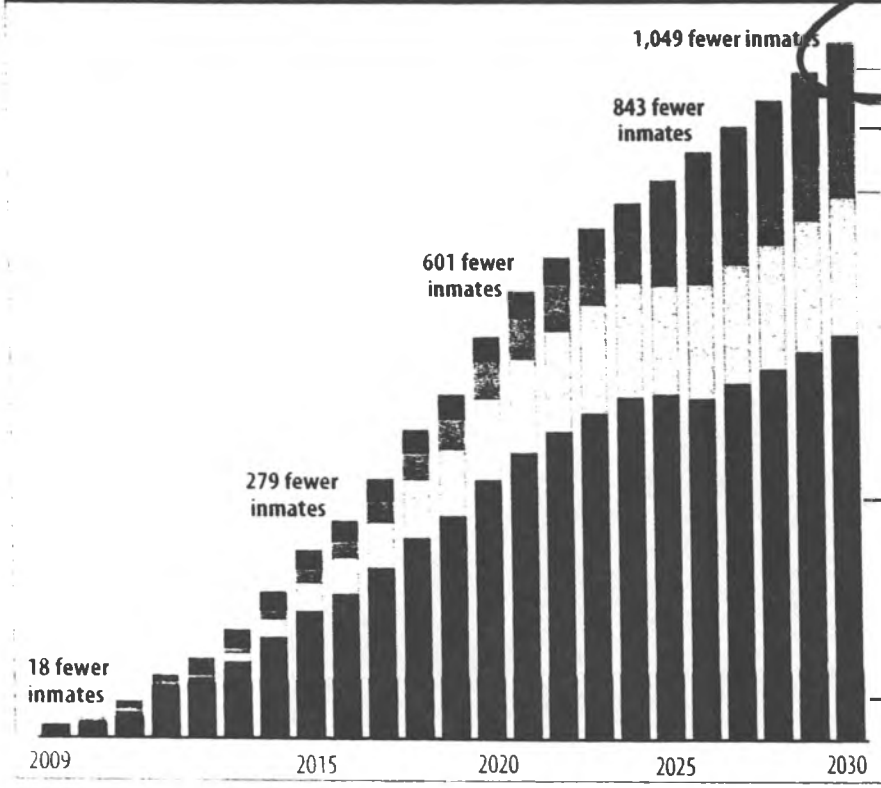


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



Pre-school programs for at-risk children cost about $1,000 per child but save many times that much, by reducing future crime. The effects of the spending aren't apparent for years, until the children grow up.

Programs for juveniles offenders cost an average of about $2,500 per person, but save almost 10 times that much by keeping kids out of prison. They serve only a subset of the population of 12- to-17-year-olds.

Transition programs for people with mental health disorders are extremely effective, add about $2,000 per person to inmate costs, and save about four times that much. But the programs currently serve very few people and can't readily be expanded to serve large numbers.

Programs that treat inmates for substance abuse add about $2,000 a person to inmate costs, but over time save about twice as much. They are effective, but can't readily be expanded to reach all the people who need them.

Education and job training programs in prison add about $1,000 to inmate costs, but they reach the most people and save about four times more than they cost. Because they are offered in every facility, they can easily be expanded and can reach more people. (Reductions in the number of inmates as a result of the sex-offender treatment program are also included here, but are only one or two people a year.)

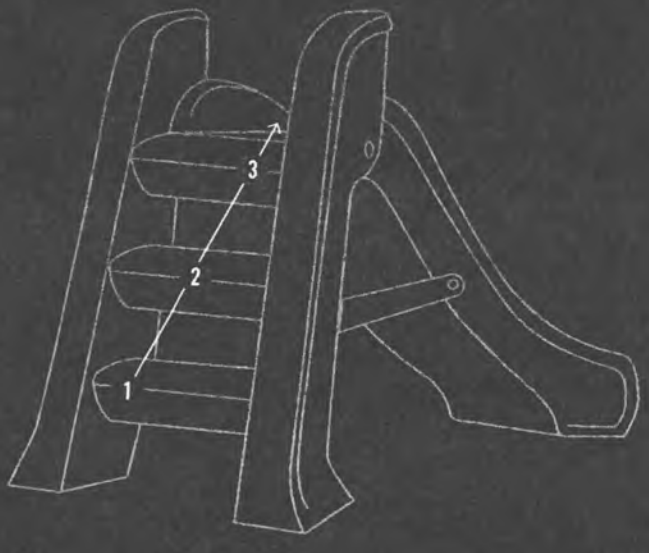
Programs that keep people out of prison save the state money right away, because they cost much less than the $44,000 per person the state spends to lock people up. They include therapeutic courts for substance abuse and mental health disorders, electronic monitoring, and residential substance-abuse treatment.

A Summarized Economic Impact Report on Early Education and Child Care Services in ALASKA

step up early ed & child care

Based on the McDowell Group Report *July 2006*

PREPARED FOR:
SYSTEM FOR EARLY EDUCATION DEVELOPMENT (SEED)
UNIVERSITY OF ALASKA SOUTHEAST



step up early ed & child care

STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

Demographics	Pg. 2
The Economic Impact on Alaska	Pg. 3
The Early Learning and Child Care Sector	Pg. 5
Impact on Alaska Families	Pg. 7
Alaskans Support Funding	Pg. 9

Why should you care about the availability of quality early education and child care in Alaska? Because stepping up early education for our children is critical for all of us.

LET US STEP YOU THROUGH THE FACTS.

1 Early childhood education and child care play a critical and measurable role in Alaska's economy

2 The availability of quality, affordable child care remains a challenge for many Alaska families

3 Alaskans across the state place a high priority on state funding for early education and child care

Until recently, there was no data specific to Alaska to demonstrate how the welfare of our youngest community members impacts the entire state – both in the short term and long term. But thanks to this study commissioned by the System for Early Education Development (SEED) and completed in July 2006 by McDowell Group, there is now local information to combine with the knowledge learned from national studies to provide an accurate baseline. What the statistics demonstrate is that Alaska lags behind much of the country in providing quality early education and child care to our residents. And while there are certainly entities working hard throughout Alaska to provide quality care for our children, Alaska remains one of only 11 states without a state-funded, statewide early childhood education system.

ALASKA IS ONE OF ONLY 11 STATES WITHOUT A STATE-FUNDED, STATEWIDE EARLY CHILDHOOD EDUCATION SYSTEM.

"I believe that high quality early childhood programs are critically important for the health and well-being of our community, and they are especially important for the health and well-being of our children. ... What can never be forgotten or taken lightly is that these programs provide a proven economic benefit to the organizations they serve. It is important that we recognize that. Research has shown that organizations who offer these services on-site for their employees retain these employees for an additional five years. The value of keeping these employees for this extended amount of time is immeasurable, and as a leader of an organization with more than 4,000 employees, I can tell you that recruiting talent is expensive, difficult and time consuming. Keeping our talent in the first place is without a doubt the best way to ensure we can sustain and live out our mission at Providence, and I'm grateful for the role our Center for Child Development plays in doing that each day."

AL PARRISH, CHIEF EXECUTIVE
PROVIDENCE HEALTH SYSTEM IN ALASKA

SCOPE OF THE ALASKA STUDY

The purpose of this study is to measure the economic impacts of the early education and child care sector on Alaska's economy. This study focuses on education and care of children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the role that child care services play in making it possible for Alaska families to earn income.

This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

A key component of this project was a telephone survey of 823 randomly selected households. The primary purpose of the phone survey was to collect information on the types of child care services Alaska families use and how much money households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

ALASKA WORKING PARENT DEMOGRAPHICS

To best understand the data, it is critical to first understand the scope of the population we are considering. In 2004, Alaska's population included 62,013 children under six years of age, according to the Alaska Department of Labor and Workforce Development (DOLWD). Of these children, approximately 63 percent (39,400 children) were living in households where all available parents were in the labor force, whether families were dual-income or single-parents. These children resided in 30,400 Alaska households, all of which were potentially in need of child care services.

Detailed look at the 39,400 children under the age of six, where all available parents are in the workforce

LIVING WITH SINGLE MOTHER, IN LABOR FORCE
23%

LIVING WITH SINGLE FATHER, IN LABOR FORCE
12%

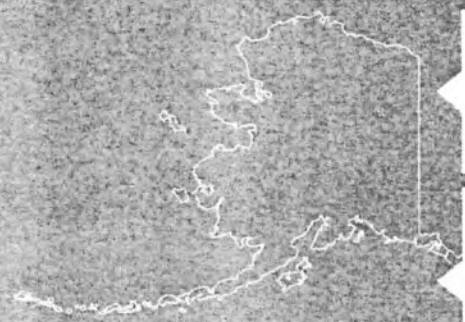
LIVING WITH TWO PARENTS, BOTH IN LABOR FORCE
65%

step 1

EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

THE ECONOMIC IMPACT ON ALASKA

Mounting evidence shows that investment in quality early learning and child care is critical to building and maintaining a viable state economy. The economic impact of the early education and child care sector includes jobs for thousands of Alaskans, millions of dollars in spending by households and governments, and indirect contributions of Alaska's resident labor force and family income.



JOBS

DIRECT & INDIRECT:
7,400 in child care workforce

CONTRIBUTION TO THE WORKFORCE:
29,400 Alaskans can join the workforce because they have child care

WAGES

DIRECT & INDIRECT:
$124 million in child care workforce payroll

CONTRIBUTION OF HOUSEHOLD INCOME:
$850 million in annual wages paid to working families with child care

IMMEDIATE IMPACT OF QUALITY EARLY EDUCATION AND CHILD CARE

Child care providers make it possible for **29,400** Alaskans to enter the labor force (one adult for each household with children under six years of age where all parents are in the labor force). The 29,400 Alaskans that are in the workforce because child care services are available to them account for 9.5 percent of the Alaska resident workforce. If these working parents also account for 9.5 percent of all Alaska resident wages, their total annual wages would be just under $850 million. This indicates an average of $28,820 per family in additional Alaska annual income, indirectly made possible by child care services, is equal to approximately 40 percent of Alaska's mean family income in 2005.

Other data suggests a similar household income impact related to adding a second wage earner. In 2003, median family income for families with one wage earner was $43,709. Median family income for families with two wage earners was $77,159, a difference of $33,450. This analysis assumes that the typical parent who is in the labor force because child care services are available to him or her earns the same wages as the average Alaska worker. This may or may not be true given the demographics of families with young children. Nevertheless, it is clear that the availability of child care has major implications on income for Alaska residents in general, and on family household income in particular.

"Investment in early childhood development programs brings a real (that is, inflation-adjusted) public return of 12%, and a real total return, public and private, of 16%. We are unaware of any other economic development effort that has such a public return ...."

ART ROLNICK
SVP AND DIRECTOR OF RESEARCH
FEDERAL RESERVE BANK OF MINNEAPOLIS

LONG-TERM ECONOMIC IMPACTS OF QUALITY EARLY EDUCATION & CHILD CARE

A host of studies have been done to track the long-term economic impact of high quality early child care development on society. Though none of these studies focuses on Alaska, the implications for Alaska are relevant. The results of these studies have shown conclusively that although investment is required to provide quality early care to infants, toddlers and youths, the rate of return far exceeds that initial investment.

The largest benefit provided by quality early care was increased earnings capacity projected from higher educational attainment, along with higher taxes paid from better paying jobs. Other benefits are lower criminal justice system costs, reduced welfare costs, savings for crime victims, and savings on school remedial services budgets. The results of several studies are highlighted below.

LONG-TERM BENEFITS OF EARLY EDUCATION AND CHILD CARE

29% higher high school graduation rates

20% higher college attendance

70% lower crime incidence

20% lower welfare dependency

$143,000 additional earned income per capita, resulting from better employment

Studies also note that expenditures on education that are focused on K-12 may be misplaced given that brains develop rapidly in the early years (0-4), then develop at a much slower pace from age 4 through 18. The implication is that the earlier the investment on early education, the higher the return on investment will be.

step 1 → EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

THE EARLY CHILDHOOD AND CHILD CARE SECTOR

When understanding the economic impact of early education and child care, the actual workforce in this field is often overlooked. Yet it has been found that at least 6,500 Alaskans participate in the child care sector workforce.

The estimate of 6,500 participants is derived from a variety of sources (as described in the full McDowell Group report). It must be understood that this is a conservative estimate, however. It does not include an unknown number of at-home providers who care for four or fewer unrelated children, or any number of related children, and therefore are not required to be licensed.

Yet, even without these added positions, the size of this workforce is comparable to other significant industries in Alaska. For example, the residential and non-residential building construction sector employed an average of 6,000 workers in Alaska in 2002, and Alaska's air transportation sector employed an average of 6,400 workers that same year.

SIZE OF COMPARABLE INDUSTRIES IN ALASKA

6,500 Workers in child care

6,400 [illegible]

6,000 [illegible]

DETAILED LOOK AT THE CHILD CARE AND EARLY EDUCATION WORKFORCE IN ALASKA

Not only is Alaska's early education and child care sector significant in size, it features a wide variety of service providers. It includes any program providing care for children from birth to age six. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public preschools, Montessori programs, and pre-kindergarten services.

Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. DOLWD payroll data indicated that the average monthly wage of an individual employed in this sector was $1,342. This is well below the average for all sectors of the Alaska economy; the average monthly wage in Alaska for this same time period was $3,218 – nearly three times that amount.

To put this in further context, it has been found that providers of early education and child care earn less than half of what the average elementary school teacher earns, even though the difference in age of those they teach may be less than one year.

ALASKA WAGE COMPARISON

INCOME OF AVERAGE ALASKAN
$38,616

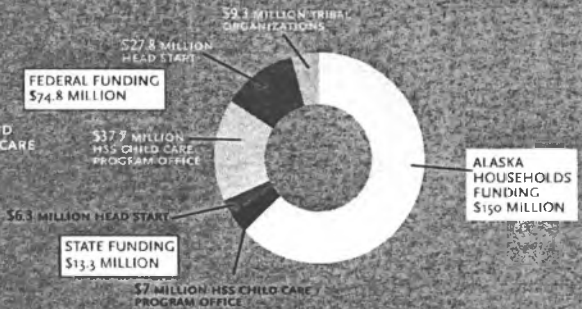
INCOME OF K-12 TEACHER IN ALASKA

INCOME OF EARLY ED & CHILD CARE WORKER IN ALASKA
$16,093

CHILD CARE SERVICES REVENUE AND FUNDING

There are two sources of spending on early education and child care services – government funding and spending by parents on child care services. Based on the analysis of the McDowell Group report, Alaska households may be spending $150 million annually on child care services for children under six years of age. In comparison, government spending on child care totals $88 million in Alaska, with nearly $75 million of that contribution coming from federal funding. Together, approximately $240 million is spent in Alaska on child care services for young children.

ALASKA HOUSEHOLD, STATE AND FEDERAL FUNDING FOR CHILD CARE SERVICES IN ALASKA



step 2

THE AVAILABILITY OF QUALITY, AFFORDABLE CHILD CARE REMAINS A CHALLENGE FOR MANY ALASKA FAMILIES

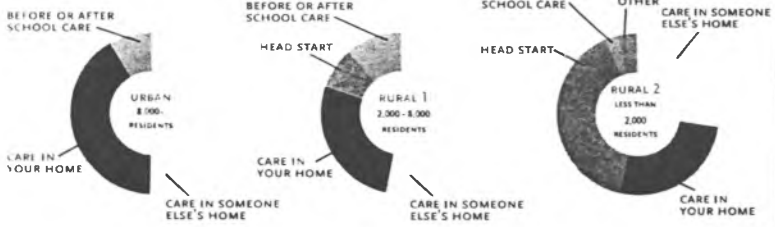
"I emphasize strongly how important it is to give the children the best start ... to have the children have a good early learning experience."

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 723 Alaska households were asked about their use of child care services as a part of this study's telephone survey. The findings of this study are understood to be the first set of data on this topic directly applicable to Alaska.

The survey sample included 323 households with children under six years of age. The sample included households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural I"), as well as surveys from households in communities with fewer than 2,000 residents (labeled "Rural II"). In conducting statewide analysis of the survey results, data from these areas of the state were weighted to reflect their actual proportion of the state's population.

COMPARISON OF TYPES OF CARE IN URBAN AND RURAL AREAS OF ALASKA



Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January 2006. Among those children receiving child care services, 49 percent were in a preschool or child care center. Just under one-third were being cared for in someone else's home, with over one-quarter receiving care in their own home. Eight percent were in a Head Start program. The total adds up to more than 100 percent, as some children received care in more than one setting.

FINDING ACCEPTABLE CHILD CARE

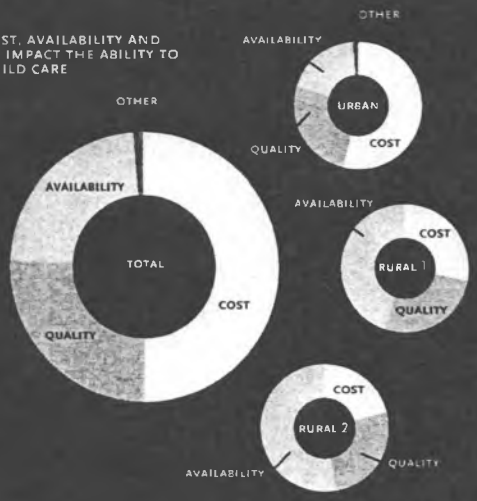
FINDING ACCEPTABLE CHILD CARE

This study also found that 45 percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child care.

Finding quality early education and child care programs proved to be an issue both in rural and urban areas of the state.

36% of households with children under the age of six reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work.

HOW COST, AVAILABILITY AND QUALITY IMPACT THE ABILITY TO FIND CHILD CARE



MONTHLY COST

$400-$900
DEPENDENT ON AGE OF CHILD AND LOCATION

MONTHLY COST OF FULL-TIME CHILD CARE

FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE

Among households in Alaska's smallest communities (the "Rural II" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work. The difference between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available. Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 56 percent of households, and quality on 48 percent.

COST MOST OFTEN CITED

When asked which factor had the greatest impact on their ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact on their ability to find acceptable child care, while 26 percent cited quality, and 23 percent cited availability.

Cost is apparently more of an issue in urban Alaska, while availability is more of an issue in rural Alaska. Just over half of urban households indicated that cost had the greatest impact, compared to approximately one quarter of those in rural areas. Conversely, within rural areas, approximately half the households reported that availability had the greatest impact, compared to only 19 percent of urban areas.

COST IS A LARGE ISSUE

It is not a surprise that cost is a significant issue. The cost of full-time child care in Alaska ranges from $400 to $900 per month, depending on the age of the child and the location of the care. Given these figures, it was perhaps surprising to find that just one in seven Alaska households with children in child care services received some form of child care assistance.

Just 1 in 7 Alaska households with children under six in child care services received financial assistance for child care

step 3

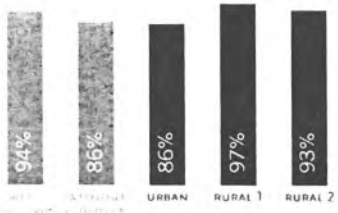
EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

9 of 10 alaskans support funding

The telephone survey described earlier also asked all households a series of questions about state funding support for early learning and child care services in Alaska. Results showed overwhelming support for the funding of early education and child care.

Nearly nine out of ten Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care. Among residents with children under six years of age, 94 percent think state support is important or very important. Even among residents without young children, 86 percent think state financial support is important or very important. Further, urban and rural residents alike feel it is important to provide funding for early education and child care.

THOSE STATING IT IS "IMPORTANT" OR "VERY IMPORTANT" FOR STATE GOVERNMENT TO PROVIDE FINANCIAL SUPPORT



audiences who expressed above average support for early education and child care

Alaskans were also asked if the state should give early learning and child care high, medium or low priority. Overall, 63 percent feel it should have high priority. A variety of population subgroups were more likely to give a high priority. They include:

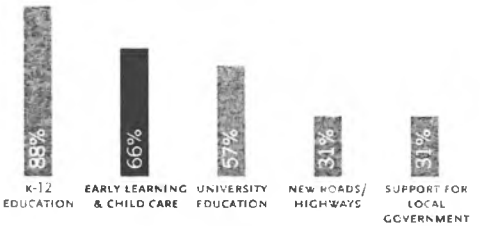
- 76% households with children under six
- 72% female residents
- 77% residents aged 35 to 44
- 76% low income residents <$25,000
- 73% high income residents >$100,000

"The data shows what I have also personally experienced – that the issue of quality early education and child care is one of the most important social issues facing us in Alaska today."

JIM CALVIN, MCDOWELL GROUP

alaskans place priority on funding early education and child care

Alaskans also give early learning a high priority for state funding, when compared to other state-funded programs. Among the categories of spending presented to survey respondents, only K-12 education was rated as a high priority more often.



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE

To press this matter further, a third question regarding Alaskans' perception of the importance of funding for early learning and child care focused on relative importance. More than three-quarters of Alaska residents feel that early learning and child care are more important to fund than support for local government or construction of new roads and highways. Almost two-thirds (63 percent) feel that funding for early learning and child care is more important than funding for university education. Among the various programs, only K-12 education is viewed as more important than early learning and child care.

report conclusion - next steps

This series of questions regarding perceived importance of state funding for early education and child care services in Alaska indicate that Alaskans place a high priority on funding for education in Alaska, with a high interest in early education and child care.

end notes

This piece serves as a condensed summary of the July 2006 McDowell report titled "Economic Impact of Early Education and Child Care Services in Alaska." This complete study was commissioned and prepared for the System for Early Education Development (SEED), based at the University of Alaska Southeast. This publication is funded by a grant from the U.S. Department of Education, Fund for the Improvement of Education.

You may download a full copy of the report at http://seed.alaska.edu or request the full report from the SEED administrator at 907.796.6414.

We thank you for taking the time to review this report, which contains critical data regarding the future of Alaska's children and our economy.

The McDowell Group study team would like to acknowledge the invaluable assistance provided by the Project Steering Committee. The Committee included Mary Lorence *(Manager, Alaska Child Care Programs, Department of Health and Social Services)*, Joy Lyon *(Executive Director, Association for the Education of Young Children, Southeast Alaska)*, Mary Lou Madden *(Madden Associates)*, and Carol Prentice *(SEED Program Manager)*. In addition, SEED would like to recognize the contribution made by SEED Council members Candace Winkler and Cindy Harrington.

SEED also appreciates the collaboration with Alaska's *Ready to Read, Ready to Learn Task Force*, 28 Alaskan leaders dedicated to improving the literacy and learning skills of Alaska's pre-kindergarteners.

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FPG Snapshot

#42 | April 2007

Poverty and Early Childhood Intervention

In the spring of 2006, UNC's Center on Poverty, Work and Opportunity hosted a competitive process to support original research by UNC faculty members in the form of policy briefs. Each brief was authored by a UNC faculty member and was reviewed by two experts—an academic and a practitioner in the field that the brief addresses. This Snapshot summarizes the brief on Poverty and Early Childhood Educational Intervention.

OVER AND OVER AGAIN research has shown that children living in poverty suffer in a multitude of ways. Childhood poverty is associated with higher rates of academic failure, grade retention, school drop-outs, teen parenthood, and smoking and illegal drug use. Children growing up in poverty are more likely to have employment difficulties as adults. Research also shows that these outcomes are preventable.

Findings from the Abecedarian Project—a 30-year old project at FPG Child Development Institute—demonstrate that intensive early childhood educational intervention can have lasting positive effects for children raised in poverty. What's more, the program resulted in decreased government spending. Yet children living in poverty today do not have access to this type of initiative.

What Happens to Children Living in Poverty

Children raised in poverty:

- Have poorer academic achievement outcomes than other children.
- Are less likely to attend college. While 88 percent of affluent students attend college, only 36 percent of children raised in poverty do so.
- Are more likely to become a teen parent.
- Are more likely to smoke and use illegal drugs.
- Are more likely to be unemployed.

Existing Research on Early Educational Programs for Poor Children

Numerous early childhood programs have been created over the years to attempt to redress the negative consequences of poverty. Below is a brief summary of research on some of these efforts.

Head Start

Research in the early nineties which seemed to show that Head Start had no lasting impact on poor children's school performance received much attention, despite significant problems with the study's methodology. A more recent study which met standard research protocols showed that after participating in Head Start for a year, children had some improvement in language and pre-reading outcomes and access to health care; and no significant effect for math.

Consortium for Longitudinal Studies

The consortium included researchers from several early childhood programs from the 1960s. They followed up with participants six to ten years later and found that these children were less likely to use special services in school and had fewer grade retentions. However, intellectual gains eroded within three to four years after the program and academic gains were largely gone by five to six years in school.

CONTINUED

CONTINUED FROM PAGE 1

Chicago Child-Parent Center Program

This program was center-based and offered child and family support services to a sample of families living in high-poverty neighborhoods. Children attended half-day preschool and received additional support through first grade. Participants had higher achievement scores during elementary school than those who did receive the intervention. By age 20, these same children had lower incidence of crime and higher rates of high school graduation.

Infant Health and Development Program

Study participants were low birth weight babies. Participants were randomly assigned to receive services typically offered for such babies or to receive home-based educational intervention during their first year followed by two years of center-based child care. At age eighteen, those who had been heavier at infancy had higher cognitive scores and fewer reported behavior problems. There were no long-term benefits for the lighter weight infants.

Perry Preschool Program

Children attended a half-day preschool program for two years. By second grade, participants had significantly higher achievement scores and were less likely to receive special education services. By age 27, participants were more likely to have graduated from high school, had significantly higher earnings, own homes and second cars, and were less likely to receive welfare or be involved in crime. By age 40, participants were more likely to be employed, have higher salaries, own homes, and have savings accounts. They were less likely to have committed a crime or used illegal drugs.

The Abecedarian Project: A One-of-a-Kind Experience

This project represents the most intensive early childhood program offered for children from poor families. It is the only program to have had full-day, year-round, center-based care in infancy and continue until kindergarten entry. The study methods used meet the highest standards of research. The program enrolled 111 infants between 1972 and 1977 with 57 randomly assigned to receive center-based early educational intervention and 54 in a control group.

The Intervention

The curriculum involved educational "games" that emphasized development skills in cognition and language. For example, infant games were age appropriate adult-child interactions that included talking to the child, showing pictures or toys, and offering infants a chance to react to their environment. Activities were individualized for each child. As children aged, the "games" became more conceptual and skill-based, but the program always emphasized individual development. Children also received their healthcare on site from a staff pediatrician.

Result Highlights

Those who received the intervention:

- Scored 1.8 grade years higher in reading and 1.3 years higher in math as young adults.
- Were more likely to attend a four-year college (36 percent versus 14 percent).
- Were more likely to have a skilled job (47 percent versus 27 percent).
- Were less likely to have had their first child at age 18 or younger (26% versus 45%).
- Tended to smoke less (39 percent versus 55 percent).
- Were less likely to use marijuana (18 percent versus 39 percent).

Cost-Benefit Analysis

Independent economists calculated cost-benefit ratios for the Abecedarian Project based on:

- Earnings and benefits of participants,
- Earnings and benefits of future generations,
- Maternal earnings,
- Elementary and secondary education cost-savings,
- Improved health,
- Higher education costs, and
- Welfare use.

The estimated cost-benefit ration was 2.5:1—meaning for every dollar spent on the program, taxpayers saved $2.50 as a result of higher incomes, less need for educational and government services, and reduced health care costs.

Conclusions

Abecedarian Project findings show that intensive early childhood educational intervention made a dramatic difference in long-term outcomes for children in raised in poverty. Individuals in the study currently are participating in an age 30 follow-up study.

To Learn More

Pungello, E. P., Campbell, F. A., & Barnett, W. S. (2006, December). Poverty and early childhood educational intervention (Policy Brief No. 1). Retrieved April 18, 2008, from The University of North Carolina at Chapel Hill, Center on Poverty, Work and Opportunity web site: http://www.law.unc.edu/PDFs/Poverty/PungelloandCampbellPolicyBrief.pdf

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Enhanced Early Childhood Education Pays Long-Term Dividends in Better Health

ScienceDaily (Jan. 17, 2011) — Intensive early education programs for low-income children have been shown to yield numerous educational benefits, but few studies have looked more broadly at their impact on health and health behaviors. A new study conducted by researchers at Columbia University's Mailman School of Public Health examines this issue, using data from a the well-known Carolina Abecedarian Project (ABC), a randomized control study that enrolled 111 infants in the 1970s and continued to follow them through age 21.

See Also:

Health & Medicine
- Health Policy
- Teen Health
- Children's Health

Mind & Brain
- Mental Health
- Child Psychology
- Child Development

Reference
- Sex education
- Clinical trial
- Evidence-based medicine
- Sports medicine

Researchers found that individuals who had received the intensive education intervention starting in infancy had significantly better health and better health behaviors as young adults.

The study is only the second to explore the relationship of early childhood education and adult health benefits. The first study, based on the Perry Preschool Program, also was conducted by Columbia professors Peter Muennig, MD, and Matthew Neidell, PhD, on a similarly small cohort of children, and found behavioral benefits, but no overall health benefits. The current study is the first randomized control study to definitively show the health benefit of education.

Findings are online in the *American Journal of Public Health*.

The original study enrolled infants from 1972 to 1977 at the Frank Porter Graham Child Development Institute in Chapel Hill, NC, where they received an age-appropriate curriculum designed to enhance cognition and language development starting in infancy. Researchers had found that infants enrolled in the program had higher IQ by age three and higher reading and math achievement by 15 years of age, lower rates of teen depression and greater likelihood of college enrollment compared with a control group.

The current study expands on the original study to examine the impact of ABC on three health measures and 11 measures of behavioral risk factors. The health measures were the number of self-reported health problems since 15 years of age, a depression index score, and the number of hospitalizations in the past year. Behavioral risk factors concerned traffic safety, drug use, and access to primary care. Researchers found that participants had significantly better health and health behaviors and that these findings were independent of IQ, educational attainment or health insurance status.

The original study was small, but it had a very strong effect on education. Until it came along, the benefit of education had never been proven using the gold standard in research methods-the randomized controlled trial. What we have found is that this educational intervention also reduced health risks like smoking and improved health outcomes as early as age 21," said Dr. Muennig, assistant professor of Health Policy and Management at Columbia's Mailman School and principal investigator of the new study. "The health benefits were quite dramatic."

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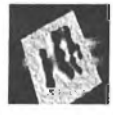

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"While much remains to be learned about both the pathways linking education to health and the overall effect sizes of education on health, our study provides causal evidence in support of the hypothesis that early education enhancements may improve income, reduce crime, and even enhance the global competitiveness of the American workforce," suggests Dr. Muennig. "These interventions may be more cost effective than many traditional medical and public health approaches to improving population health."

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SCOPE★VIEW
STRATEGIC
ADVANTAGE
KNOWLEDGE INNOVATION RESULTS

QUALITY EARLY EDUCATION:
A COMPETITIVE NECESSITY IN A GLOBAL ECONOMY

Bill Millett / President, Scope View Strategic Advantage

In the global economy of 2011 and beyond, the United States must effectively mobilize every possible competitive resource. Early education has rarely been positioned in that context, but it is a critical asset, or damaging liability depending on its quality, for the nation's long-term economic vitality.

Cited below are some of the key business organizations and other sources that have made forceful cases for the long-term economic importance of quality early education and that are discussed in this presentation. Scope View believes that early education advocates have too often based their arguments by using the conclusions of other early education professionals, while too seldom citing resources like those shown here.

There is only one way to effectively and consistently reach business and governmental leaders. And that is to ensure that business organizations are among those making the case. Many of them have... and with compelling logic. Business sources also provide substantially more credibility within some governmental circles that may discount arguments advanced by the early education community itself.

The Business Roundtable: www.businessroundtable.org/taskforces

The Business Roundtable is the bluest of blue chip business associations. It is comprised of the Chief Executive Officers of 160 leading U.S. companies with $4.5 trillion in annual revenues and more than 10 million employees. Member companies comprise nearly a third of the total value of the U.S. stock markets and represent over 40 percent of all corporate income taxes paid. Roundtable companies give more than $7 billion a year in combined charitable contributions, representing nearly 60 percent of total corporate giving.

The Roundtable is committed to advocating public policies that ensure vigorous economic growth, a dynamic global economy, and the well-trained and productive U.S. workforce essential for future competitiveness. The Roundtable believes that its potential for effectiveness is based on the fact that it draws on CEOs directly and personally, and presents government with reasoned alternatives and positive suggestions.

In 2003, it issued a major position paper, "Early Childhood Education: A Call to Action from the Business Community," emphatically endorsing state and federal programs that provide quality early education. In so doing, it embraced both the general principles and key operational elements of Smart Start. Importantly, the Business Roundtable positioned the issue as one of major importance to the long-term vitality and security of local and state economies and that of the nation as a whole.

"Over the past two decades, business leaders have invested time, expertise, and resources in efforts to improve K-12 education in the United States. What we have learned leads us to conclude that America's continuing efforts to improve education and develop a world-class workforce will be hampered without a federal and state commitment to early childhood education for 3-4 year-old children. In today's world, where education and skill levels determine future earnings, the economic and social costs to individuals, communities, and the nation of not taking action on early childhood education are far too great to ignore."

However the research is clear: the return on investment is linked to quality; simply increasing participation without ensuring program quality will not produce positive results. Successful programs will include:

(1) Aligning the objectives of early education systems with states' standards in the early grades; (2) Ensuring that teaching staffs possess the skills, knowledge, and attitudes to help young children enter school prepared to succeed; (3) Supporting parents as their children's first teachers and providing high-quality program options to parents who choose to enroll their children; (4) Embracing accountability for measurable results; (5) Building partnerships to finance, sustain, and improve the system."

U.S. Chamber of Commerce: www.uschamber.com/issues/index/education/education.htm

The United States Chamber of Commerce is the world's largest not-for-profit business federation, and represents: 3,000,000 businesses (via its federation of local chambers and association members. Actual direct membership is several tens of thousands.); 2,800 state and local chambers.; 830 business associations; and 90 American chambers in other countries.

"To keep America competitive and strong, the business community must be actively engaged on issues related to our nation's educational system as a means to ensure an educated citizenry of self-sufficient, lifelong learners who have the skills needed to thrive in the global workplace, today and in the future. The coordination of community resources, school support systems, family engagement programs, and classroom teachers' efforts can diminish the barriers to learning. Employer engagement must be significant and have the ability to address some of the greatest challenges facing education…

These challenges include the lack of preparation of early learners who enter school for the first time, the significant learning and education gaps among groups of students, as well as the unacceptable number of students who never complete a secondary education or have the skills necessary to enter the world of work or continue on with higher education.

Studies by the Federal Reserve Bank of Minnesota reveal that the capacity for developmental skills begins in the first five years of life. This is the beginning point for a person's creativity, communication, team working, problem solving, and critical thinking skills. These studies reflect that there is a great need for children to enter kindergarten prepared to learn. Unfortunately, too few young children today are in fact prepared with these tools.

Through these efforts, states and localities should strive to provide access to high quality programs for all children. These programs should include a strong family engagement component to facilitate early literacy development; should focus on academic preparation; and be held accountable for their performance. Research shows that lasting benefits of Pre-K programs only persist when staff is professionally prepared and high quality standards are maintained."

BusinessWeek (10/23/06): www.businessweek.com/magazine/content/06_43/b4006099.htm

Owned by McGraw-Hill, BusinessWeek was first published in 1929. With a circulation of more than a million, it is consistently one of the most widely read and respected such magazines in the world. In its October 23, 2006, U.S. edition, it featured an article on quality preschooling.

"Programs that put real money into intensive preschooling pay off -- in productive workers. To stay competitive, companies need an educated workforce. That's one reason executives wince at the sorry scores U.S. students earn in international reading, science, and math rankings.

It doesn't have to be that way. Analyzing data from a series of long-term studies, a band of scientists, educators, and economists say that aggressive preschool training for children from troubled homes yields extraordinary dividends for the families and society. Some of the most persuasive data come from a 40-year, 123-child study at the High/Scope Perry Preschool Project in Ypsilanti, Mich. In 1962-67, preschool teachers worked intensively with 64 low-income African American children aged 3 to 4, both at preschool and once a week in their homes. Such efforts don't come cheap: The High/Scope program cost $10,600 per pupil, in 2005 dollars.

But 40 years later, when administrators compared the children's life stories with those of 59 people who did not receive special attention, the payoff was impressive. Almost half of the preschooled children performed at grade level by the age of 14, compared with just 15% in the control group, and 60% were earning upward of $20,000 a year in their 40s, vs. 40% in the control group. Throw in the higher number of school grades completed, lower rates of criminal activity, reduced time spent in prison, and other factors, and the benefit-to-cost ratio comes to $17 for every $1 invested.

The Committee for Economic Development: ced.org/projects/educ.shtml

Throughout its 60+ year history, the Committee for Economic Development has addressed national priorities that promote sustained economic growth and development to benefit all Americans. These activities have helped shape issues ranging from the Marshall Plan in the late 1940s, to education reform in the past two decades, and campaign finance reform since 2000. Trustees include key representatives from both the corporate and university sectors.

Since 2002, the Committee has been engaged in an aggressive national campaign to build the momentum surrounding investment in early education. Its initial early education report, Preschool for All: Investing in a Productive and Just Society, CED has The report calls for free, high quality preschool education for all children age 3 and over who have not yet entered kindergarten. Its 2004 analysis, The Value of High Quality Preschool Investments as Economic Tools was authored by James Heckman, Nobel Laureate in Economics. Its most recent work, Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation, was released in June 2006.

"Many of the current local development policies surfaced during the 1970's when an energy crunch, global competition and high unemployment forced state and local governments to take action to attract jobs. Since then, added employment pressures and increased mobility of labor and capital have further expanded "territorially competitive" development policies, and by 1994 there were an average of twenty-four inducement programs per state.

Each year, billions of dollars of state and local tax dollars are committed to local development projects, often in the form of inducements to high-profile companies. Though these investments are increasingly common, their return are risky, if at al positive, and their benefits are frequently aimed at a small segment of the population

Early childhood education, in contrast, appears to offer greater potential returns and substantially less risk. CED encourages local development policy-makers to view early education as a development tool and appreciate its lasting benefits. It is time that early education is implemented with the same energy, urgency and funding that is currently being applied to other less-promising development projects."

Federal Reserve Bank of Minneapolis: www.minneapolisfed.org/pubs/fedgaz

The Federal Reserve System serves as the central banker of the United States. It influences monetary and credit conditions in the economy in pursuit of maximum employment, stable prices, and moderate long-term interest rates. It supervises and regulates banking institutions to ensure their safety and soundness, and maintains the stability of the economy while containing systemic risk that may arise in financial markets. Minneapolis is one of twelve independent Federal Reserve Banks located in major cities throughout the nation.

"Early childhood development programs are rarely portrayed as economic development initiatives, and we think that is a mistake. Such programs, if they appear at all, are at the bottom of the economic development lists for state and local governments. They should be at the top...

Most of the numerous projects and initiatives that state and local governments fund in the name of creating new private businesses and new jobs result in few public benefits. In contrast, studies find that well-focused investments in early childhood development yield high public as well as private returns... State and local subsidies to private businesses are not new. In the name of economic development and creating new jobs, Minnesota, and virtually every other state in the union, has a long history of subsidizing private businesses. We have argued in previous studies that the case for these subsidies is short-sighted and fundamentally flawed...

The conventional view of economic development typically includes company headquarters, office towers, entertainment centers, and professional sports stadiums and arenas. In this paper, we have argued that in the future any proposed economic development list should have early childhood development at the top. The return on investment from early childhood development is extraordinary, resulting in better working public schools, more educated workers and less crime."

Zogby International: http://ced.org/docs/poll_earlyed2006zogby.pdf

Zogby International has been tracking public opinion since 1984 in North America, Latin America, the Middle East, Asia, and Europe. It has major clients in the business, nonprofit, governmental and political arenas. It was commissioned by the Pew Charitable Trusts, PNC National Bank and the Committee for Economic Development to survey 1,000 business leaders across the country on their views of the importance of publicly funded pre-kindergarten programs and their importance to the economy. The results are shown below.

"Facing a decline in the number of skilled workers, American business leaders overwhelmingly back public funding for pre-kindergarten for all children to keep the U.S. economy globally competitive, according to a survey by Zogby International.

The poll was conducted last fall among 205 managers of Fortune 1000 companies and businesses with more than 1,000 employees, and was released in conjunction with a forum of more than 200 business leaders, economists, and educators. The event, "Building the Economic Case for Investments in Preschool," is sponsored by the Committee for Economic Development (CED), The Pew Charitable Trusts and PNC Financial Services Group, Inc.

It said that 49% felt the level of their workers' skills had decreased over the last decade, while 42% felt skills had improved. 54% said they expected difficulty finding enough educated and skilled workers in the future, while 81 percent said public funding of voluntary pre-kindergarten for all children would improve the nation's work force.

Concerns about the quality of the American workforce and our economic future were implicit in the responses of business leaders. What was truly surprising was not just the recognition that pre-kindergarten is essential to a better educated workforce, but that 63% of the business leaders favor active support for such universal programs by business.

American business leaders overwhelmingly favor publicly-supported pre-kindergarten programs, with more than four-in-five agreeing with all of the following statements:

- Investments in effective preschool programs for children are important if the U.S. is to remain competitive in the global economy.
- Investments in effective preschool programs for children are important for the long-term success of the U.S. economy.
- Voluntary pre-kindergarten for all children would improve the workforce.
- Public funding of voluntary pre-K for all children would improve America's workforce.

Significantly, 83% favor an approach that would provide publicly-funded pre-kindergarten with choice—that is, where parents were empowered to choose the pre-K program that is right for them and their child. In fact, not only do these business leaders favor this approach, but more than three-in-five business leaders (63%) favor active support for such universal programs from the business sector.

Business leaders clearly tie their support to studies that showed significant economic advantages to providing pre-school to all children. More than four-in-five say they are more likely to support universal pre-school because of studies that showed disadvantaged children provided with pre-K educations earned higher incomes and were better able to support themselves and their families as adults, as well as a gender-specific study that found that female pre-K participants were more likely to graduate from high school and avoid costly lifestyle choices like out-of-wedlock birth and receiving public assistance.

Ultimately, unease about the American workforce and the U.S.'s ability to compete in the global economy without a solid investment in education beginning in early childhood seems a potent rationale for business leaders to support investing in universal pre-school for all who want it."

The New America Foundation: www.newamerica.net

Launched in 1999, this non-partisan think tank examines such powerful forces as rapid technological change, massive demographic shifts, economic globalization and the rise of new global powers that are remaking America. Its Board includes the chief executive officers of some of the country most creative and forward looking companies.

"Never before has the connection between our economic growth and our education system been so critical. As the Council on Competitiveness predicts, where once we optimized our organizations for efficiency and quality, now we must optimize our entire society for innovation.

The drive for innovation demands that we look at improving our education system from the ground up. However, to date, we have heard little in the education debate about children's early years. This is radically different than our competitors, who begin investing much earlier in their citizens' education, knowing that these investments have long-term benefits. For America to succeed, we must do the same.

In this new global economy, our education system must develop students who have the creative capacity to dream and design as well as build. They must be able to interact with people who have different values and beliefs. While they will need the ability to question and think critically, they must also be able to communicate effectively and work in cooperation with co-workers across the globe. For America to prosper, we need citizens and leaders to engage in a complex and changing economy

Many of these skills are fundamental and develop surprisingly early in a child's life. Yet, our current education system concentrates most of its attention on students' later academic years. As test scores confirm, this strategy is not helping students keep pace with their international peers. Other countries build their primary education systems upon an integrated and coordinated system of early care and education, often beginning at age three. A first step in our efforts to strengthen our education system is to develop a national system for children's earliest education experiences that aligns standards, expectations and programs."

TWO ADDITIONAL ARGUMENTS FOR THE IMPORTANCE OF QUALITY EARLY EDUCATION

The Crime Prevention Case: Fight Crime: Invest in Kids. www.fightcrime.org

This bipartisan organization is comprised of over 4,000 law enforcement leaders and crime survivors nationwide. It has called on Congress and state lawmakers to expand pre-kindergarten, one of the most effective strategies to increase graduation rates in the 2009 report Schools or the Street; Crime and America's Dropout Crisis.

"America faces a dropout crisis that poses a significant threat to public safety. Nationwide, an estimated three out of ten high school students fail to graduate from high school on time; and for many cities and minority populations, the numbers are much worse.

High school dropouts are three and one-half times more likely than high school graduates to be arrested, and more than eight times as likely to be incarcerated. Across the country, 68% of state prison inmates have not received a high school diploma. According to researchers, ten percentage-point increases in graduation rates have historically been shown to reduce murder and assault rates by approximately 20%. Increasing graduation rates by ten percentage points would prevent over 3,000 murders and nearly 175,000 aggravated assaults in America each year.

Many efforts are underway nationwide to increase graduation rates, but the most tested and widely adopted school reform shown to greatly increase graduation rates is high-quality pre-kindergarten. Evidence from two long-term evaluations of the effects of pre-kindergarten programs show that participating in high-quality pre-kindergarten increases high school graduation rates by as *much as 44%.*

The Military Readiness Case: Mission Readiness. www.missionreadiness.org

Mission: Readiness is the nonprofit, bi-partisan organization led by senior retired military leaders ensuring continued American security and prosperity into the 21st century by calling for smart investments in the next generation of American children.)

"Competent, educated, and healthy young people are the future patriots tasked with defending America's national security and prosperity. Today, over 72% of 17 to 24-year-olds do not meet the basic minimum standards required for military service.

A world-class military requires world-class health and education. The most effective long-term investment we can make for a strong military is in the health and education of the American people. We must invest now in the next generation to preserve our nation's security, freedom, and opportunity. We call on all policymakers to ensure America's national security by supporting interventions that will prepare young people for a life of military service and productive citizenship; this includes fully funding early childhood education programs…"

Alaska Preschool Project

In April of 2009, the Alaska Legislature provided EED with $2,000,000.00 in General Funds for a pre-kindergarten project. The application process offered bonus points in the Request for Application (RFA) for partnerships with other entities and for those willing to participate in Department-offered training. EED also required the use of certified teachers with an early childhood background along with specific pre- and post-assessments for outcomes for both the children and the program.

Districts

- The Anchorage School District (ASD) provided two new complete classrooms in partnership with Kids Corps Inc. (KCI) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the ASD & KCI in a school district setting.
- The Bering Strait School District (BSSD) project is a partnership among three educational agencies: BSSD, Kawerak, Inc. Head Start, and RurAL CAP Head Start. All four BSSD programs are housed in Head Start settings and jointly provided by the district and either of the two Head Start programs.
- The Juneau School District (JSD) provided two complete classrooms in partnership with the Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the JSD & CCTHITA.
- The Lower Kuskokwim School District (LKSD) provided services to children in one school-based classroom in Bethel.
- In Nome, the program ran two classrooms: one in the Nome Preschool (a private entity) and the other a Kawerak Head Start. Both are run jointly with the Nome Public Schools.
- Yukon-Koyukuk School District (YKSD) provided two new preschool classrooms. One was a district-run program in Allakaket (building in one additional hour of Athabascan language immersion daily as requested by the community). The other new classroom in Minto was in partnership with Tanana Chiefs Conference (TCC) Head Start. They also worked in Huslia, and Kaltag with TCC Head Start programs.

Early Learning Efforts in Other Districts

The department provided $300,000 to increase funding for early learning projects in Lower Yukon School District and Yupiit School District.

- Lower Yukon School District hired an Early Childhood Specialist in 2010 who focused her work in two directions; providing family training and activities for children who will transition into Kindergarten in Nunam Iqua. Additionally the department provided Lower Yukon School District with training and technical assistance on site for district staff and community members.

- Yupiit School District hired a coordinator to work with district run home visiting programs, local Head Starts, and other local early care and education providers in their three communities; Akiak, Akiachak, and Tuluksak. Work focused on transition and alignment between the birth to three programs, Head Start or other early care and learning programs and the five year olds' transition to Kindergarten programs and the K-12 system. An Early Childhood Leadership Team with local representatives from early learning programs was created and joint outreach to local councils is ongoing.

The following chart shows the number of students being served by program in the 2010-2011 school year and funding:

Program	Students Served	State Funding
Anchorage School District	35	167,684
Bering Strait School District	48	362,828
Juneau School District	23	201,073
Lower Kuskokwim School District	21	337,732
Nome City Schools	35	219,539
Yukon-Koyukuk School District	12	325,445
Lower Yukon School District	90	150,000
Yupiit School District	55	150,000
THREAD (Pre & Post Program Assessments-ECERS)		85,699
Totals	**319**	**2,000,000**

Assessments

The Peabody Picture Vocabulary Test (PPVT) provides information on vocabulary and receptive language development. Large numbers of children entering the AP3 program in the fall were significantly below their same age peers nationally. As a result of participation in the program, 72% of the children made above expected growth in vocabulary.

The Developmental Indicators for the Assessment of Learning (DIAL -3) provides information on three areas of development in relation to school readiness: Motor Development; Concept Development; and Language Development. In the fall 73% of children entering the AP3 program were significantly below their same age peers nationally. Spring assessments show that 28% of the children are in the top quartile as compared to the 9% in the fall and that 29% have moved out of the bottom quartile.

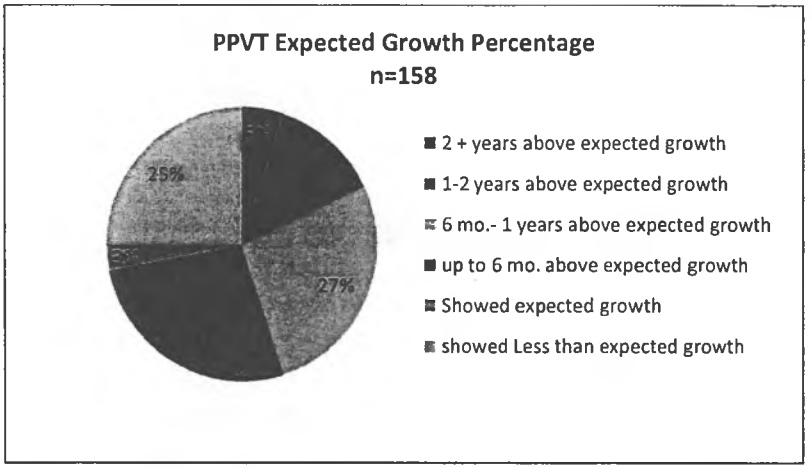
The Early Childhood Environmental Rating Scale (ECERS) was used to determine the quality of the environment in which the programs took place. Programs were rated in the fall and again in the spring. The AP3 programs began the year above minimal on the scale and ended approaching

good (almost a full point of improvement in less than a year's time). This represents significant programmatic growth.

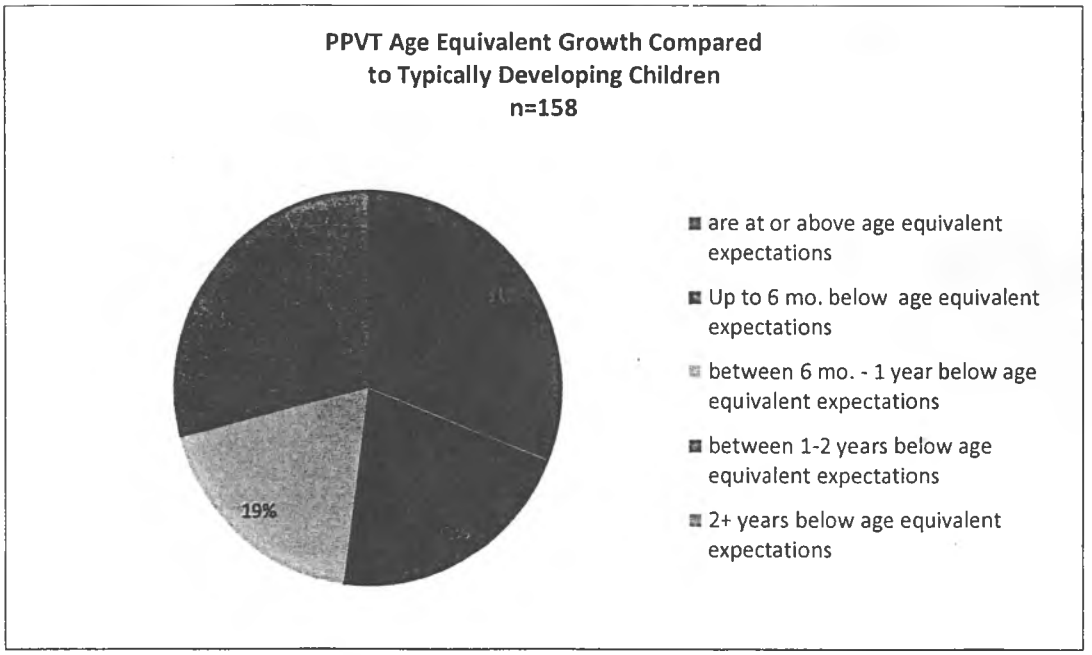
State Aggregate
PPVT Child Outcomes

The following chart illustrates children's actual growth compared to the expected growth for the time between assessments.

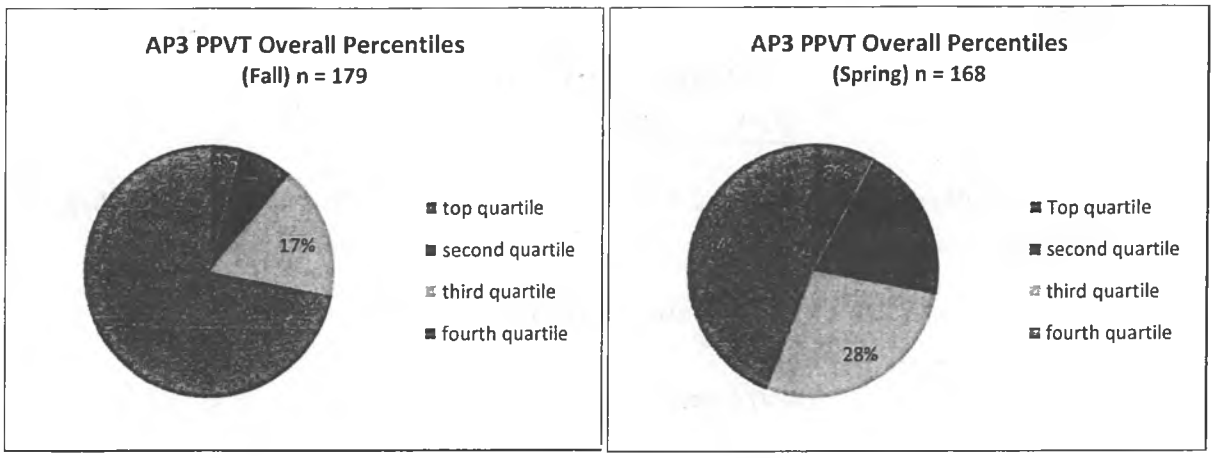
State Aggregate



The following chart illustrates the students' growth in relation to an age-equivalent typically-developing child on a national level.



State PPVT Percentages

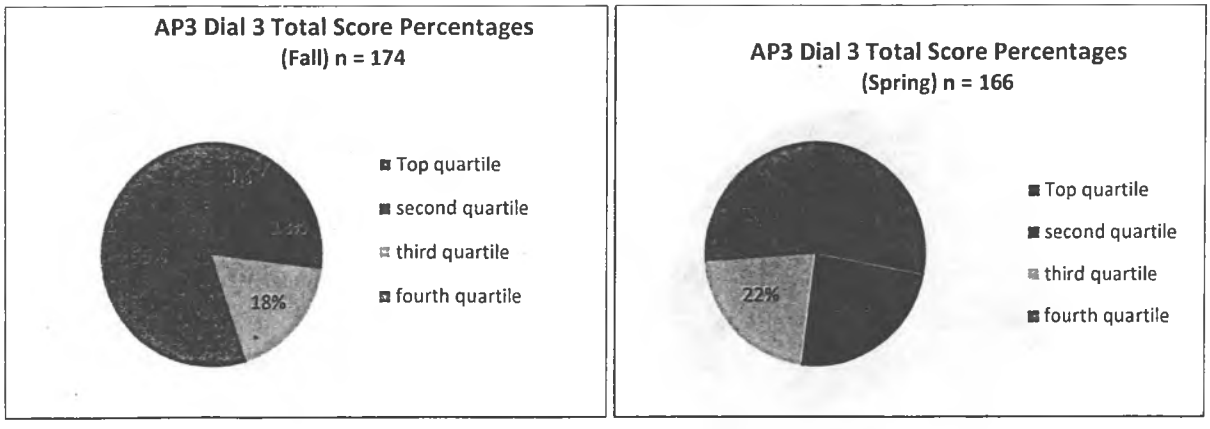


DIAL – 3 State Aggregate Results

Total Score Fall & Spring DIAL - 3

The following charts illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

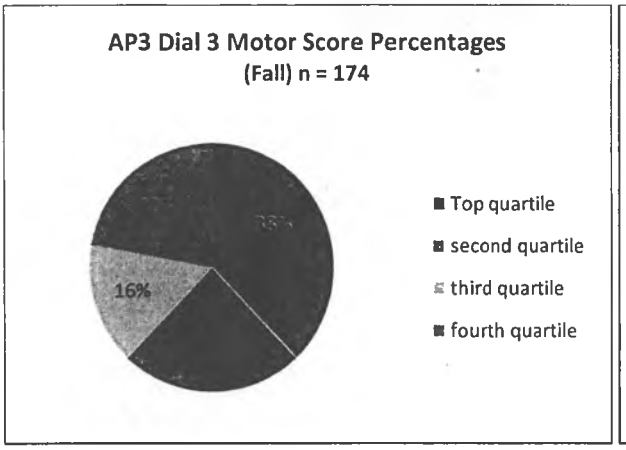
State Dial-3 Total Score Percentages

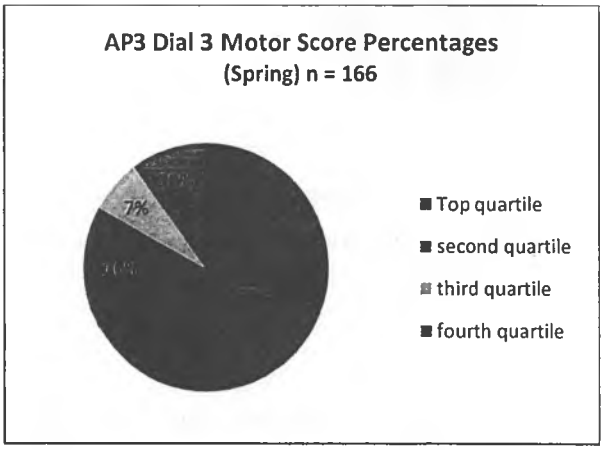


Motor Development Score Fall & Spring DIAL-3

The charts below illustrate the placement of children entering the AP3 program compared to their same age peers nationally in motor development and the improvement of children in the AP3 program.

State Dial-3 Motor Score Percentages

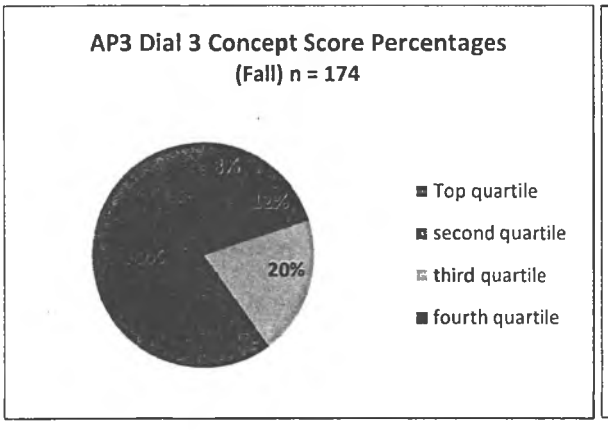


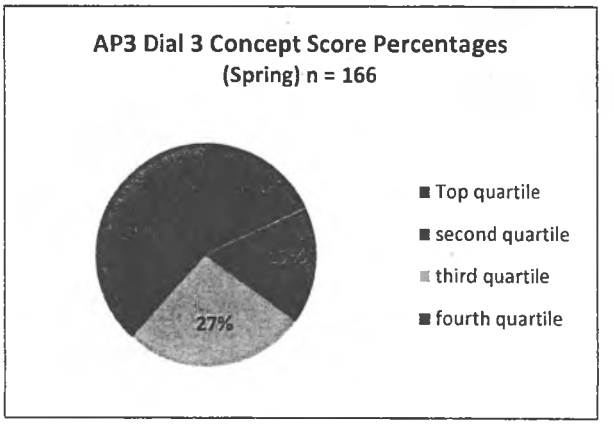


Concept & Language Development Scores Fall & Spring DIAL - 3

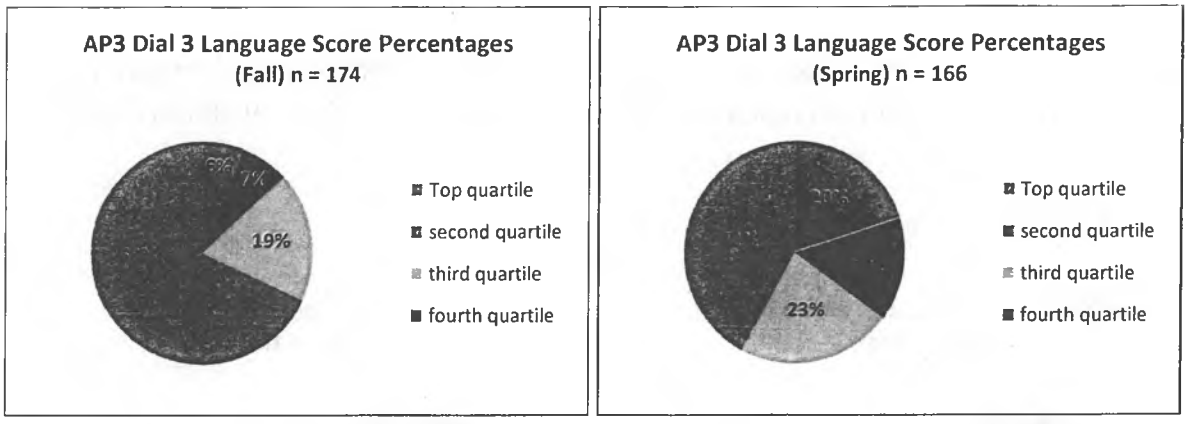
The next sets of charts show the large numbers of children entering the AP3 program significantly below their same age peers nationally in both concept and language development, and the improvement of children participating in the AP3 program.

State Dial-3 Concept Score Percentages





State Dial-3 Language Score Percentages



87% of AP3 children are entering the program in the bottom two quartiles. 35% of AP 3 children are finishing the program in the top two quartiles. 22% have moved from the bottom two quartiles to the top two quartiles.

The following chart shows the number of preschool students statewide who participated in the fall entry and spring exit on the PPVT and DIAL-3 testing for the AP3.

Test Numbers for the 2009-2010 School Year

District	PPVT Entry	PPVT Exit	DIAL 3 Entry	DIAL 3 Exit
Anchorage	35	29	34	28
Bering Strait	49	46	46	45
Juneau	33	30	32	31
Lower Kuskokwim	21	22	19	21
Nome	20	19	22	21
Yukon Koyukuk	21	22	21	20
Total All Districts	**179**	**168**	**174**	**166**

Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) Program Outcomes

ECERS-R is designed for use in classroom-based early childhood care & education programs aged two to six years. It is organized into seven scales observing classroom environments,

activities and interactions, program structure, and parents and staff communication and interaction.

The first table shows the state aggregate overall scores and the seven scale scores in a fall/spring comparison. The second table shows the overall scores for each district in a fall/spring comparison. One is inadequate, three is minimal, five is good and seven is excellent.

State Aggregate	Fall	Spring
Overall Score:	3.76	4.69
Space and Furnishings	3.06	4.08
Personal Care Routines	2.64	3.33
Language-Reasoning	4.10	5.43
Activities	3.16	4.33
Interaction	4.54	4.80
Program Structure	4.26	5.41
Parents and Staff	5.44	6.13

AP3 Programs	Overall Score - Fall	Overall Score - Spring
Anchorage School District	4.56	4.72
Bering Strait School District	3.76	4.24
Juneau School District	2.91	5.4
Lower Kuskokwim S. District	3.17	5.38
Nome Public Schools	3.52	5.09
Yukon Koyukuk School District	4.05	4.45

Project data shows a continuing need for quality early childhood programs. While the Pre-K children are making large strides in their development and a large number have closed the gap, there are still children performing below expectations. The unprecedented levels of cooperation, coordination, and collaboration between Head Start programs and school districts are leading to improved alignment, transition and common planning & training.

HB 198

<TARGET><BILL>HB 198</BILL><SUBJECT>HB 198</SUBJECT><COMM>HEDC27</COMM></TARGET>

ALASKA STATE LEGISLATURE
REPRESENTATIVE ALAN DICK

HOUSE DISTRICT 6

Alaska State Capitol
Juneau, Alaska 99801
Representative_Alan_Dick@legis.state.ak.us

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"STRONG VALUES IN UNCERTAIN TIMES"

Alatna
Allakaket
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Beluga
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Boundary
Central
Chalkyitsik
Chandalar
Chandalar Lake
Chicken
Chistochina
Chitina
Chuathbaluk
Circle
Coldfoot Camp
Copper Center
Crooked Creek
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Evansville
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Gakona
Galena
Georgetown
Grayling
Gulkana
Healy Lake
Holy Cross
Hughes

SPONSOR STATEMENT

House Bill 198
Special Education Service Agency Funding/Sunset

House Bill 198 removes a sunset requirement and increases state funding to the Special Education Service Agency (SESA), a not-for-profit organization established in statute in 1986. SESA is governed by the Governor's Council on Disabilities and Special Education and its own independent board of directors.

The Special Education Service Agency assists local school districts to provide needed special education services. Sometimes districts cannot fully serve students that have low-incidence disabilities with their existing personnel and resources. SESA has a pool of educators trained to give support to teachers and administrators who work daily with students who are *deaf, deaf-blind, mentally retarded, hearing impaired, blind and visually impaired, orthopedically disabled, health-impaired in other ways, and severely emotionally disturbed . . .* (AS 14.30.630 (b)(1)).

The Special Education Service Agency receives state support based on a funding formula adopted in 1998. Each year the Department of Education and Early Development allocates to SESA not less than $15.75 times the number of students statewide. Although local school districts have received an increase in state funding since 1998, SESA has not. Under HB 198, the multiplier increases as the base student allocation increases. Currently the computation (four-tenths of one percent of $5,680) equals $22.72 which approximates the impact of inflation from 1998 to 2011.

Huslia
Kaltag
Kennicott
Kenny Lake
Koyukuk
Lake Minchumina
Lime Village
Livengood
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Mentasta Lake
Minto
Nabesna
Nenana
Nikolai
Northway
Nulato
Ophir
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Slana
Sleetmute
Stevens Village
Stony River
Takotna
Tanacross
Tanana
Tazlina
Telida
Tetlin
Tok
Tonsina
Tyonek
Venetie
Wiseman

Sponsor Statement for House Bill 198
Special Education Service Agency Funding/Sunset

The Special Education Service Agency is set to expire on June 30, 2013. During previous performance audits, both the Department of Education and the Legislative Auditor recommended removing SESA from the sunset process. House Bill 198 repeals the sunset requirement and thus allows SESA to plan long-term.

Thank you for your support of this legislation.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB198**
() Publish Date

Identifier (file name) HB198-EED-ESS-3-19-11
Title "An Act relating to the special education service agency."
Sponsor House Education Committee
Requester House Education Committee

Dept. Affected EED
Appropriation K-12 Support
Allocation Special Schools
OMB Component Number 2735

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants	901.5						
Miscellaneous							
TOTAL OPERATING	**901.5**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	901.5						
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**901.5**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by Elizabeth Nudelman, Director
Division School Finance
Approved by Mike Hanley, Commissioner

Phone 465-8679
Date/Time 3/19/11 1:37 PM
Date 3/19/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB198

Analysis

This bill would change the way the funding for the special education service agency would be calculated. The calculation would be four-tenths of one percent of the BSA multiplied by statewide average daily membership (ADM). This replaces the current formula of $15.75 multiplied by the statewide ADM.

For the current projected FY2012 BSA of $5,680 multiplying by four-tenths of one percent results in a rate of $22.72 per ADM for FY2012. The FY2012 ADM is projected at 129,334.

Sec. 2 of the bill repeals the expiration of the special education service agency.

[redacted]IOUSE COMMITTEE REPO[redacted]

(7)
Date Referred to Committee: March 16, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: April 4, 2011

The EDUCATION Committee considered: **HB 198**

HOUSE BILL NO. 198
"An Act relating to the special education service agency."
HB 198-SPEC. EDUC. SERVICE AGENCY FUNDING/SUNSET

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____(_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Pruitt			X	
Paul R Seaton	Seaton	X			
	FAILED			X	
Chair:					
Chair:					

SESA
SPECIAL EDUCATION SERVICE AGENCY

3501 DENALI STREET, SUITE 101
ANCHORAGE, ALASKA 99503

907.334.1300 PH
907.562.0545 FAX
907.563.8284 TTY

Benefit of Increased Funding:

- Enhanced direct service.
- Distance delivery and online courses.
- Increase staff, which would allow SESA to serve more individual students.
- Increased trainings:
    - For regular and special education teachers to help with the NCLB mandate of highly qualified teachers.
    - For paraprofessionals to help districts with the NCLB mandate regarding the qualifications for being certified.
    - Summer training opportunities for new special education teachers.
    - Trainings geared to the state's special education directors.

SESA
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907.563.8284 TTY

Programs at Special Education Service Agency

FY11

Low Incidence Disabilities (LID)

Autism Impairment (AI)

Our primary purpose is to empower educational teams and provide information and training to professionals and families for development of programs for:

- Functional communication
- Positive behavior support
- Social skills
- Instructional strategies
- Meeting sensory needs
- Curriculum modification
- Accommodations.

We offer presentations and trainings to people who work with students, ages 3-21 years old, on a variety of topics including:

- Autism awareness
- Inclusion of special learners in general education settings
- Prompting strategies
- Positive behavior plans
- Functional behavior assessment

Emotional Disturbance (ED)

A student's emotional disturbance can affect areas beyond the emotional, and may also include the student's physical, social, or cognitive skills. ED program services include useful strategies for educators to provide emotional and behavioral support while also helping students with academics, social skills, self-control, and self-esteem. By encouraging positive behavioral support (PBS) in the school environment, problem behaviors are minimized, and positive, appropriate behaviors are fostered. This may include assistance with conducting a functional behavioral assessment (FBA) and the subsequent behavior intervention plan (BIP), which focuses on student strengths and interests. Families of students with ED often need help in understanding their child's disability and how to access mental health services. SESA's ED specialists help to coordinate services between home, school, and community.

Hearing Impairment (HI)

The HI program provides support to staff working with students with a moderate to profound hearing loss. Services include:

- Assistance with assessment of language, communication, literacy, and speech development
- Information on sign language, deaf culture, and professional development opportunities for interpreters

Hearing Impairment (HI) Continued...

- Assistance with planning transition to school or post-secondary programs
- Troubleshooting assistive listening devices
- Working closely with parents, teachers, and paraprofessionals to design programs that meet the unique needs of children with hearing loss

Multiple Disabilities (MD)

School teams in rural and remote Alaska are eligible to receive services to help them educate students with significant cognitive impairments, physical disabilities, and multiple disabilities. Students with other health impairments, traumatic brain injury, and pre-school developmental delay are also often assigned to the multiple disabilities program. Education specialists from the multiple disabilities program work with school-based teams and other itinerant professionals to help design and support educational programs that are age appropriate and meaningful for the student. We help teachers provide access to the general education curriculum, while focusing on academic and other essential skill development through specialized materials and strategies.

Vision Impairment (AI)

The SESA vision impairment program provides supports in any of the following areas of need:

- Functional vision evaluation
- Development and implementation of IEP/instructional programs
- Sharing and modeling of intervention strategies
- Specialized teaching strategies and skills
- Assistance in procuring or adapting instructional materials or equipment
- Orientation and mobility training

SESA Tech and Library

Tech

SESA maintains a full website with information and links to a wide variety of information and knowledge about low incidence disabilities. It includes staff-written blogs, presentations, and educational modules. In addition, SESA uses two-way videoconferencing to provide consultation and support to rural districts with similar technologies. The agency has an extensive infrastructure of these and other distance and educational technologies to help rural and remote districts provide quality educational programs to their students with significant disabilities.

Library

SESA's extensive library is available to educators, families, university students, and other service providers throughout Alaska. The library was established to support SESA's staff and the school districts they serve, and many outside patrons also take advantage of this resource assistive technology devices may be borrowed to try or to use while the student's own device is being repaired.

State Grants

Alaska Autism Resource Center (AARC)
AARC provides statewide information dissemination, presentations, and trainings. In collaboration with families, schools, and communities throughout the state, the AARC helps to increase the knowledge and resources of appropriate services for individuals of all ages with autism spectrum disorders.

Alaska Center for Accessible Media (AKCAM)
The Alaska Center for Accessible Media (AKCAM) was created with startup funding from the Alaska Department of Education and Early Development (DEED) to be a one-stop shop for school districts who need to provide accessible instructional materials (AIM) to students with print disabilities. AKCAM is a state Authorized user and Accessible Media Producer for the national system for AIM. In addition, AKCAM can help districts find electronic text across a variety of online and local providers, while being able to convert and produce electronic text materials in a variety of electronic formats, like Daisy-compliant talking books, accessible PDFs, Braille and refreshable Braille files, and audio files. Services are at cost for time and materials, and are available to school districts across the state of Alaska.

Bring the Kids Home Educational Transition Support Project (BTKH)
The BTKH Project was developed to establish a non-direct service program to support youth returning to Alaska schools from residential psychiatric treatment centers (RPTC). SESA will establish communications with the RPTCs and assist with advance notice of student return, transition of necessary paperwork, and follow up of recommended services.

Positive Behavior Intervention Supports Center of Alaska (PBIS Center)
The Positive Behavioral Interventions and Supports (PBIS) Center provides technical assistance and coaching to schools. It serves as a clearinghouse and depository for PBIS materials to meet the needs of all Alaskan schools and educators.

Federal Grants

Creating Innovative, Responsive, and Consistent Learning Environments (CIRCLE)
Project CIRCLE supports Head Start programs across Alaska to increase the use of program-wide positive behavior supports. We look at ways to teach correct behavior and arrange the learning and physical environments to prevent problem behavior and to help children who have difficulty managing their behavior.

Alaska Dual Sensory Impairment Services (DSI)
As the recipient of federal funds under The Individuals with Disabilities Education Act (IDEA), SESA provides technical assistance for children and youth, ages 0 through 21 years who have both vision and hearing impairments. Our purpose is to assist service providers and families in preparing learners with dual sensory impairments for quality lives in their homes, schools, and communities. We provide technical assistance to service providers and families through onsite consultation, in-service trainings, promotion of home-school partnerships, materials and resource dissemination, and access to an extensive lending library. Services are provided at no cost.

SESA Districts Served Last 12 Months

DISTRICT	Student Consultation-Infant Learning Program (ILP)	Student Consultation-Low Incidence Disabilities (LID)	Site Consultation	Training	Interagency Collaboration	Community Relations	AARC Family Support
(ROW(s2)-8		●					
Aleutian Region		●					
Aleutians East		●					
Anchorage	●	●		●	●	●	
Annette Island		●					
Bristol Bay		●					
BSSD		●	●	●	●		
Chatham		●		●			
Copper River	●	●					
Cordova		●			●	●	
Craig		●	●				
Delta/Greely		●				●	
Denali		●					
Dillingham		●	●	●	●		●
Fairbanks	●			●	●	●	●
Galena							
Haines		●					
Hoonah	●	●		●	●	●	
Hydaburg		●					
Iditarod							
Juneau	●			●	●		
Kake							
Kashunamiut		●					
Kenai	●	●	●	●		●	
Ketchikan		●		●		●	●
Klawock		●	●	●			
Kodiak	●	●				●	
Kuspuk		●					
Lake & Penn		●					
LKSD	●	●		●	●		
Lower Yukon	●	●		●		●	
Mat-Su	●	●	●	●	●		
Mt. Edgecumbe							
Nenana	●						
Nome		●					
North Slope		●	●	●		●	
NWASD		●	●	●	●		
Pelican							
Petersburg		●					
Pribilof							
Sitka	●				●	●	
Skagway		●					
Southeast Island		●					
St. Mary's							
SW Region		●			●		
Tanana		●				●	
Unalaska		●					
Valdez		●					
Wrangell		●					●
Yakutat		●					
Yukon Flats		●					
Yukon/Koyukuk		●	●				
Yupiit	●	●					

Recommendation No. 3 Audit Report November 28, 1994

The legislature should consider either extending the period between sunset reviews to ten years or removing SESA from the sunset process.

a. The need for SESA's assistance to school districts will remain consistent in the future.

This is SESA's fourth sunset audit. Since 1986, it has consistently served an important public interest. (See the Analysis of Public Need section of this report). Special education services are required by federal law. The need is not likely to decrease in the future, nor is there likely to be a reduction in the need for rural school districts to receive subsidized assistance for low incidence disabilities.[9]

b. A statewide service agency will continue to be a feasible alternative for delivery of low incidence services to school districts.

As discussed in Recommendation No. 1, several factors make a statewide service agency a feasible system for providing low incidence assistance: level of demand for low incidence services at the district and regional levels, difficulty in recruiting specialists for regional hub positions, technology that facilitates consultation from a

[9]A SESA specialist noted that fetal alcohol exposure and children's injuries related to alcohol abuse are being reported in increasing numbers and are underlying causes of many disabilities for which SESA is consulted.

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central office (i.e., fax, teleconferencing, videos, and laptop computers), and centralized library resources. The significance of these factors is not likely to change in the future.

c. SESA will continue to be subject to extensive monitoring outside of the sunset process.

SESA is a heavily-monitored agency. An annual financial statement and compliance audit is performed by an independent CPA firm, which includes a management letter if necessary. SESA is monitored by the Governor's Council on Disabilities and Special Education. DOE performs periodic compliance reviews. The U.S. Department of Education includes SESA within the federal compliance review of the State's special education programs. The Statewide Evaluation Training Team Program and the Infant Learning Program are subject to Department of Health and Social Services reviews which both examine regulatory compliance and assess performance in terms of the programs' objectives.

School districts are a sophisticated user group. Their superintendents can be fully expected to provide necessary feedback to DOE. DOE has an adequate system for handling formal appeals and informal mediation if users have problems with SESA's services.

d. Education professionals perceive the sunset process as an impediment to long-term educational planning by both SESA and the State's school districts.

With its record of service since 1986, SESA has become an integral part of the State's educational system for students with disabilities. Rural school districts rely upon the availability of SESA's services. However, in the perception of education professionals, the spectre of SESA's periodic sunset review injects caution into long-term planning of those districts and SESA itself.

In September 1994, the Alaska Association of Administrators of Special Education passed a resolution supporting SESA's removal from the sunset review process, with the following stated as part of its reasoning:

> *[T]he instability caused by the current three year sunset period impairs needed long-term planning, limits development of new services and more efficient and effective methods of delivery, and is adverse to external funding for additional support and services; . . .*

Similarly, in October 1994, the Alaska Association of School Administrators passed a resolution supporting SESA's removal from the sunset review process, with that resolution noting in part:

Instability is created by the current requirement that this agency be reauthorized every three years. This impairs long-range planning, limits development of new services and interferes with external funding.

In summary, we believe that the need for SESA will continue and that this program will be adequately monitored without frequent sunset audits. Thus, we recommend the legislature either establish a ten-year sunset review cycle for SESA or delete the sunset requirements altogether. As specific issues arise, they can be addressed directly by the Division of Legislative Audit through special requests submitted to the Legislative Budget and Audit Committee.

Audit Report December 18, 2003

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

FRANK H. MURKOWSKI, GOVERNOR

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Juneau, Alaska 99801-1894
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(907) 465-4156 Fax

February 5, 2004

RECEIVED
FEB 0 3 2004
LEGISLATIVE AU

Pat Davidson
Legislative Auditor
Division of Legislative Audit
P.O. Box 113300
Juneau, Alaska 99811-3300

RE: Confidential Preliminary Audit Report
Department of Education and Early Development, Special Education Service Agency (SESA). Sunset Review, December 18, 2003.

Dear Ms. Davidson:

The department has reviewed the December 18, 2003 preliminary audit report of the Special Education Service Agency (SESA), dated December 18, 2003. This correspondence provides the departments response as requested.

Report Conclusion:
Recommend the Legislature extend the termination date to June 30, 2008.

The preliminary audit conclusion would extend the agency's sunset status for an additional four-year period. The department suggests that SESA be removed from the "sunset" provision.

Over SESA's 17-year lifespan the agency has delivered a sufficient quantity and quality of service to justify the agency's continuation in the public interest. The department believes that the intent and mission of SESA to provide special education services to children in eligible districts is an ongoing element of Alaska's Public Schools and as such SESA should be removed from the "sunset" provision. The department believes that in providing services as prescribed in law at AS14.30.600 – 14.30.660 SESA will remain accountable to the public interest through interaction with Alaska's 53 public school districts, through SESA's annual submittal of operational plan and budget to DEED, through annual legislative appropriation, and by business practices such as SESA's annual independent audit.

Recommendation No. 1
SESA should transition to videoconferencing as the norm for delivery of its service.

The department believes that continued and increased videoconferencing can enhance SESA's service delivery. However, the department is unable to conclude that videoconferencing could become the norm at this time.

SESA has confirmed that the agency believes videoconferencing should be maximized and considers this recommendation to be a useful and desirable vision. The department encourages

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SESA to investigate strategies that may increase the use of video conferencing while providing effective services to districts.

Recommendation No. 2
SESA's management should spearhead a state special education training consortium to formally advance the capabilities of school district personnel.

The department supports efforts by SESA to spearhead a state special education training consortium. The department encourages SESA to investigate the possibility of a statewide special education consortium or other related proposal fulfilling this intent. However, the department recognizes current statewide resources may limit SESA's ability to fully implement the recommendation.

Recommendation No. 3
SESA should apply for a federal subsidy of up to 90 percent of its telecommunications expense.

The department concurs with Recommendation No. 3. The department supports efforts that would enable SESA to potentially secure "e-rate" subsidy.

Recommendation No. 4
SESA's management should aggressively pursue opportunities for more diversified funding.

The department concurs with Recommendation No. 4.

Recommendation No. 5
SESA should continue to enhance the availability of its specialized library to the general public.

The department concurs with Recommendation No. 5. The department supports SESA's efforts to advance public awareness of its very valuable resource collection of books and materials. SESA's collection could be linked to the EED special education webpage.

Recommendation No. 6
DEED and the Governor's Council should appoint representatives who will attend SESA board meetings.

The department concurs with Recommendation No. 6. The department has assigned the Special Education Director or their designee to work directly with the SESA Board to attend SESA Board Meetings. The department recommends SESA communicate with the Special Education Advisory Panel of the Governor's Council on Disability and Special Education regarding the GCDSE appointment of a representative to attend SESA board meetings.

Recommendation No. 7
As a statutorily-created entity of state government, SESA should investigate the necessity of filing tax returns and paying excise taxes.

The department concurs with Recommendation No. 7. However, the department recognizes that legal entity status, internal revenue service tax-exempt status and operating in a "dual legal status as a government agency and a not-for-profit organization"[1] are complicated issues and the outcome may or may not produce a cost savings.

Sincerely,

Roger Sampson
Commissioner

cc: Karen J. Rehfeld, Deputy Commissioner

Barbara Thompson, Director
Division of Teaching and Learning Support

[1] See Confidential Preliminary Audit Report. Department of Education and Early Development Special Service Agency. Sunset Review, December 18, 2003 page 3 and page 12 note 23.

Audit Report - October 9, 2007

AUDITOR COMMENTS

The formula for funding the Special Education Service Agency's (SESA) low-incidence disability outreach programs that supplement the school districts' special education services has not been increased since 1998. The legislature may want to consider a review of the funding formula concurrent with the revision of the State's public school funding formula.

The Joint Legislative Education Funding Task Force (Task Force) was established for the purpose of examining school district cost differentials and the existing formula for distribution of state aid for education. The Task Force issued a report dated September 1, 2007 to the legislature and the governor with findings and proposed recommendations. The findings and recommendations of this report are to be considered during the legislative session beginning in January 2008.

In 1998, legislation was enacted that revised the public school funding statutes and the statutory funding formula for SESA. The revised formula for SESA provides not less than $15.75 for each student in the State's average daily membership (ADM) from the preceding fiscal year.[29]

Inflation between 1998 and 2006 was approximately 21 percent.[30] Although, SESA may not experience the full effects of this inflation factor, the agency has experienced increased operating costs, i.e., travel, supplies, and educational materials.

In addition to the effects of inflation, SESA's costs for employee retirement benefits have significantly increased. SESA employees participate in either the Public Employees' Retirement System (PERS) or the Teachers' Retirement System (TRS). The required employer contributions to these two retirement systems by SESA increased by about $152,000 or 93 percent from FY 99 through FY 07. Like the school districts and other employers, SESA did receive some relief for the FY 08 PERS and TRS employer contribution rates. However, whether such assistance will be available in future years is not yet known.

Due to position vacancies and cost-cutting measures, SESA was able to build a fund balance for its low-incidence disability (LID) outreach programs between the fiscal years 2003 and 2006. The fund balance as of June 30, 2006 for these programs was $661,919. During FY 07, there was a decrease in the fund balance of $107,208.

[29] ADM is determined by the student counting procedures used for the public school foundation formula.
[30] The basis for this calculation was the changes in the consumer price index for the Municipality of Anchorage found on the Alaska State Department of Labor's website.

Provided by Rep Dick's Office

Audit Report - October 9, 2007

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

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November 19, 2007

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LEGISLATIVE AUDIT

Pat Davidson
Legislative Auditor
Division of Legislative Audit
P.O. Box 113300
Juneau, AK 99811-3300

RE: Confidential Preliminary Audit Report
Department of Education and Early Development, Special Education Service Agency,
October 9, 2007

Dear Ms. Davidson:

The department has reviewed the preliminary audit report of the Special Education Service Agency (SESA), dated October 9, 2007. This correspondence provides the department's response as requested.

Prior Audit Recommendation No. 1
SESA should transition to videoconferencing as the norm for delivery of its service.

The department concurs with Prior Audit Recommendation No. 1. SESA should continue to use videoconferencing along side other current technologies to enhance the services provided.

Prior Audit Recommendation No. 2
SESA's management should spearhead a state special education training consortium to formally advance the capabilities of school district personnel.

The department concurs with Prior Audit Recommendation No. 2. The department continues to support the steps SESA has taken through partnering with other organizations to provide special education training across Alaska.

Prior Audit Recommendation No. 3
SESA should apply for a federal subsidy of up to 90 percent of its telecommunications expense.

The department concurs that Prior Audit Recommendation No. 3 has been implemented.

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Prior Audit Recommendation No. 4
SESA's management should aggressively pursue opportunities for more diversified funding.

The department concurs with Prior Audit Recommendation No. 4. The department supports SESA's continued efforts to obtain additional sources of funding to enhance the services provided.

Prior Audit Recommendation No. 5
SESA should continue to enhance the availability of its specialized library to the general public.

The department concurs that Prior Audit Recommendation No. 5 has been implemented.

Prior Audit Recommendation No. 6
DEED and the Governor's Council should appoint representatives who will attend SESA board meetings.

The department concurs with Prior Audit Recommendation No. 6. Although there are representatives from the Governor's Council present at all SESA board meetings, more consistent attendance by the executive director would be beneficial to all board members.

Prior Audit Recommendation No. 7
As a statutorily-created entity of state government, SESA should investigate the necessity of filing tax returns and pay excise taxes.

The department concurs that Prior Audit Recommendation No. 7 is no longer a significant audit issue.

Response to Auditor's Comments

The department concurs that the statutory funding formula for SESA's low-incidence disability outreach programs should be reviewed. An increase in the statutory funding formula is necessary for SESA to continue to meet all operating expense obligations as well as to provide continued and improved special education services to school districts within Alaska.

Response to Analysis of Public Need

The department concurs that SESA meets a valid public need through the services they offer and that there is no duplication of services.

Sincerely,

Barbara Thompson
Interim Commissioner

Special Education Service Agency
Recommendations for Statutory Change

WHAT:

- The Special Education Service Agency (SESA) was established under State Statute (AS 14.30.600) in 1986 and formed as a not-for-profit corporation
  - ✓ The Governor's Council on Disabilities and Special Education serves as SESA's governing board (AS 14.30.610)
  - ✓ SESA operates under a sunset provision
- AS14.30.630(b) (I) requires SESA to provide the following services
  - ✓ Itinerant outreach services to students who are deaf, deaf-blind, cognitively disabled, hearing impaired, blind and visually impaired, orthopedically disabled, health-impaired in other ways and severely emotional disturbed and to students with multiple disabilities or autism. **Note:** these students are considered to have low incidence disabilities
  - ✓ Special education instruction support and training of local school district special education personnel
  - ✓ Other services appropriate to special education needs
- AS14.30.650 requires SESA to be funded as follows
  - ✓ Each fiscal year the Department of Education & Early Development shall allocate not less than $15.75 times the number of students in the average daily membership in the preceding fiscal year
- SESA does not provide low incidence disability services to the big five school districts (Anchorage, Fairbanks, Juneau, Kenai-Soldotna and Mat-SU) because they have adequate, qualified staff to meet the needs of students with low incidence disabilities

RECOMMENDED CHANGES:

- Remove the sunset provision from SESA's authorizing statute
- Change the funding formula for SESA to 0.40% of Current Year Base Student Allocation (BSA) X Total State Average Daily Membership (ADM) from previous year

WHY:

- SESA's last audit found that SESA performs a valuable, effective and efficient service to school districts that they are unable to provide themselves because of the nature of low incidence disabilities (infrequent and severe)

PO Box 240249, Anchorage, AK 99524-0249
Phone (907) 269-8990 · Toll Free (888) 269-8990 · Fax (907) 269-8995 1/28/2011

Special Education Service Agency
Recommendations for Statutory Change

- The availability of SESA services means that students are able to be served in their local communities, which benefits not only the student and his or her family but also the big five school districts
- The auditors recommended that SESA's sunset be removed
- The auditors also found that SESA does not duplicate services provided by the Department of Education & Early Development or local school districts
- The next audit is scheduled to start in January 2012 and completed by January 2013; as a result, SESA will find it increasingly difficult to recruit and retain qualified staff and negotiate a long-term facility lease
- The funding formula for SESA is based on a fixed per student allocation of $15.75; in 2011, SESA received $2,021,600, which is $52,620 less than it received 10 years ago – despite the rising costs of wages and benefits, travel and other operating expenses
- While school districts BSA has increased over the years, SESA's has remained flat; if SESA had received an increase equivalent to the BSA increase, its rate would be $22.71 and its 2011 allocation would be just short of $2.8 million
- In response to the last audit, SESA successfully secured grants and contracts that fit with its mission; however, these grants and contracts are "soft" money and dedicated for specific purposes
- Grants and contracts currently comprise 45% of SESA's total budget and contribute $236,000 in overhead costs, which means SESA is able to fund 3 full-time positions for the low incidence disability program and provide statutorily mandated services requested by school districts
- SESA is already having difficulty meeting its statutorily mandated duties; if there is a reduction in grants or contract, this situation will get even worse and will negatively impact students and school districts
    - ✓ Loss of child-specific evidence-based educational intervention strategies modeled on-site to teachers
    - ✓ Fewer on-site visits to provide targeted interventions, observe classrooms and enhance programs
    - ✓ Shorter visits to maximize travel dollars to include more sites
    - ✓ Loss of guidance to new special education teachers and to classroom teachers working with students who have unique, low incidence disabilities
    - ✓ Less student-teacher interactions based on evidence-based practices

PO Box 240249, Anchorage, AK 99524-0249
Phone (907) 269-8990 · Toll Free (888) 269-8990 · Fax (907) 269-8995 1/28/2011

HB 199

<TARGET><BILL>HB 199</BILL><SUBJECT>HB 199</SUBJECT><COMM>HEDC27</COMM></TARGET>

ALASKA STATE LEGISLATURE
REPRESENTATIVE ALAN DICK

HOUSE DISTRICT 6

Alaska State Capitol
Juneau, Alaska 99801
Representative_Alan_Dick@legis.state.ak.us

(907) 465-4527
1-800-491-4527
(907) 465-2197 Fax

"STRONG VALUES IN UNCERTAIN TIMES"

Alatna
Allakaket
Alcan
Aniak
Anvik
Arctic Village
Beaver
Beluga
Bettles
Birch Creek
Boundary
Central
Chalkyitsik
Chandalar
Chandalar Lake
Chicken
Chistochina
Chitina
Chuathbaluk
Circle
Coldfoot Camp
Copper Center
Crooked Creek
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Evansville
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Gakona
Galena
Georgetown
Grayling
Gulkana
Healy Lake
Holy Cross
Hughes

SPONSOR STATEMENT

House Bill 199
Funding for State Boarding Schools

House Bill 199 doubles for two years the per-student monthly stipend currently received by three school districts that operate residential boarding school programs, the Nenana City School District, the Galena City School District and the Lower Kuskowkim School District. In 2006 the Legislature established a monthly stipend to help cover room and board expenses incurred by school districts operating a boarding school prior to January 1, 2005.

The Nenana Student Living Center, the Galena Interior Learning Academy and the Bethel Alternative Boarding School educate collectively approximately 260 high school students from at least 50 different communities statewide. The proposed funding increase helps offset the high cost of operating a high school residential program, but does not fully cover all the expenses incurred. The school districts must still seek additional funds to meet the cost of operating a residential boarding school.

These three residential high schools, along with the state-operated Mt. Edgecumbe High School (398 students), deliver high-quality programs that positively impact the lives of the students who attend. However, the annual loss of more than 650 students from small rural high schools impacts the ability of their local school district to offer quality programs to students who elect to remain at home. When one school district gains in students and resources, the other district loses.

Huslia
Kaltag
Kennicott
Kenny Lake
Koyukuk
Lake Minchumina
Lime Village
Livengood
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Mentasta Lake
Minto
Nabesna
Nenana
Nikolai
Northway
Nulato
Ophir
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Slana
Sleetmute
Stevens Village
Stony River
Takotna
Tanacross
Tanana
Tazlina
Telida
Tetlin
Tok
Tonsina
Tyonek
Venetie
Wiseman

Sponsor Statement for House Bill 199
Funding for State Boarding Schools

The time has come to engage all Alaskans in a dialog on how best to educate students living in rural Alaska. The proposed two-year timeframe in HB 199 provides financial relief to three school districts while allowing time for the much needed discussion.

Thank you for your support.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version **HB199**
() Publish Date

Identifier (file name) HB199-EED-ESS-3-19-11
Title "An Act amending the funding for statewide residential education programs."
Sponsor House Education Committee
Requester House Education Committee

Dept. Affected EED
Appropriation K-12 Support
Allocation Boarding Home Grants
OMB Component Number 148

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants	1,640.0		1,640.0				
Miscellaneous							
TOTAL OPERATING	**1,640.0**	**0.0**	**1,640.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	**1,640.0**		**1,640.0**				
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**1,640.0**	**0.0**	**1,640.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by Elizabeth Nudelman, Director
Division School Finance
Approved by Mike Hanley, Commissioner

Phone 465-8679
Date/Time 3/19/11 4:31 PM
Date 3/19/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB199
2011 LEGISLATIVE SESSION

Analysis

This bill replaces the monthly stipend rates in statute with new rates for the two year period FY2012 and FY2013.

The new rates are double the existing rates.

This bill applies to districts that were operating a statewide residential educational program for grades nine through 12 before January 1, 2005. There are three districts that qualify under this program: Galena School District, Lower Kuskokwim School District, and Nenana School District.

Stipend funding is distributed for students enrolled on the last day of the count period up to the maximum bed count approved in each programs application.

The calculation includes Galena at 175 beds x $1,184; Lower Kuskokwim at 35 beds x $1,006; and Nenana at 88 beds x $968, for up to 10 months.

To: Jean Mischel - 465-2029
From: Sheila 465-2197

27-LS0594\B.1
Mischel
3/31/11

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 199

Page 1, following line 2:

Insert a new bill section to read:

"*** Section 1.** AS 14.16.200 is amended by adding a new subsection to read:

(c) In addition to the programs eligible for reimbursement of costs under (a) of this section, the department may approve three district-operated statewide residential educational programs that began operating after ~~July 1, 2011~~ January 1, 2005, for reimbursement of costs incurred by the district in operating the program under regulations adopted by the department."

Page 1, line 3:

Delete "**Section 1**"

Insert "**Sec. 2**"

Delete 7/1/11, insert 1/1/05

HB 199 passed out of (H) Edc Cmte with the attach amended amendment.

Plse prepare a final for "reading across the floor."

Sheila Peterson 4936

27-LS0594\B.1
Mischel
3/31/11

AMENDMENT

#1
Unanc

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 199

Page 1, following line 2:

Insert a new bill section to read:

"* **Section 1.** AS 14.16.200 is amended by adding a new subsection to read:

(c) In addition to the programs eligible for reimbursement of costs under (a) of this section, the department may approve three district-operated statewide residential educational programs that began operating after July 1, 2011, Jan 1, 2005 for reimbursement of costs incurred by the district in operating the program under regulations adopted by the department."

Page 1, line 3:

Delete "**Section 1**"

Insert "**Sec. 2**"

Allows DEED to approve new programs

Allows DEED to accept new programs

Applies only to full year programs

Don't need to worry about explosion – limit to 3 yrs

[redacted]OUSE COMMITTEE REPO[redacted]

(7)
Date Referred to Committee: March 16, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: 4/4/11

The EDUCATION Committee considered: **HB 199**

HOUSE BILL NO. 199
"An Act amending the funding for statewide residential educational programs."
HB 199-FUNDING FOR STATE BOARDING SCHOOLS

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* House Bill 199 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[✓] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Pruitt			X	
Paul R Seaton	Seaton	X			
	[redacted]				
	FEIGE			X	
Chair:	Dick	↘			
Chair:					

3/22/11

EED 2/14/2011
Summary Data FY2011 Residential Program Comparative Revenues
FY2011 Projected Data

HB 199 ESTIMATE MAXIMUM PER BED COUNT

	Galena		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	198.1	2,448,657	12,361
State GF Residential Boarding Home	175	1,027,543	5,872
(Dec 1 residential count paid for 159 students)			
Total Support per residential ADM, not including Capital			$ 18,232

11,954

	Lower Kuskokwim		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	38.05	599,262	15,749
State GF Residential Boarding Home	12	56,336	4,695
(Dec 1 residential count paid for 10 students)			
Total Support per residential ADM, not including Capital			$ 20,444

10,146

	Nenana		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	77	1,044,570	13,566
State GF Residential Boarding Home	77	413,376	5,369
Total Support per residential ADM, not including Capital			$ 18,934

9,768

	Mt Edgecumbe		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid	398.4	3,125,938	7,846
State GF Residential Boarding Home/Facilities Maintenance	398.4	4,936,900	12,392
State receipted Federal Impact Aid	398.4	794,570	1,994
Total Support per residential ADM, not including Capital			$ 22,232

	Alaska Military Youth Academy		
	Residential ADM	Revenues	Residential per ADM
Foundation State Aid - residential w education program	486	8,526,816	17,545
Federal Grant Reduction	486	(2,700,000)	(5,556)
Total Support per residential ADM, not including Capital			$ 11,989

Note:
Does not include formula grants such as NCLB, Special Education, etc. Does not include separate capital project fundi

Provided by the Department of Education

Appendix A - Statute

ALASKA STATUE

Chapter 14.16. SPECIAL SCHOOLS

Article 02. SCHOOL DISTRICTS OPERATING STATEWIDE RESIDENTIAL EDUCATIONAL PROGRAMS

Sec. 14.16.200. State funding for districts operating statewide residential educational programs.

(a) A district that, before January 1, 2005, began operating a statewide residential educational program for students in grades nine through 12 that has been approved by the department under regulations adopted by the board is eligible to receive reimbursement for the costs incurred by the district in operating that program. To be eligible for reimbursement for costs, the district-operated statewide residential educational program must provide a suitable student dormitory and daily access to a public school offering the appropriate grade level.

(b) Costs that may be claimed by a district for reimbursement under (a) of this section are

(1) one round trip on the least expensive means of transportation between the student's community of residence and the school during the school year if the district expends money for the trip; and

(2) a per-pupil monthly stipend to cover room and board expenses as determined by the department on a regional basis and not to exceed the following amounts:

(A) for the Southeast Region (Region I), $410;

(B) for the Southcentral Region (Region II), $400;

(C) for the Interior Region (Region III), $484;

(D) for the Southwest Region (Region IV), $503;

(E) for the Northern Remote Region (Region V), $592.

(c) In this section,

(1) "district" has the meaning given in AS 14.17.990 ;

(2) "district-operated statewide residential educational program" means a public school operated by a school district for students in grades nine through 12 that provides education, room, and board for a full school year without regard to the student's district of residence.

Appendix B - Regulation

ALASKA ADMINISTRATIVE CODE

4 AAC 33.090. District-operated statewide residential educational programs

(a) A district must obtain approval from the department before operating a statewide residential educational program. A district may apply to establish and operate a new program only during a period of open applications established by the department under (c) of this section. The department will approve an initial application from a district that operated a statewide residential educational program during school year 2005 - 2006, unless the department has substantial evidence that continuation of the program is not in the public interest. Applications must include

(1) designation of the facilities that will house the residential program, including any proposal to build or renovate a facility, and the revenue sources that will support the construction or renovation;

(2) a five-year budget for the operation of the residential component of the program; the budget must specify the revenue sources that will support the proposed budget, including a provision for charging student tuition;

(3) a tuition waiver policy for families that can demonstrate financial hardship, including a definition of "hardship";

(4) an enrollment and selection policy for students applying to attend the residential program;

(5) a list of course offerings;

(6) a plan to assist students in crisis; and

(7) a staffing plan for the program.

(b) The department may require that a district supplement its application with additional information. The department may require a district to change its policies or proposed practices before approving an application. A district must operate the residential program in conformance with its approved application. A district that wishes to change any of the requirements of an approved application must submit a revised application. In determining whether to grant or deny an application, the department will consider

(1) whether the community in which the program is located has sufficient infrastructure to support the residential program;

(2) demand, current capacity, and regional needs for residential programs;

(3) the cost to provide a residential program in the applying district;

(4) the district's ability to offer a high-quality academic program to students;

(5) the health and welfare of students housed in the residential program, including the ability of the district to offer a high-quality residential program;

(6) for a revised application, whether the program has complied with the policies and practices that the district identified in its current application; and

(7) the public interest.

(c) The department will establish a period of open applications and solicit proposals from districts to establish additional statewide residential educational programs when the department determines that establishment of additional programs are warranted. The department may require that applications be targeted to provide a particular program to meet specific needs of students in the state. A period of open application and solicitation does not imply that the department will approve the establishment of any new programs. In determining whether to establish a period of open applications, the department will consider the

(1) demand for residential programs, including the demand and needs in different regions of the state;

(2) capacity of existing programs; and

(3) public interest.

(d) This section does not prevent a governing body from establishing an in-district residential educational program that is not eligible for state support for the operation of the residential aspects of the program.

(e) A district that operates an approved statewide residential educational program shall submit an annual report to the department. The report must include the

(1) number of applications received by the program;

(2) number of students accepted into the program;

(3) students' communities and districts of residence at the time of application for enrollment;

(4) students' academic achievement results;

(5) date of, reason for, and number of withdrawals from the program during the school year;

(6) number of expulsions from the program during the school year;

(7) number of students receiving a tuition waiver; and

(8) other information requested by the department with respect to the program.

(f) On December 1 of each school year, a district that operates an approved statewide residential educational program shall submit to the department an application, on a form provided by the department, for payment of a stipend under AS 14.16.200 (b)(2). The district is eligible for payment of the lesser of actual cost to house the student or the amount allowed in AS 14.16.200 (b)(2) for each residential student who is housed by the district on the last day of the student count period under AS 14.17.600 , and whose parents or guardians do not reside in the community in which the program is located. If appropriations are insufficient for the residential component of approved statewide residential educational programs, the department will reduce each district's entitlement by a pro rata amount as determined by the department.

(g) The department may withdraw its approval for a district to operate a statewide residential educational program if the department determines that continued operation of the program is not in the public interest. In making this determination, the department will consider

(1) the health and safety of the students in the residential program;

(2) whether students at the program have demonstrated sufficient academic achievement; in making this determination, the department will consider all evidence of student academic achievement and improvement, including evidence of

(A) students' scores and improvement of students' scores on statewide student assessments under 4 AAC 06.710; and

(B) the program's record of demonstrating adequate yearly progress under 4 AAC 06.805, and the reasons for its success or failure to demonstrate adequate yearly progress;

(3) the demand for the program;

(4) the cost of operating the program;

(5) whether the program has complied with the policies and practices that the district identified in its application; and

(6) the existence of alternative methods of meeting the needs of students.

History: Eff. 10/22/2006, Register 180

Authority: AS 14.07.020

AS 14.07.060

AS 14.07.165

AS 14.16.200

Exhibit A

GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741
PHONE (907) 656-1205
FAX (907) 656-2238

SUPERINTENDENT
Jim Smith

RURAL ALASKA EDUCATION CHALLENGES

Declining Enrollments
Teacher Shortages
Native Drop-out Rates
Increased Energy Costs
Increased Retirement Costs
AK. Native Graduation Rate (43%)
Rising Social Problems; Alcohol / Drugs / Sexual Offenders
Low Rural Student Performance, Alaska Native Gap
Need for available vocational training
Access to health services

Galena Regional Learning Center Solutions

Existing Facilities

1) Currently used
2) New BRAC Space
3) 400 plus beds avail.
4) Supportive Community
5) High Rural Construction costs
6) Controlled Living Environment

12-Year Success Story

1) High Grad. Rate
2) Strong AYP scores
3) 90 % Alaska Native
4) Post Sec. Certified Training Programs
5) Provides ADM $ Savings
6) Supports Family Choice
7) Supports Student Work Ethic
8) Minimal Drop-out rate
9) 130 students from 53 Alaska Communities

Social Reforms

1) Resiliency Life Program
2) Safe Harbor for students
3) Cultural Focus
4) Vocational Training Focus

Exhibit B

GILA Student Home Town

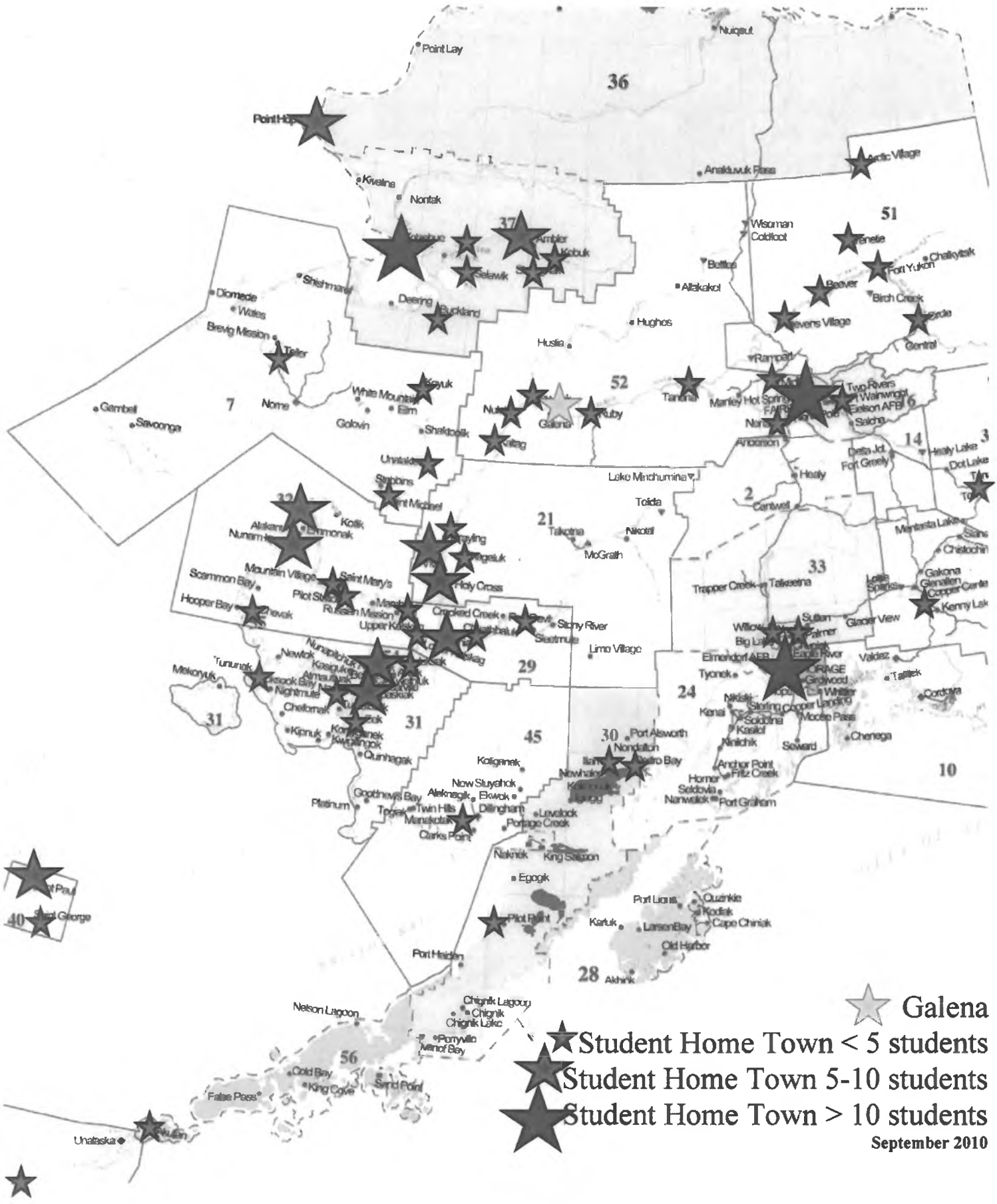
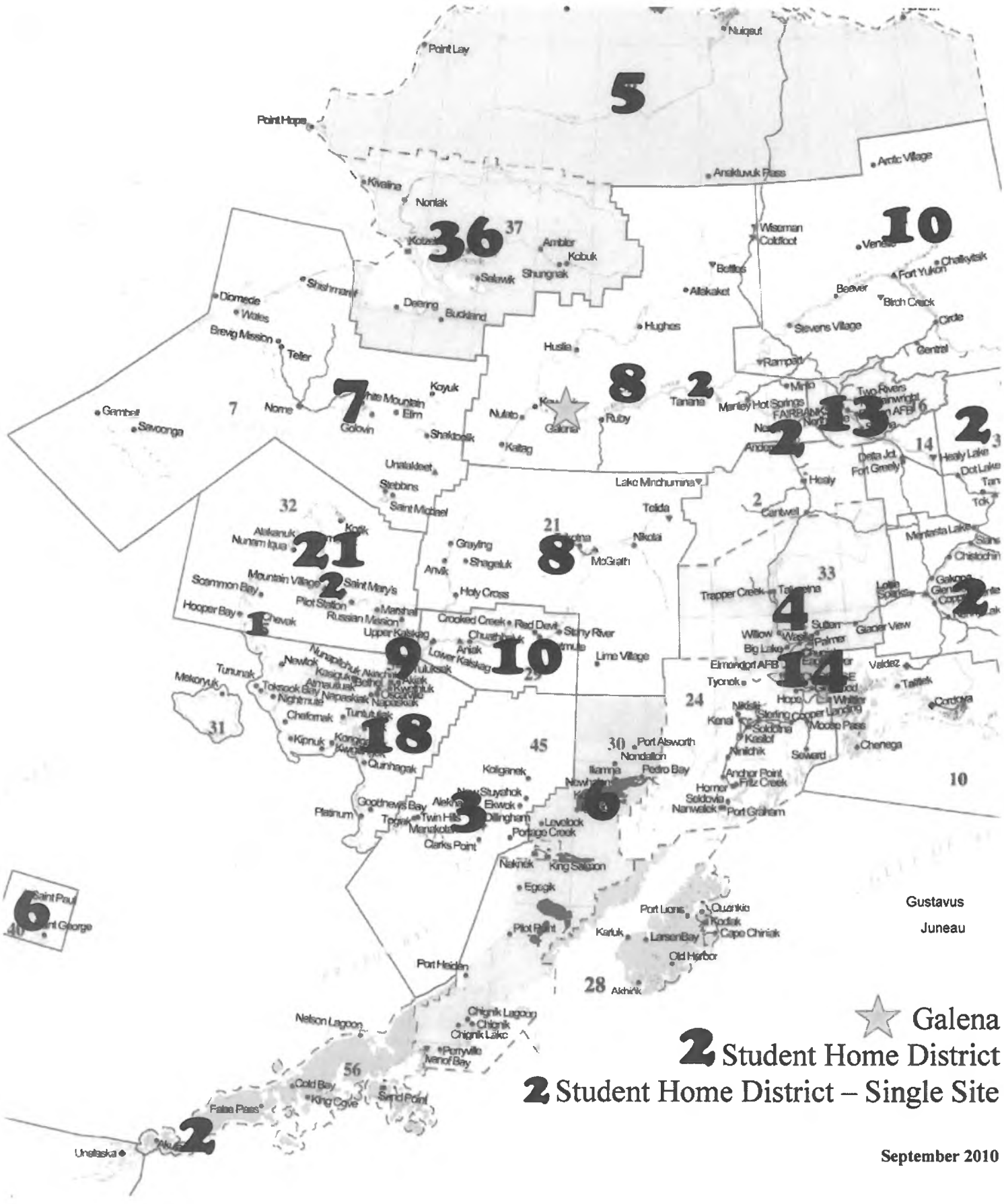


Exhibit C

GILA Student Home District



Galena
2 Student Home District
2 Student Home District – Single Site

September 2010

Exhibit D

From: Lisa Shelby
Sent: Thursday, March 17, 2011 9:34 AM
To: eric.caldwell@alaska.gov
Cc: Jim Smith; Chris Reitan
Subject: RE: Information Request

Good morning Mr. Caldwell,

Here is the information you requested for Galena Interior Learning Academy re: our 2010 graduates. Sorry for the delay in getting this to you.

GPA 3.5+	GPA 3.0 - 3.49	GPA 2.5-2.99	Total # graduates
9	8	7	24

Please let me know if you need any additional information.

Sincerely,
Lisa Shelby
GILA Principal

From: Caldwell, Eric J (EED) [mailto:eric.caldwell@alaska.gov]
Sent: Wednesday, March 16, 2011 2:05 PM
To: Jim Smith
Cc: Jim Smith
Subject: Information Request
Importance: High

Good afternoon, Jim.

The commissioner's office is requesting information, and hope to have it as soon as possible. Unfortunately, I could not reach either you or Melissa Robbins by phone. Could you provide the following information about GILA's 2010 graduates today, or at latest by 10am tomorrow morning:

Breakout of Galena Interior Learning Academy's 2010 Graduates:

- Number of graduates with GPA of 3.5 or higher
- Number of graduates with GPA of 3.0 to 3.49
- Number of graduates with GPA of 2.5 to 2.99
- Total number of graduates

Thank you so much for your assistance. I look forward to hearing back from you soon.

Sincerely,
Eric Caldwell
Research Analyst III

Alaska Department of Education & Early Development
Assessment, Accountability, & Information Management
Teaching & Learning Support
Phone: (907) 465-8435 | Fax: (907) 465-8400

Galena City School District

Resolution #10-01; 1-19-2011
State Support for GILA Residential Hall and Dining Hall Facilities

WHEREAS, Galena City School District with the support of the City of Galena and Louden Tribal Council has operated the second largest high school boarding school (Galena Interior Learning Academy) in the state of Alaska for over 13 years; and
WHEREAS, Galena Interior Learning Academy student population for FY11 comes from 56 communities; and
WHEREAS, the savings to the state foundation program generated by these students' travel to Galena's lower "district cost factor" is substantial, and higher boarding subsidies would allow these funds to follow the student, and
WHEREAS, Galena Interior Learning Academy's core clientele is Alaska Native, a segment of Alaska's population that is at extreme risk for dropping out of school, and
WHEREAS, attending Galena Interior Learning Academy is an alternative to dropping out for many students by providing a viable, rural academic and career technical option; and
WHEREAS, Galena Interior Learning Academy is an option for students who are wards of the state and for some who leave unhealthy home situations; and
WHEREAS, of the 176 rural high school programs state-wide, 35 have less than 20 students and another 78 have less than 10 students. Challenged program offerings and choice in these small schools often present families looking for expanded curricular offerings for their child, and
WHEREAS, the Galena Interior Learning Academy, with existing infrastructure and well-established programs, is in an excellent position to serve as a regional education center, should the State of Alaska shift to a regional model for the delivery of education in rural Alaska; and
WHEREAS, current state funding for student residence and food services falls tremendously short of actual costs; and
WHEREAS, diesel fuel provided through the Base Realignment and Closure process provides some support for school operations for an additional five years and presents a five year planning window; and
WHEREAS, GILA school campus operation and utility costs will double once transition fuel support is gone; and
WHEREAS, School District dollars alone cannot support additional boarding school costs; and
WHEREAS, Alaska's state boarding school receives full residential and food costs support; now

THEREFORE BE IT RESOLVED that the Galena City School District, City of Galena, and Louden Tribal Council request the State of Alaska provide additional funding for the staffing and operations of Galena Interior Learning Academy student residence hall and dining hall facilities.

BE IT FURTHER RESOLVED that the Galena City School District, City of Galena, and Louden Tribal Council request the State of Alaska provide additional funding for the maintenance of Galena Interior Learning Academy student residence hall and dining hall facilities.

Adopted by the Galena City School District Board of Trustees this 19th day of January 2011.

GCSD Board President, Ed Pitka

GCSD Superintendent, Jim Smith

City of Galena Mayor, Russ Sweetsir

Louden Tribal Council Chief, Chris Sommer

Current Residential School Funding Short-Fall

The objective of this request is two-fold: (1) present the number of rural students currently served at Nenana and Galena Boarding Schools and (2) to discuss Alaska's educational support to these rural Alaskan education providers.

A. Galena Interior Learning Academy

GILA 198 students this fall coming from 58 communities, most of them rural and remote. Over 93% of the students are Alaska Native.

B. Nenana Learning Center

Nenana brought 80 rural students on board.

C. Current State Support establish in 2006

Sec.14.16.200 presented payment in two perspectives per each student; 1) one round trip airfare from home residence to the school site if the school district expends the money, and 2) a per pupil monthly stipend to cover board and room expenses as determined by the department on a regional basis and not to exceed the following amounts:

(A) Southeast Region I, $410
(B) South-central Region II, $400
(C) Interior Region III, $484
(D) South-east Region IV, $503
(E) Northern Region V, $592

I. Galena/Nenana Revenues vs. Costs

(A) Residence Hall & Food Services: 255 students average cost per student- $17,136
(B) State 14.16.200 support: average state paid per 255 students -$5,872
(C) Deficit to be secured from other sources: $ 1,971,368 Galena & $901,120 Nenana

II. Projected Fiscal Cost

(A) Current revenues cover only 34% of actual cost in Galena and Nenana.
(B) Necessary "additional" funds to support Galena and Nenana Residential Schools food & Lodging costs for current student counts.
(C) $2,872,488

Nenana Student Living Center

Presentation: Support for HB 199

House Education Committee

March 23, 2011

NSLC Student Capacity & Enrollment

- NSLC Licensed Capacity: 88 students

- NSLC Actual Capacity: 104 students
  - 52 Girls
  - 52 Boys

- 2010-11 Enrollment
  - October 22, 2010: 77 students – 28 boys/49 girls
  - Count @ Winter Break: 67 students – 24 boys/43 girls
  - Count After Break: 62 (including 7 new students)
  - March 23, 2011: 58 students – 22 boys/36 girls

Where do the Students come from?

- In FY'11:

  27 communities

- Over the 10 years the NSLC has been open:

  33 communities

Top 10 Communities with Most Students in the Program:

Mountain Village (LYSD)
Kongiganak (LKSD)
Emmonak (LYSD)
Kaltag (YKSD)
Tyonek (KPBSD)
Nulato (YKSD)
Alakanuk (LYSD)
Koyukuk (YKSD)
Toksook Bay (LKSD)
Scammon Bay (LYSD)

NSLC Graduates

- 93 Graduates (2001 – 2010) - Able to Contact 83
  - 4-Year College Graduates: 4
  - 2-Year or Other Program Graduates: 9
  - Currently Attending College or Other Training: 21
  - Serving or Served in Military: 8
  - In the Workforce: 47

Nenana City School District
Nenana Student Living Center

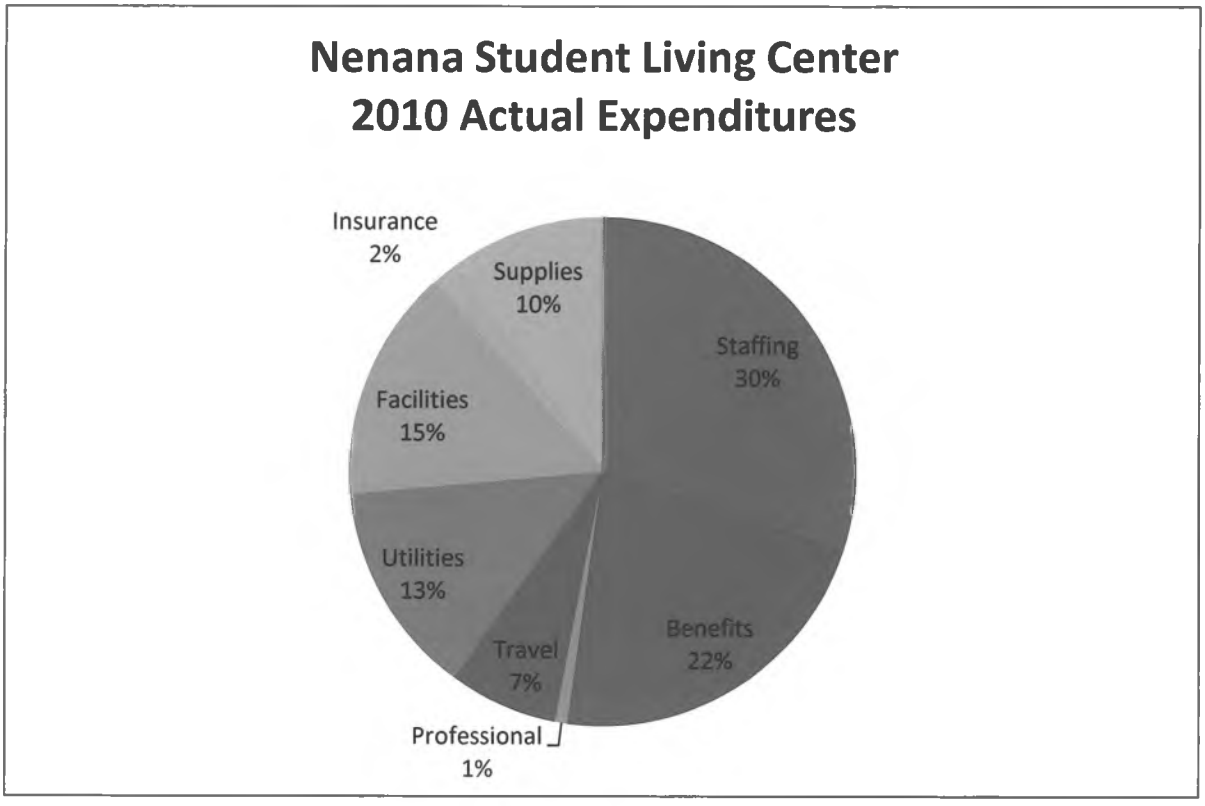
	Fiscal Year 2010 Actual Amount	Fiscal Year 2011 Budgeted Amount
Student Count	84	77
Revenues		
Student Stipend AS 14.16.200(b)(2)	$ 365,904	$ 335,412
Student Travel AS 14.16.200(b)(1)	$ 71,013	$ 77,964
	$ 436,917	$ 413,376
Expenditures *		
Wages and Salaries	$ 343,925	$ 397,371
Employee Benefits	$ 251,778	$ 300,368
Professional & Technical	$ 9,396	$ 23,000
Staff Travel	$ 2,218	$ 2,000
Student Travel	$ 77,294	$ 80,000
Communications	$ 16,213	$ 15,000
Utilities services	$ 8,248	$ 8,500
Energy	$ 131,042	$ 112,500
Repairs and Maintenance	$ 25,825	$ 16,500
Facilities	$ 141,480	$ 141,480
Insurance	$ 18,939	$ 19,500
Supplies, Materials and Media	$ 21,966	$ 23,750
Office Supplies	$ 2,400	$ 6,000
Food	$ 77,478	$ 80,000
Other Expenses	$ 806	$ -
Equipment	$ 12,777	$ 7,000
	$ 1,141,785	$ 1,232,969
(Deficiency) of revenues over expenditures	$ (704,868)	$ (819,593)

Per student expenditures *(annual, excluding student travel & facilities)*	$ 13,136
Monthly over 9 months of the school year	$1,460

** Expenditures include all direct program costs, no provision is made for maintenance and administrative support .* The amount for "Facilities" is paid to the City of Nenana for the utilization of the Living Center and provides support to the City to make half of the annual loan payment used for the construction of the Living Center.

Nenana City School District
Nenana Student Living Center

		Fiscal Year 2010 Actual Amount
Staffing	$	343,925
Benefits	$	251,778
Professional	$	9,396
Travel	$	79,512
Utilities	$	155,503
Facilities	$	167,305
Insurance	$	18,939
Supplies	$	115,427
	$	1,141,785



A word from the president

Alaska must improve education options

By: Margie Brown, CIRI president and CEO

Gov. Sean Parnell recently asked me to offer suggestions about education reform in Alaska. My views are shaped by my family's own experiences with Alaska's education system. This generational view begins with my grandfather, Adams Hollis Twitchell.

My grandfather was mostly a self-educated man with a mind inclined to natural science and a hunger for life-long learning. His life in western Alaska would come to include owning and operating sternwheelers, trading posts and reindeer herds. And it would include raising a family and providing his children with opportunities for formal education.

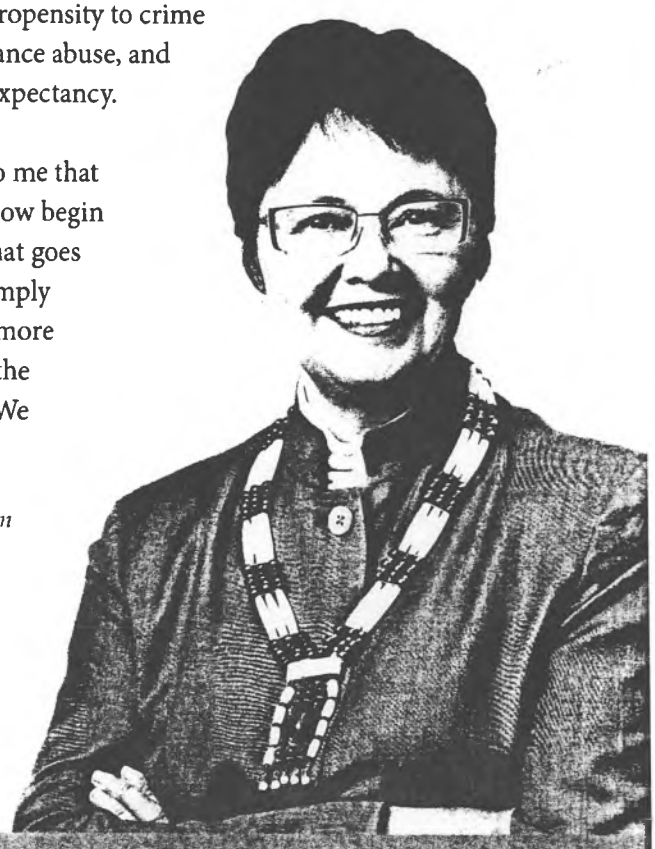
Educating children in remote, rural Alaska then was much different than today. For grandfather's children, including my father, Ben Twitchell, formal schooling began at the mission at Holy Cross. After receiving encouragement from his Jesuit teachers, my father traveled alone to Fairbanks from the small community of Flat to attend high school and, upon graduation, the Agricultural College and School of Mines (now UAF).

Traveling away from home for schooling was the only realistic option at the time. Much more recently, the decision in the Molly Hootch lawsuit and the resulting Tobeluk consent decree changed schooling options dramatically. Coming providentially at the same time as wealth poured into state coffers from Prudhoe Bay royalties, these legal actions led to the state opening 105 secondary schools in rural Alaska, providing children throughout the state with an option to attend high school in their own communities, including, for the first time, in rural Alaska.

While the 1972 Molly Hootch decision was a landmark, the world has changed dramatically in the last 39 years. I believe it is now time to reassess the impacts of that decision.

Clearly there were excellent outcomes from the Molly Hootch lawsuit and Tobeluk consent decree. Parents of grade school children no longer faced the prospect of moving their entire family from home villages so that their children could attend grade school - the very decision my parents made when they decided they must move our family from the village of Takotna.

However, we must honestly assess the performance of today's high school students in small village schools. Ignoring the shortcomings of rural education threatens to leave a generation of high school students undereducated and unprepared for college or trade school. And in today's increasingly competitive world, undereducation places these students at a severe disadvantage. Why? Because we know that educational attainment directly correlates with virtually every quality of life measurement, including employment, income, propensity to crime and substance abuse, and even life expectancy.



It seems to me that we must now begin a dialog that goes beyond simply throwing more dollars at the problem. We need to

continued on reverse side

consider systemic change. I believe that establishing residential high schools in Alaska's regional centers should be a key component of this dialog because it has been shown that higher student densities enable economies of scale that provide more and better education programs and services for fewer dollars.

I acknowledge that there is fear in the Alaska Native community about regional residential schools. We still have a generation of Alaska Natives who were uprooted to boarding schools. In keeping with the appalling policies of the federal government at the time, these schools made a concerted effort to separate children from their Alaska Native culture, the result of which was, not surprisingly, harmful.

But our culture, nation and world have evolved dramatically since 1972. In today's more culturally sensitized world, we can create residential regional high schools where enhancement, not destruction, of Alaska Native culture is promoted; where high academic standards are expected and pursued; where academic offerings are supplemented with a full and robust array of extracurricular school opportunities; and where students are highly functioning, resilient and prepared to take on life's challenges.

I urge Gov. Parnell and his administration to work with the Alaska Native community to begin a dialog that will lead to systemic change and improvement of our state's rural education system. And I urge Alaska Native leaders to join me in engaging in this dialog with open minds and hearts. We must all make education a statewide priority and act to implement systemic changes that will close Alaska's academic performance gaps before it is too late.

We owe it to our children to act, not from fear, but from our vision of what can be.

Margie Brown is president and chief executive officer of CIRI and is Yup'ik from the Interior village of Takotna, Alaska. She graduated from Oakridge High School in Oakridge, OR and earned a Bachelor of Science in Biology from the University of Oregon and a Master of Business Administration from the University of Colorado.

Photo: Otto Geist Collection, Elmer E. Rasmuson Library, University of Alaska Fairbanks

Margie Brown's father, Ben Twitchell, (backrow, third person from the left and wearing a bow tie) in a 1929-1930 Agricultural College and School of Mines student body portrait.

A Time for Change

Improving Education Delivery for Alaska's Small Rural High Schools

February 23, 2011

Jerry Covey
JSC Consulting, LLC

Overview

This paper addresses three issues critical to the success of small rural high schools and makes recommendations to state policy makers.

ISSUE I: Education Issues in Small Rural High Schools

Alaska's present small rural high-school system shaped by the Molly Hooch decision has remained largely unchanged since it was implemented in 1976; however, the education environment these schools operate in has changed dramatically over the last 35 years.

At the time of their creation, rural education attendance area (REAA) and rural borough school districts operated in a stable environment that lacked competition from other state-funded schools. Since that time, state-funded residential boarding schools, correspondence programs, and charter and home schools have emerged that draw many students who might otherwise attend small rural high schools. In addition to competition from other schools, small rural high schools have been impacted by population shifts from rural to urban communities, significant increases in the cost of education delivery without attendant increases in operational funding, and increasing performance demands from employers, universities and post-secondary training schools, and state and federal governments.

During the 2008-09 school year, Alaska had 126 small rural high schools with 30 or fewer students; 72 of these schools had 10 or fewer students; 110 were off the road system.

Over 84% of the students attending small rural high schools are Alaska Natives. These students are the group with the highest dropout rate and the lowest achievement levels. They also comprise the majority of students that attend the smallest and most remote high schools with the most limited curriculum. The schools these students attend are consistently among the lowest-achieving schools in the state.

Educator turnover in rural school districts is higher than in other parts of the state, and overall a greater percentage of teachers are teaching courses they are not highly qualified to teach. Teachers in small rural high schools are spread thin just to teach the minimal requirements for graduation and have little time and fewer resources at their disposal to deliver much needed advanced academic, enrichment, and career and technical education courses.

Although Alaska's rural high-school system meets legal muster, it is presently stretched beyond its capacity to deliver programs and services that meet the academic and career and technical education needs of its students. Performance data that compares the achievement and graduation and dropout rates of students in small rural high schools with those who attend large rural high schools and residential boarding schools bears this out.

ISSUE 2: Competition Between Residential High Schools and Small Rural High Schools

In addition to the REAA and borough or city schools available to rural students, there are three large residential schools that accept students from anywhere in the state and deliver both educational and residential-living services. All of these schools are funded primarily by the state and are financially impacted by where students choose to attend school.

Alaska's three largest residential high schools, Mt. Edgecumbe High School, Galena Interior Learning Academy, and Nenana City Schools deliver high-school programs to approximately 650 students from mostly rural communities. These schools consistently outperform both large and small rural high schools in terms of attendance, achievement, and graduation rates.

Residential high schools deliver high-quality programs that positively impact the lives of the students who attend them. Unfortunately, they negatively impact the ability of rural school districts to deliver quality programs to students in small high schools. A consequence of the residential school system drawing almost 700 students annually from small rural high schools is that it pits one system against the other. When one part of the system gains in students and resources, the other part must lose. It should not be this way.

The Impact of Residential High Schools on Small High Schools

The impact of residential boarding schools on the 120+ small rural high schools is significant. Specifically, residential high schools annually attract many talented students and remove millions of dollars of school funding from small high schools.

Estimating that the average rural student generates $15,000 in state aid and taking that number times 650 (the approximate number of students who attend the above residential schools) equates to 9.75 million dollars in funding that goes to residential schools instead of other rural school districts.

Rural districts find themselves in an untenable position. They annually project their enrollment and make employment and other resource commitments only to find that significant numbers of students they budgeted for opted to attend residential boarding schools. Exacerbating the situation even more is the fact that students who drop out of residential schools often return to their local high schools. In those situations, the residential schools keep the funding and districts where the students return must provide educational services without the resources to pay for them.

The financial impact of students attending residential schools on other rural districts equates to:

1. Less revenue to deliver education services.
2. A greater percentage of the budget to operating costs.
3. Fewer teachers.
4. The loss of talented students.

5. Reduced ability to deliver academic and career and technical education courses.
6. Lower student achievement levels.
7. Increased dropout rates.

ISSUE 3: Improving Educational Delivery for Students in Small Rural High Schools

Small rural high schools are an important part of Alaska's education delivery system and are vital to the health and stability of rural communities. It is clearly in the state's best interest to maintain the current system and improve the quality of education they are able to deliver.

A variety of effective distance delivery methods are used to deliver educational services to small high-school students. Advances in technology continue to provide additional opportunities for cost effective delivery of quality programs to students. However, among the most important learning opportunities are those that can only be delivered in person and require resources, infrastructure, and learning opportunities not available in small rural high schools.

Leveling the educational playing field for small rural high school students will require providing them access to learning environments comparable to those provided by large rural comprehensive high schools and residential high schools. Students attending small rural high schools must have the opportunity to participate in advanced academics, career and technical education programs, partnerships with regional training centers, apprenticeship programs, and UA rural campuses.

Create Residential Learning Centers Located in Rural Hub Communities

Regionally-based residential learning centers in rural hub communities would capitalize on existing infrastructure such as large high schools, regional training centers, UA rural campuses, and regionally-based employers to deliver short- and long-term academic, career and technical education programs, apprenticeship, and other programs that offer critical learning opportunities. These centers could operate on a year-around basis.

Benefits of Establishing Regionally-Based Residential Learning Centers

1. Students attending small rural high schools would have nearby access to short- and long-term courses and programs that their local school is unable to deliver.

2. State education funding would remain in a student's home district.

3. Rural school districts could collaborate and partner with other organizations on course delivery and cost-sharing arrangements.

4. Students participating in these programs would have direct access to post-secondary technical centers, rural university campuses, and apprenticeship opportunities that train local students for local jobs.

5. Courses could include practical hands-on learning important to life in rural Alaska and be delivered on a year-round basis.

6. Help students to qualify for the Governor's Scholarship Program.

Fund Programs That Work
In the absence of action by the state to address the needs of students attending small rural high schools, some school districts have developed programs and obtained funding from other sources to meet their students' academic, social, and career and technical education needs that cannot be addressed in small high-school settings.

Outstanding examples of short-term residential programs are the Northwestern Alaska Career and Technical Center (NACTEC) operated by Nome City Schools and Bering Strait School District and Chugach School District's Voyage to Excellence (VTE) program. Each of these districts has procured and operates facilities without state support and has provided students with high-quality residential programs for several years and actively partners with other rural school districts to serve the needs of their students. Northwest Arctic Borough School District currently relies on a grant to operate a magnet school that partners with the Alaska Technical Center and Chukchi College to deliver programs for grades 11-14 that prepare students for careers in rural Alaska. Lower Kuskokwim School District is using grant funds to partner with the Alaska Native Science and Engineering Program (ANSEP) at UAA to deliver coursework that prepares students for entry into the ANSEP program. The program currently relies on a district approved boarding-home program to provide residential services.

These models, and others like them, are outstanding examples of what could be delivered by regional learning centers and made available to all rural high-school students. Programs such as these should be approved by the State Board of Education and funded as residential programs by the state.

Recommendations to State Policy Makers
1. Contract for regional surveys of rural high-school students, parents, educators, school-board members, employers, and community leaders to determine local interest in constructing residential facilities in regional hub communities to improve small high-school delivery options.

2. Approve the construction of residential facilities for rural hub school districts that are currently operating magnet schools and/or residential boarding-home programs (Northwest Arctic Borough School District and Lower Kuskokwim School District).

3. Establish a process to consider, approve, and fund regionally based district-operated residential programs that are currently supported by external sources.

4. Revisit the stipend amount for residential programs and fund all existing and new short- and long-term residential programs at a level that is equitable based on the cost of delivery.

5. Maintain, but do not expand the capacity of current residential high schools.

Margie Brown
President/CEO, Cook Inlet Region Incorporated (CIRI)
Testimony before the House Education Committee
March 23, 2011

MARGIE BROWN, President and CEO, Cook Inlet Region Incorporated (CIRI) Alaska Native Corporation, described the Native corporation, which she represents, and said:

> I am not a professional in the education business. ... I am a product in part of the state of Alaska, and its education system in earlier years. But I am very interested in this issue in particular, and I note that the materials that I sent to the chairmen actually have been distributed to you. These are my views about the time and the need, urgent I believe, ... to address how students are educated, particularly in rural Alaska. I'm involved with several advisory boards and committees at the University of Alaska in Anchorage, and have been alarmed by the statistics that show that 70 percent of the students that arrive at that university campus require some form, sometimes even several years, of remedial education before they can begin their college level classes. ... I think that is ominous and it should send alarm signals in all of our brains, that we are producing a generation of students that appear to come to the university system ... unprepared for university level classes; ... what is the issue, particularly in rural Alaska. ... I am a believer, that we now, 39 years past the monumental Molly Hootch lawsuit, and the Tobeluk decision that followed that established schools in small villages throughout Alaska, that it's time for us to think, look back, [and] analyze what it is that is very good about those lawsuits, ... the following legal actions, ... the action by the State of Alaska to comply, and what is it that is not working ... well. I am from Takotna, ... from a family who chose to leave the village because there was no school opportunity for me and my siblings. I was going into the third grade and, when the school closed for lack of school population, this of course [being] territorial days and long before the Molly Hootch

decision. So I know that sacrifice that my family made, to pick us up from the life that they loved and move us to where we could get an education. ... To the extent that the litigations, ... the states actions, and the establishment of schools in small villages for grade school children, and even middle school children, has come about, I think ... is a good thing; ... grade school children need to be with their parents. ... The opportunity to [attend school] and stay in your village ... is very important. ... We need to look more carefully when children get older and get to the high school age. I know we have this issue about what happens when students go to residential schools and what happens to their villages, and what happens to their school in their villages, and I think that's because we are trying to do both. ... I'm not certain that we can do [both] and not, as you suggest Chairman Dick, harm the students that stay back in the village. ... I'm just now becoming familiar with this particular piece of legislation, and I think the dialogue around having [these] two years to look very carefully at how we organize our school system is totally appropriate, and to the extent that this gives these three schools better breathing room; I'm all for that. But I am mostly for this dialogue. I sit atop a corporation that is doing a lot of tremendously exciting things in the state, and I would like to look out to the people who were raised and educated in Alaska, and look to a gainfully employable work force of shareholders, of people who live in urban centers, of people who come from rural Alaska. ... I think this idea that we must now look at some systemic change is totally appropriate, and I encourage the dialogue. I would welcome, I would be happy to participate if you would like me to do so. I do think that this is not about changing the formula, [or] arguing about the formula, this is really has to be about systemic change, and we do, as you suggest, need to get about [change]. ... I fear we are going to leave a whole generation of young people behind because they exit our school system undereducated.

9:27:12 AM

REPRESENTATIVE FEIGE asked if the CIRI Native Corporation has considered starting a private high school for its shareholders.

MS. BROWN reported that the Cook Inlet Tribal Council, a CIRI affiliated non-profit organization, is working to establish a residential facility in Anchorage, for 40 high school students, located near Bartlett High School. She said this may also serve to address another issue, which is the population of young homeless students from villages who need a safe educational environment. Bartlett High School currently affords the tribal council space for a school within a school program, and it would be incorporated into the residential plan. Thus, in the Anchorage area, a particular population of Native students is receiving attention from CIRI.

9:28:42 AM

REPRESENTATIVE FEIGE queried whether other Native corporations are considering similar action.

MS. BROWN stated that the day's agenda includes a meeting with the presidents and CEO's of the twelve regional corporations, and a meeting with the governor. She said education reform, and the concepts she has mentioned, will be on the agenda. Two years ago, at a similar CEO meeting, this concern was expressed. A call was made for change in how education is delivered in the state, and a unified belief was stated that it is a systemic issue and not about arguing over formula and funding. She said:

> We all recognize, and we've been using this term 'boarding school' ... in this hearing, and I'm trying to move away from that term, because we know, as Alaska Native leaders that there has been a lot of harm fostered on people in past years through the boarding school concept; where the desire was to actually remove people from their Alaska Native culture. We recognize that, I acknowledge it. I know in putting this paper out [speaker raised an article titled, "Alaska must improve education options" reprinted from the January 2011 issue of "Raven's Circle"] that there is some risk that people will be offended. However, I do believe our conditions are such, that we have a different kind of society now ... and ... we can find a way to have these schools and actually empower, and encourage, and nurture Native culture, as opposed to trying to damage it. I believe the other CEO's are there too; they said that two years ago, and I think they'll say it again today to

> the governor. We know it has to be a careful dialogue where you engage the local community. This is not something that can be forced down on people. ... You ... are truly going to have to have buy-in, and you are going to have to engage the Alaska Native community in a very, very heartfelt and sincere way. But I belief if we do that, we can get there, because everybody wants their children to have the best opportunity, and that is good for the state, ... [the] communities, and that's what parents want throughout the state.

9:31:40 AM

REPRESENTATIVE P. WILSON asked if there is a possibility that a funding partnership with the corporations could be formed to help with the effort.

MS. BROWN offered that tribal and Native organizations have access to private funding sources. However, she opined, whether regional corporations can step up and do the work of the state is a question. A cooperative effort is in everyone's interest, in order to educate employable people.

9:34:04 AM

REPRESENTATIVE CISSNA encouraged the conversation to continue over the interim and build better communication regarding the basic necessities.

9:36:12 AM

MS. BROWN stressed that this could be a highly charged issue due to the subject matter, children's education, and the social impacts that the villages will experience. She concurred that for this to succeed the local elders, and the children to be served, need to buy-in to the idea and feel ownership. She provided an anecdote to illustrate her point, of how a school janitor enlisted the help of students to turn a frequently, graffiti marred wall into a mural; which they prized and protected. She continued, stating:

> You really do not want to create a system of haves and have not's. I like the idea of going to school year around, I like the idea of perhaps two or three weeks in your residential regional center, and maybe a week back home; but for that you go year around with some

time off for subsistence activities. Obviously we want children to understand and value their subsistence activities. But I think these are all part of the dialogue, where you can keep kids engaged with their village, ... and with their parents. Maybe it's not for the full four years; maybe it's for the last two. ... There are so many options that need to be considered, that we ought to be able, with all of our collective thoughts ..., to figure out a program that doesn't diminish the villages ... and yet provides ... rich opportunities for students. ... You have to have a student body of some size to really deliver a high school experience, and that doesn't happen when you have ... 72 schools with less than 10 students in high school; that just doesn't happen. I think there are a lot of formulas that could be looked at, and a lot of different ways you could organize school, including year around school, that would allow time back in the village and also to participate in a regional experience.

9:40:02 AM

REPRESENTATIVE FEIGE opined that the system is too dispersed to provide a meaningful education, and said the Native Corporations are in a good position to help with this effort; in the bully pulpit. He acknowledged the cultural stripping that occurred at one time, and stressed the importance for the Native corporations to understand their role for affecting educational change.

9:42:34 AM

REPRESENTATIVE SEATON noted that a number of districts are successful, and are highly regarded/rated. He cited the St. Mary's school district, which has a 90 percent graduation rate, with 87 percent of postsecondary students requiring no remedial classes. The legislature is not able to impose specific aspects, on particular districts, which would result in the reformation of state operated schools. Trying to make a one-size fits all education plan is difficult, and would affect the already successful schools; even within districts. The time frame of working with the legislature, and changes that occur on the legislative committees is also a challenge. He asked:

> How do you see the relationship of delaying the conversation for two years in the legislature. And

'effective rural schools versus non effective rural schools,' ... is it ... that debate more than 'we should have boarding schools.' ... How do we change the whole system for the ineffective [schools], with a statewide model.

9:46:47 AM

MS. BROWN responded that the conversation should occur within the next two years and not be delayed. She suggested that the legislature use its own bully pulpit to instigate the conversation and implement change. The state must scrutinize the entire system to ensure consistency and opportunity in education. She stated her belief that quality education is not achievable when schools have fewer than 10 students, and encouraged the committee to take the reins.

9:50:04 AM

REPRESENTATIVE CISSNA suggested that prior to the end of school a video/teleconference be scheduled for May to get the ball rolling, and stressed the importance of timing.

9:51:13 AM

REPRESENTATIVE PRUITT commented that the Native corporations and the state are acknowledging the need for change, and he underscored the importance, and possible long term effectiveness, of that unity.

9:52:29 AM

REPRESENTATIVE SEATON noted that the time frame may be difficult to work within, given the legislative calendar and turnover. He explained that by spanning two interims and bringing the topic to a new legislature, there could be change in committee leadership, and membership, and the knowledge base, and continuity, may become dispersed. A request should be made through the governor's office, to compel action with the sitting legislature, he suggested.

9:53:46 AM

CHAIR DICK said, "I think this is a ... magical moment here." He announced that public testimony would be held open.

9:20:35 AM

MARGIE BROWN, President and CEO, Cook Inlet Region Incorporated (CIRI) Alaska Native Corporation, described the Native corporation, which she represents, and said:

> I am not a professional in the education business. I have, I am a product in part of the state of Alaska, and its education system in earlier years. But I am very interested in this issue in particular, and I note that the materials that I sent to the chairmen actually have been distributed to you. These are my views about the time and the need, urgent I believe, Representative Cissna, as you said, urgent need, to address how students are educated, particularly in rural Alaska. I'm involved with several advisory boards and committees at the University of Alaska in Anchorage, and have been alarmed by the statistics that show that 70 percent of the students that arrive at that university campus require some form, sometimes even several years, of remedial education before they can begin their college level classes. And I think that is ominous and it should send alarm signals in all of our brains, that we are producing a generation of students that appear to come to the university system, those that choose to go to the university system, unprepared for university level classes. So what is the issue, particularly in rural Alaska. And I am a believer, that we now, 39 years past the monumental Molly Hootch lawsuit, and the Tobeluk decision that followed that established schools in small villages throughout Alaska, that it's time for us to think, look back, analyze what it is that is very good about those lawsuits and the following legal actions and the action by the State of Alaska to comply, and what is it that is not working so awfully

well. I am from Takotna, very close to Stony River, and of course even closer to McGrath. I am from a family who chose to leave the village because there was no school opportunity for me and my siblings. I was going into the third grade and, when the school closed for lack of school population, this of course is territorial days, and long before the Molly Hootch decision. So I know that sacrifice that my family made, to pick us up from the life that they loved and move us to where we could get an education. And so to the extent that the litigations and the states actions and the establishments of schools in small villages for grade school children, and even middle school children, has come about, I think that is a good thing. I think grade school children need to be with their parents, and the opportunity to do that and stay in your village I think is very important. But I do believe that we need to look more carefully when children get older and get to the high school age. And I know we have this issue about what happens when students go to residential schools and what happens to their villages, and what happens to their school in their villages, and I think that's because we are trying to do both. And I'm not certain that we can do that and not as you suggest, Chairman Dick, harm the students that stay back in the village. So I think that two years, and I'm just now becoming familiar with this particular piece of legislation, and I think the dialogue around having this two years to look very carefully at how we organize our school system is totally appropriate, and to the extent that this gives these three schools better breathing room; I'm all for that. But I am mostly for this dialogue. I sit atop a corporation that is doing a lot of tremendously exciting things in the state, and I would like to look out to the people who were raised and educated in Alaska, and look to a gainfully employable work force of shareholders, of people who live in urban centers, of people who come from rural Alaska. And I think this idea that we must now look at some systemic change is totally appropriate, and I encourage the dialogue. I would welcome, I would be happy to participate if you would like me to do so. I do think that this is not about changing the formula, arguing about the formula, this is really has to be about systemic change, and we do, as you suggest, need to get about that because I fear we are going to leave a

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9:27:12 AM

REPRESENTATIVE FEIGE asked if the CIRI Native Corporation has considered starting a private high school for its shareholders.

MS. BROWN reported that the Cook Inlet Tribal Council, a CIRI affiliated non-profit organization, is working to establish a residential facility in Anchorage, for 40 high school students, located near Bartlett High School. She said this may also serve to address another issue, which is the population of young homeless students from villages who need a safe educational environment. Bartlett High School currently affords the tribal council space for a school within a school program, and it would be incorporated into the residential plan. Thus, in the Anchorage area, a particular population of Native students is receiving attention from CIRI.

9:28:42 AM

REPRESENTATIVE FEIGE queried whether other Native corporations are considering similar action.

MS. BROWN stated that the day's agenda includes a meeting with the presidents and CEO's of the twelve regional corporations, and a meeting with the governor. She said education reform, and the concepts she has mentioned, will be on the agenda. Two years ago, at a similar CEO meeting, this concern was expressed. A call was made for change in how education is delivered in the state, and a unified belief was stated that it is a systemic issue and not about arguing over formula and funding. She said:

> We all recognize, and we've been using this term 'boarding school' ... in this hearing, and I'm trying to move away from that term, because we know, as Alaska Native leaders that there has been a lot of harm fostered on people in past years through the boarding school concept; where the desire was to actually remove people from their Alaska Native culture. We recognize that, I acknowledge it. I know in putting this paper out [speaker raised an article titled, "Alaska must improve education options" reprinted from the January 2011 issue of "Raven's Circle"] that there is some risk that people will be

offended. However, I do believe our conditions are such, that we have a different kind of society now ... and ... we can find a way to have these schools and actually empower, and encourage, and nurture Native culture, as opposed to trying to damage it. I believe the other CEO's are there too; they said that two years ago, and I think they'll say it again today to the governor. We know it has to be a careful dialogue where you engage the local community. This is not something that can be forced down on people. ... You ... are truly going to have to have buy-in, and you are going to have to engage the Alaska Native community in a very, very heartfelt and sincere way. But I belief if we do that, we can get there, because everybody wants their children to have the best opportunity, and that is good for the state, ... [the] communities, and that's what parents want throughout the state.

9:31:40 AM

REPRESENTATIVE P. WILSON asked if there is a possibility that a funding partnership with the corporations could be formed to help with the effort.

MS. BROWN offered that tribal and Native organizations have access to private funding sources. However, she opined, whether regional corporations can step up and do the work of the state is a question. A cooperative effort is in everyone's interest, in order to educate employable people.

9:34:04 AM

REPRESENTATIVE CISSNA encouraged the conversation to continue over the interim and build better communication regarding the basic necessities.

9:36:12 AM

MS. BROWN stressed that this could be a highly charged issue due to the subject matter, children's education, and the social impacts that the villages will experience. She concurred that for this to succeed the local elders, and the children to be served, need to buy-in to the idea and feel ownership. She provided an anecdote to illustrate her point, of how a school janitor enlisted the help of students to turn a frequently,

graffiti marred wall into a mural; which they prized and protected. She continued, stating:

> You really do not want to create a system of haves and have not's. I like the idea of going to school year around, I like the idea of perhaps two or three weeks in your residential regional center, and maybe a week back home; but for that you go year around with some time off for subsistence activities. Obviously we want children to understand and value their subsistence activities. But I think these are all part of the dialogue, where you can keep kids engaged with their village, ... and with their parents. Maybe it's not for the full four years; maybe it's for the last two. ... There are so many options that need to be considered, that we ought to be able, with all of our collective thoughts ..., to figure out a program that doesn't diminish the villages ... and yet provides ... rich opportunities for students. ... You have to have a student body of some size to really deliver a high school experience, and that doesn't happen when you have ... 72 schools with less than 10 students in high school; that just doesn't happen. I think there are a lot of formulas that could be looked at, and a lot of different ways you could organize school, including year around school, that would allow time back in the village and also to participate in a regional experience.

9:40:02 AM

REPRESENTATIVE FEIGE opined that the system is too dispersed to provide a meaningful education, and said the Native Corporations are in a good position to help with this effort; in the bully pulpit. He acknowledged the cultural stripping that occurred at one time, and stressed the importance for the Native corporations to understand their role for affecting educational change.

9:42:34 AM

REPRESENTATIVE SEATON noted that a number of districts are successful, and are highly regarded/rated. He cited the St. Mary's school district, which has a 90 percent graduation rate, with 87 percent of postsecondary students requiring no remedial classes. The legislature is not able to impose specific aspects, on particular districts, which would result in the

reformation of state operated schools. Trying to make a one-size fits all education plan is difficult, and would affect the already successful schools; even within districts. The time frame of working with the legislature, and changes that occur on the legislative committees is also a challenge. He asked:

> How do you see the relationship of delaying the conversation for two years in the legislature. And 'effective rural schools versus non effective rural schools,' ... is it ... that debate more than 'we should have boarding schools.' ... How do we change the whole system for the ineffective [schools], with a statewide model.

9:46:47 AM

MS. BROWN responded that the conversation should occur within the next two years and not be delayed. She suggested that the legislature use its own bully pulpit to instigate the conversation and implement change. The state must scrutinize the entire system to ensure consistency and opportunity in education. She stated her belief that quality education is not achievable when schools have fewer than 10 students, and encouraged the committee to take the reins.

9:50:04 AM

REPRESENTATIVE CISSNA suggested that prior to the end of school a video/teleconference be scheduled for May to get the ball rolling, and stressed the importance of timing.

9:51:13 AM

REPRESENTATIVE PRUITT commented that the Native corporations and the state are acknowledging the need for change, and he underscored the importance, and possible long term effectiveness, of that unity.

9:52:29 AM

REPRESENTATIVE SEATON noted that the time frame may be difficult to work within, given the legislative calendar and turnover. He explained that by spanning two interims and bringing the topic to a new legislature, there could be change in committee leadership, and membership, and the knowledge base, and continuity, may become dispersed. A request should be made

through the governor's office, to compel action with the sitting legislature, he suggested.

9:53:46 AM

CHAIR DICK said, "I think this is a ... magical moment here." He announced that public testimony would be held open.

From: Rosa Peter [mailto:rosapeter64@hotmail.com]
Sent: Tuesday, March 29, 2011 9:31 AM
To: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Scott Kawasaki; Rep. Sharon Cissna
Subject: Support for HB 199

Rosa Peter
P.O. Box 65048
Nulato, AK 99765
(907) 898-2240
rosapeter64@hotmail.com

Dear House Education Committee Members,

I am the parent of Daphne Williams who has chosen to leave our local community and school here in Nulato to attend the Nenana City School. I support my daughter because the school offering here is limited and the Nenana school offers so much more. I am happy that my daughter has made this choice because it will help her in the future. I know that students graduating from Nenana have a better chance to go to college or get a good job. Please give Nenana the increased funding they need to keep operating the Living Center so students from small communities can get a better education.

My daughter has enjoyed living at the Living Center and atttending the Nenana City School...she gets good grades, and she loves playing basketball there. She has been attending Nenana City School since her freshman year, and plans on graduating there in 2012.

Thank you for considering my request.

Sincerely,

Rosa L. Peter

NENANA VOLUNTEER FIRE/EMS

P. O. Box 0070 Nenana, Alaska 99760

Office: (907) 832-5632 • Fax: (907) 832-5503 • Emergency: 911

I am the fire chief with the Nenana Volunteer Fire/EMS Department and want to express how important the students who live in the Nenana Living Center are to this program. The students who participate in this community program gain skills they can use the rest of their lives. Some go on to college and others go into the military work place. We have had several student volunteers that have gone on to paramedic programs or other medical related fields. All of the students come to us from small communities where limited opportunities exist and appreciate the opportunity they have here in Nenana.

I support HB-199 that would increase the stipend for students living in the Center and attending the Nenana City Schools. I know that this funding is needed by the school district and that the students who come to us will continue to get a better educational program than they have available to them where they live. Please give your attention to HB-199 and pass it so students will benefit.

Sincerely,

Rodney G. Jensen
Fire Chief

PNONE (907) 832-5422
1-888-240-5422

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NENANA, ALASKA 99760

FAX (907) 832-5429

FRESH FRUITS
VEGETABLES AND
MEATS WEEKLY
*****
BEER, WINE AND
LIQUOR

March 29, 2011

Dear Folks of the Legislature,

I am writing in support of HB 199, an increase in the stipend sent to the Statewide Educational Programs. These programs are a very viable alternative for kids all over the state to get the education that they feel fits their needs and will help them reach their goals.

The kids who come to the Nenana School are here for education and the experience of a larger school with a more diverse class offering than some of the small villages that they come from. Some are here because it is a safer environment; some are here for the surrounding educational support that helps them get more out of the classroom instruction. Some kids are encouraged by their parents to expand their horizons.

Whatever the reason the kids who chose to leave home in high school to pursue their education and the families who endure separation are making choices that are for their own betterment. These choices cause financial hardship on families and are an added cost to the schools that they attend. In the interest of higher education and to honor students who are stepping up to make good choices I ask you at pass this HB 199.

Thank you,

Sincerely,

Marilyn E. Duggar

Owner/manager Coghill's Inc

HB

242

<TARGET><BILL>HB 242</BILL><SUBJECT>HB
242</SUBJECT><COMM>HEDC27</COMM></TARGET>

CS FOR HOUSE BILL NO. 242(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES PEGGY WILSON, Dick, Seaton, Kawasaki

A BILL

FOR AN ACT ENTITLED

"An Act relating to funding for digital learning as a component of public school funding."

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

*** Section 1.** AS 14.03.078 is amended to read:

Sec. 14.03.078. Report. The department shall provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under AS 14.03.120(d);

(2) the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;

(3) progress of the department

(A) toward implementing the school accountability provisions

of AS 14.03.123; and

(B) in assisting high schools to become accredited;

(4) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;

(5) each school district's and each school's progress in aligning curriculum with state education performance standards;

(6) a description of the efforts by the department to assist a public school that receives a designation of deficient or in crisis;

(7) a description of intervention efforts by each school district and school for students who are not meeting state performance standards;

(8) the number and percentage of turnover in certificated personnel and superintendents;

(9) the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination**;**

(10) the amount and use of digital learning funds by each district under AS 14.17.420(a) and by the state boarding schools under AS 14.17.440(a).

*** Sec. 2.** AS 14.17.420(a) is amended to read:

(a) As a component of public school funding, a district is eligible for special needs**,** [AND] high school vocational and technical instruction**, and digital learning** funding and may be eligible for intensive services funding as follows:

(1) special needs funding is available to a district to assist the district in providing special education, gifted and talented education, vocational education, and bilingual education services to its students; a special needs funding factor of 1.20 shall be applied as set out in AS 14.17.410(b)(1);

(2) in addition to the special needs funding for which a district is eligible under (1) of this subsection, a district is eligible for intensive services funding for each special education student who needs and receives intensive services and is enrolled on the last day of the count period; for each such student, intensive services funding is equal to the intensive student count multiplied by 13;

(3) in addition to the special needs and intensive services funding available under (1) and (2) of this subsection, high school vocational and technical instruction funding is available to assist districts in providing vocational and technical instruction to students who are enrolled in grades nine through 12; a high school vocational and technical instruction funding factor of 1.01 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "vocational and technical instruction" excludes costs associated with

(A) administrative expenses; and

(B) instruction in general literacy, mathematics, and job readiness skills**;**

(4) in addition to the funding available under (1) - (3) of this subsection, digital learning funding is available to assist districts in providing a full range of digital technology solutions that include interactive white boards, mobile devices, tablets, laptops, software, professional development for teachers, and direct technical support services for students who are enrolled in grades kindergarten through 12; a digital learning funding factor of 1.005 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "digital learning" excludes costs associated with administrative services.

*** Sec. 3.** AS 14.17.440(a) is amended to read:

(a) Except as provided in AS 14.17.400(b), funding for state boarding schools established under AS 14.16.010 includes an allocation from the public education fund in an amount calculated by

(1) determining the ADM of state boarding schools by applying the school size factor to the student count as described in AS 14.17.450;

(2) multiplying the number obtained under (1) of this subsection by the special needs factor in AS 14.17.420(a)(1)**,** [AND] the high school vocational education factor set out in AS 14.17.420(a)(3)**, and the digital learning funding factor set out in AS 14.17.420(a)(4)** and multiplying that product by the base student allocation; and

(3) multiplying the product determined under (2) of this subsection by the district cost factor that is applicable to calculation of the state aid for the adjacent

school district under AS 14.17.460.

ALASKA STATE LEGISLATURE

Interim:
P.O. Box 109
Wrangell, AK 99929
Phone: (907) 874-3088
Fax: (907) 874-3055

Session:
State Capitol, Room 406
Juneau, AK 99801-1182
Phone: (907) 465-3824
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Fax: (907) 465-3175

REPRESENTATIVE PEGGY WILSON
HOUSE DISTRICT 2

Two changes were made to the bill based on the comments heard from the Committee last week when this bill was heard.

1. Issue: No reporting or accountability for the new funds
    a. Page 2 line 17, We have added a reporting requirement to provide insight into how the school districts are using their digital learning funds.
2. Issue: Using the funds for professional development
    a. Page 3, line 14, we explicitly called out professional development of teachers as a use for the funding.

27-LS0845\B
Mischel
2/22/12

CS FOR HOUSE BILL NO. 242( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES PEGGY WILSON, Dick, Seaton, Kawasaki

A BILL

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(4) in addition to the funding available under (1) - (3) of this subsection, digital learning funding is available to assist districts in providing a full range of digital technology solutions that include interactive white boards, mobile devices, tablets, laptops, software, professional development for teachers, and direct technical support services for students who are enrolled in grades kindergarten through 12; a digital learning funding factor of 1.005 shall be applied as set out in AS 14.17.410(b)(1); in this paragraph, "digital learning" excludes costs associated with administrative services.

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REPRESENTATIVE PEGGY WILSON
HOUSE DISTRICT 2

SPONSOR STATEMENT
House Bill 242

"An Act relating to funding for digital learning as a component of public school funding."

House Bill No. 242 establishes a "digital learning funding factor" in law to assist school districts to implement a full range of digital technology solutions. The factor is added as a multiplier in the Student Based Formula that is used to determine the funding for each school district.

The bill proposes to multiply the ADM by a factor of 1.005 for digital learning needs. Funds can be used to acquire a range of technologies, such as mobile devices, tablets or notebooks, plus software and services like professional development and technical support. School districts will retain complete flexibility to use the funds based on local priorities.

Alaska's current kindergarten students will graduate and enter the workforce or go to college in the year 2023. There is no doubt their future will be digital. The world already depends on computers and other digital devices. Technology is a basic ingredient of modern life.

Effective digital learning must be the new vehicle of teaching and learning. In fact, many states have embraced this new reality with aggressive programs to provide mobile devices to as many students as possible. There is strong evidence that proper use of technology in a modern classroom results in improved student performance.

Several years ago, the Alaska State Legislature saw this coming and funded "The Consortium for Digital Learning". Operated by the Alaska Association of School Boards (AASB), this program implemented a pilot "one to one" laptop program, with participation by many school districts throughout the state. The pilot has been successful. It is time to take the next step. The "digital learning funding factor" will help get the job done while giving districts flexibility to use these funds based on local priorities.

The Higher Education and Career Readiness Task Force recommended to "consider using modern classroom (or cyber-room) teaching practices; including for example, replacing traditional textbooks with electronic books, and providing the option for students to view classroom lectures remotely, via the internet." House Bill No. 242 implements this recommendation.

House Bill No. 242
Public School Funding: Digital Learning

Explanation: House Bill No. 242 establishes a "digital learning funding factor" in law to assist school districts to implement a full range of digital technology solutions. The factor is added as a multiplier in the formula. The formula is done by adding the ADM (Average Daily Membership) of each school district, which includes the school size factor and the district cost factor.

The bill proposes to multiply the ADM by a factor of 1.005 for digital learning needs. The new factor should provide about $6 million per year spread across the state. Funds can be used to acquire a range of technologies, such as mobile devices, tablets or notebooks, plus software and services like professional development and technical support. School districts will retain complete flexibility to use the funds based on local priorities.

Justification: Alaska's current kindergarten students will graduate and enter the workforce or go to college in the year 2023. There is no doubt their future will be digital. The world already depends on computers and other digital devices. Technology is a basic ingredient of modern life. The pen and pencil just aren't what they used to be and we need to change our ways.

Effective digital learning must be the new vehicle of teaching and learning by teachers and students. In fact, many states (including Maine and Idaho) have embraced this new reality with aggressive programs to provide mobile devices to as many students as possible. There is strong evidence that proper use of technology in a modern classroom results in improved student performance.

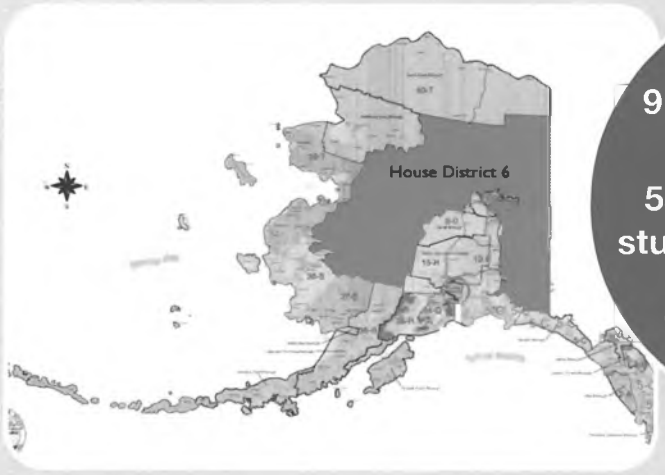
Several years ago, the Alaska State Legislature saw this coming and funded "The Consortium for Digital Learning". Operated by the Alaska Association of School Boards (AASB), this program implemented a pilot "one to one" laptop program, with participation by many school districts throughout the state. The pilot has been successful. It is time to take the next step. The "digital learning funding factor" will help get the job done but give districts flexibility to use these funds based on local priorities.

House Bill No. 242 implements a key recommendation of the Higher Education and Career Readiness Task Force to "consider using modern classroom (or cyber-room) teaching practices; including for example, replacing traditional textbooks with electronic books, and providing the option for students to view classroom lectures remotely, via the internet."

HD6 IPADS4LITERACY

February 1, 2012

Preliminary results of a collaborative vision for the students of House District 6 of Representative Alan Dick and the Consortium for Digital Learning



9 school districts, 40 schools, 55 teachers + 550 students + 600 iPads = School Transformation

DIGITAL LEARNING IN REMOTE ALASKA

The use of mobile technologies and instructional strategies that promote reading literacy and math numeracy in rural/bush Alaska.

In an effort to improve student achievement and prepare students with skills ready for post-secondary education, a project using mobile technology in schools was sponsored by Rep. Alan Dick. The Association of Alaska School Boards' Consortium for Digital Learning serves in the capacity of program design, program administration and school district liaison for the HD 6 iPad for Literacy Project. The target population for the project is school children grades K-5 (age 5 - 12) with classroom groupings containing the 3rd grade within districts of House District 6. Nine districts with approximately 550 students and over 50 teachers in 40 schools are participating in the project. Each student has a dedicated iPads for their use. The goals of the project are to use technology to improve student achievement in the areas of reading and math literacy and fluency.

Students and teachers are using the iPad technology with targeted applications within established methodology to demonstrate best practices from existing programs from pilot districts in Oregon and California. The use of iPads for voice recording of current reading material for fluency, a differentiated

Continued on p. 2

Students from Stony River, Kuspuk School District show off their iPads

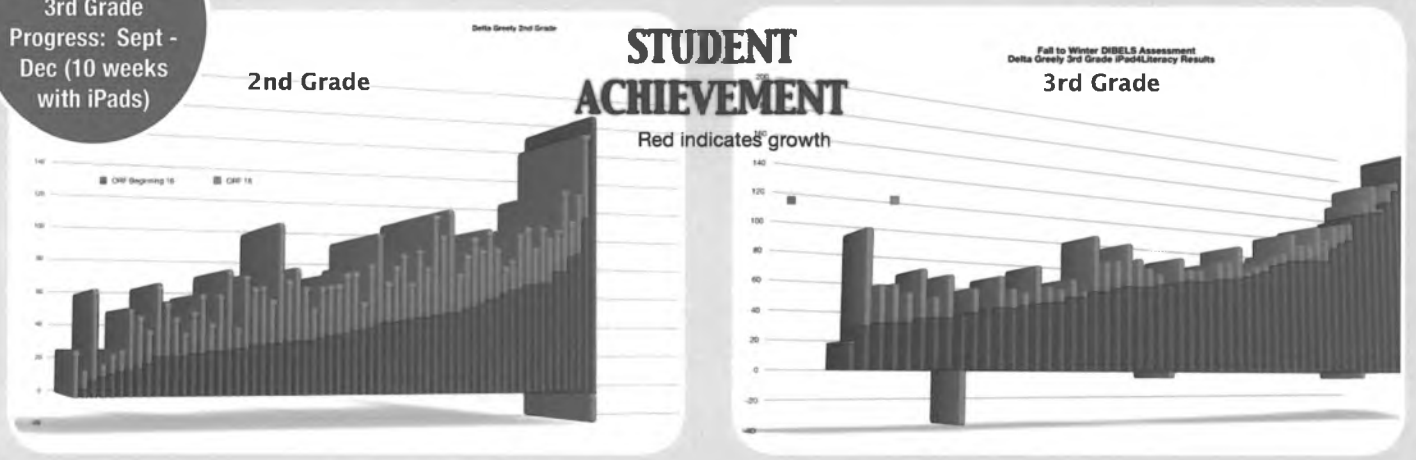
Vast distances, few roads (if any at all), low bandwidth, harsh conditions but can-do attitudes and learning happens!

An Aggressive Timeline:

Guidelines were targeted on getting iPads in students' hands quickly and integrating the prescribed instructional strategies so that formative assessments would indicate if adjustments were needed. Student rollouts of machines took place only after staff had professional development.

Assessments: Formative Assessments were done through DIBELS/AIMSWeb administrations, both pre-iPad rollout and after at least 8 weeks of use. Preliminary results are promising with more analysis to be done by an independent evaluator.

Delta Greely 2nd and 3rd Grade Progress: Sept - Dec (10 weeks with iPads)



from p. 1

reading program for reading comprehension, and math apps for practice of math numeracy are the main strategies. The design for this one year demonstration project includes an evaluation process, periodic formative assessment using common assessments between districts, and prescribed professional development provided by CDL-approved vendors. Professional development is delivered in face-to-face sessions as well as through distance delivery. One day of technical support services was also specified in the project as a district requirement.

Digital Learning for ALL Alaska Students!

All funding for associated hardware and software are paid from a legislative grant appropriation with the school districts responsible for all other costs, including necessary professional development, technical support, and CDL monitoring and mentoring, and evaluation. The approximate funding allocations amount to 75% grant to 25% district match. Districts costs are also dependent

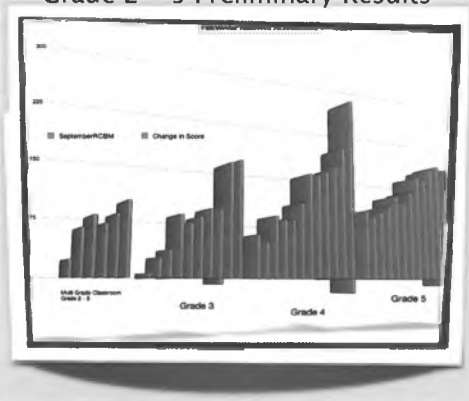
Continued on p. 3

Teacher Voices:

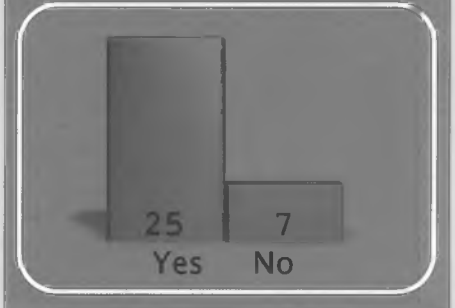
- "I have changed the way I plan for instruction. I am always thinking about how to use technology so that my students can collaborate and/or create, instead of just responding to questions or problems."
- "Voice recordings have definitely made students more aware of their own fluency and their progress in fluency."
- "Students are more independent and I can work more one on one with the students that need more support."
- "They have opened up different avenues for learning. It helps give more interactive ways to learn and show learning (through research and projects/presentations)."
- "When my students are ALL engaged, the more opportunities for higher level thinking and learning."

From p. 2

Alaska Gateway Overall
Grade 2 - 5 Preliminary Results



Teachers: "Have iPads changed your instruction?"



Teachers: "Have the outcomes you consider "success" for use of iPads made progress?"

And the Project Goes On.

iPads4Literacy continues through the year. Additional inservice for teachers is taking place to expand the use of the iPads into other areas of instruction. An assessment at the end of the year will be done to further understand the implications of mobile technologies for our students of Alaska.

on the ability to bring staff together to provide for an economy of scale for professional development.

Project implementation was aggressive and was generally smooth in rollout. Districts were very cooperative in helping to ensure the best opportunity for success. District calendars were adjusted to accommodate professional development as were testing dates to establish baseline data from students before their equipment rollout. Time in the day were assured by district personnel to include the implementation of the targeted strategies.

Teacher support is an important element of any project of this nature. An initial two day professional development session was held for all teachers before any student machines were rolled out.

In addition, at least one session of online training for KidBiz 3000 (the differentiated reading program) was held for all teachers. A wiki has been developed to as a resource to teachers for classroom management and technical issues.

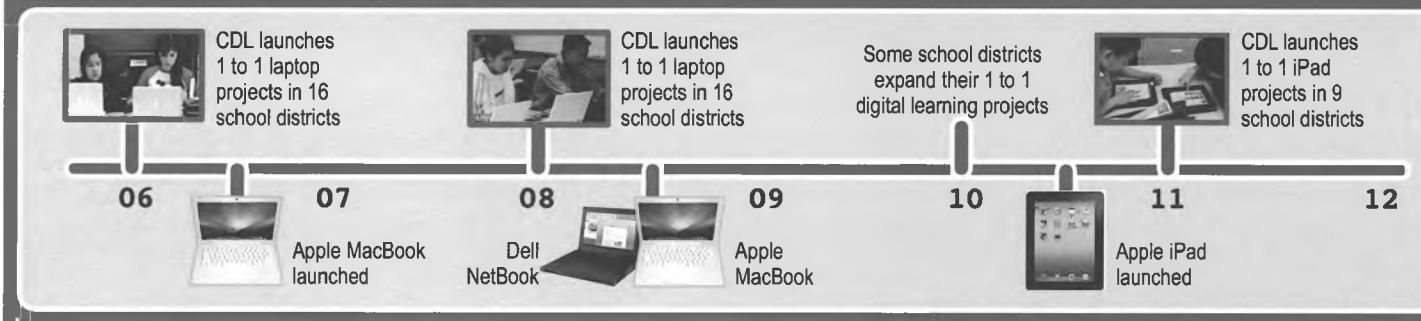
A virtual teacher mentor was hired from Canby School District, Canby, Oregon, to provide online assistance. Julie Johnson, a 3rd grade teacher from Canby and presently a technology interventionist at grade K - 6, continues to hold web conferences through GoToMeeting on Wednesday afternoons, in addition to maintaining the iPads4Literacy wiki and responding to individual email questions. A formative assessment was due from all districts after 8 - 10 weeks of student iPad use, with several districts testing before Christmas Break.

Administrators are Excited!

- "Teachers have found ways to do activities in very new and exciting ways that motivate students in ways I would never have imagined. Students are reading more, writing more, and developing their higher-level thinking skills as a result of their increased motivation to learn."
- "I believe this project was an enormous success for our district, and I hope we are able to secure additional funding to continue to expand the project to other sites and grade levels in the near future."
- "A 5th grader very eloquently explained to me that he prefers to write with his iPad, and writes a lot more than on paper, because his handwriting is "bad" and he doesn't have to go back and fix mistakes with an eraser. Gives me goosebumps! In short, we are just so thankful to be participating in this project and can't quite believe the growth students have made after only a couple of months with iPads in their hands and classrooms."
- "It took perseverance to get it up and running, but it was worth the effort. I would still like to see more options for our students who are emerging readers."
- "I can't thank Rep. Dick enough for this project. It has meant a lot of our students in our district to have this opportunity and they (as well as our staff) have flourished!!"

Every child, regardless of geography, deserves a relevant education for today's world.

AASB Consortium for Digital Learning - Project Timeline



Summary of the CDL Digital Revolution in Alaska's Public Schools

AASB is committed to the idea that creating 1 to 1 digital learning environments in our schools will help all students develop 21st century skills, reach their potential, raise their literacy levels, and lead successful lives in an increasingly global economy.

In 2006 and again in 2008, the AASB Consortium for Digital Learning (CDL) was awarded capital funds in the total amount of $7.5 million by the 24th and 25th Legislatures for 2 separate rounds of projects. With those funds, over 100 one-to-one laptop projects in over 28 school districts spanning a 4 year project timeline were implemented. Over 12,000 students and teachers were included in these projects.

With the support of CDL, school districts have continued to move forward to expand their one-to-one digital learning projects.

With the advent of tablets and other mobile devices, over a dozen school districts have launched digital learning projects that demonstrate the advantages of having a dedicated mobile device per student. The HD 6 iPad project is included in that number.

Through the experience of CDL and finding of research, CDL has developed infrastructures of support to assist school districts in their digital learning efforts. These infrastructures include:

Aggregate Ordering

Reduced pricing on bulk equipment purchases by multiple districts

Professional Development

Liaison to vendors, cross platform multi-device training opportunities for teachers

iTunes U K-12 for Alaska

A platform for statewide digital distribution of instructional content

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ADVOCATES FOR ALASKA'S YOUTH

CDL.AASB.ORG

School District	Number Users	2006 Launch	2008 Launch	2011 Launch
Alaska Gateway	137	X		X
Anchorage	6,435	X	X	
Bristol Bay	36		X	
Copper River	130		X	X
Cordova	127	X		
Craig	187	X		
Delta Greely	87			X
Denali	213	X	X	
Dillingham	123	X	X	
Fairbanks	96	X		
Iditarod	132		X	X
Juneau	605	X	X	
Kashunamiut	111		X	
Kenai	73		X	
Ketchikan	172		X	
Klawock	61	X		
Kodiak	100	X		
Kuspuk	217	X		X
Lake & Peninsula	30	X		
Lower Kuskokwim	380	X	X	
Nenana	43			X
North Slope	1,831	X	X	
Northwest Arctic	112		X	
Petersburg	357	X		
Pribilof	33		X	
Southeast Island	125	X		
Southwest Region	217	X		
Tanana	10			X
Valdez	113		X	
Wrangell	153		X	
Yukon Flats	127	X		X
Yukon Koyukuk	67			X
32	12,640	18	16	9

Transforming Alaska Education through Digital Learning

Rapid Change

1990's | 2002-2006 | 2005-2007 | 2010

Technology Innovation Timeline

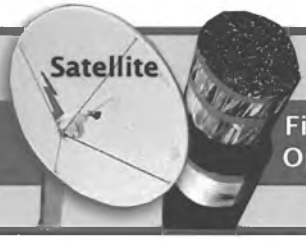
New Tools

Mobile Apps

Applications

The transition from expensive software packages to low cost individual mobile apps allows teachers to access more educational resources than ever before.

Getting Connected



Connectivity Infrastructure

Broadband connectivity in Alaska through business and government. Schools are a major part of anticipated demand. While infrastructure is still expanding to meet needs, digital learning still progresses at a rapid rate.

Support Infrastructure

Aggregate Ordering
Reduced pricing on bulk equipment purchases by multiple districts

Professional Development
Liaison to vendors, cross platform multi-device training for teachers

iTunes U
A platform for statewide digital distribution of instructional content

Infrastructures are in place for hardware acquisition, professional development for teachers and digital instructional content.

The Association of Alaska School Boards' **Consortium for Digital Learning (CDL)** is the only entity that has taken it upon itself to move schools into the 21st century by putting all of these support systems in place. These structures are scalable to accommodate rapid expansion of digital learning across Alaska. For six years CDL has promoted, developed and implemented digital learning in Alaska's schools resulting in over 100 1-to-1 projects in 32 districts.

Obligation and Opportunity

"The legislature shall... establish and maintain a system of public schools open to all children"
- Alaska Constitution

The need for consistent, sustainable funding to support innovative education for all Alaska children is both an obligation and an opportunity. The challenge is that all children do not have access to an equitable education experience. Additional designated funding will help school leaders meet that responsibility. Adding funds to the foundation formula and collaboration between individual legislators and school districts to expand digital learning opportunities for students can transform education in Alaska. For us to miss this opportunity to change the face of teaching and learning now would be a tragedy.

Report on Leveling the Playing Field for Rural Schools Grant **February 7, 2012**

In July 2011 the Association of Alaska School Board's Consortium for Digital Learning (CDL) was granted $250,000 through "Leveling the Playing Field for Rural Schools", a grant to support statewide digital learning. Since July, 2011, CDL has worked diligently to support and advance digital learning in school districts through direct contact with school leaders. The activities listed below include highlights of the CDL activities:

Hardware Support

- CDL Aggregate Ordering Service: Through the creation of the CDL Store, aggregate ordering opportunities have been made available for districts to combine technology purchases and take advantage of discounted bulk ordering. Over $2 million dollars have passed through this site, providing discounts not previously available to the 19 districts that participated. Regular ordering periods are established and being utilized by increasing numbers of districts.

Professional Development and Training

- School Leadership Training and Presentations: CDL provided three conferences in Sept, 2011, November 2011, and Feb. 2012. Nationally recognized experts in technology and one to one implementations were brought to Alaska for presentations with school board members, superintendents and school leadership teams. Over 75% of Alaska's school board members and 80% of school superintendents participated in these events.
- District Support and Guidance: CDL provided needed support, recommendations and guidance to school district leadership in critical components of technology integration: 9 school districts: Alaska Gateway, Copper River, Delta Greely, Kuspuk, Iditarod, Nenana, Tanana, Yukon Flats, Yukon Koyukuk. CDL investigated and promoted cutting edge strategies and applications for instruction through technology with ten school districts adopting suggested strategies into their curriculum and others considering these same options.
- Teacher Professional Development Opportunities: CDL organized and developed professional development and technical training services for 9 rural districts. CDL continues to develop working relationships with vendors to develop and provide Alaska-based professional development in use of technology. Over 300 teachers had multiple opportunities for professional development.

Digital Content

- Alaska's iTunes U - Alaska's Education Resource: A free digital content repository site was launched for all K12 educational leaders and teachers worldwide to provide Alaska content relevant to schools and instruction. The Association of Alaska School Board's iTunes U site has over 4000 visits per week by educators in Alaska and around the world.

Services

- Project development and support for sustainability: CDL assisted two districts (Nome and Northwest Arctic) by determining their needs in critical components for success in implementation of their digital learning projects and helped them to make adjustments where their projects needed improvements.

1111 West 9th Street, Juneau, AK 99801

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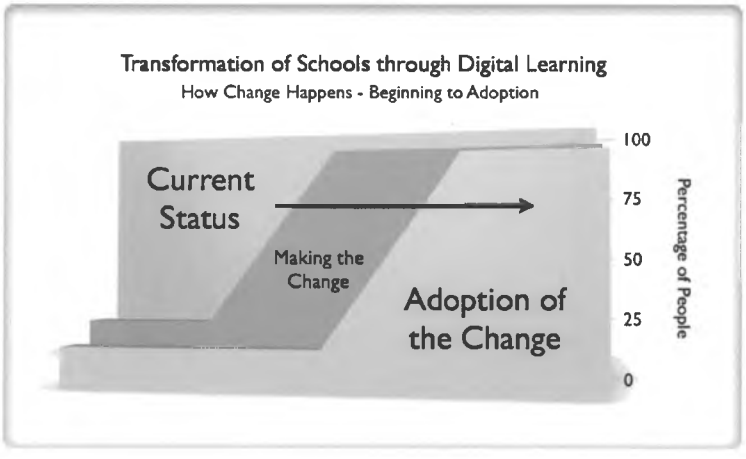
ASSOCIATION OF ALASKA SCHOOL BOARDS
ADVOCATES FOR ALASKA'S YOUTH

Rationale for Inclusion of Digital Learning in Education Foundation Support

"The legislature shall... establish and maintain a system of public schools open to all children"
- Article 7, Paragraph 1- *Alaska Constitution*

- The need for consistent, sustainable funding to support innovative education for all Alaska children is both an obligation and an opportunity. The challenge is that all children do not have access to an equitable education experience. Additional funding will help school leaders meet that responsibility. Adding funds to the foundation formula and collaboration between individual legislators and school districts to expand digital learning opportunities for students can transform education in Alaska. For us to miss this opportunity to change the face of teaching and learning now would be a tragedy.

- The advantages of digital learning are dramatic, through increased educational resource availability, instructional strategies to better engage and motivate students, differentiate learning and increase teacher productivity.



• Technology changes rapidly and needs to be renewed frequently. Static one time funding sources lead to obsolete equipment and limited adoption of education strategies utilizing technology.

• Adoption of change happens over time. Without consistent funding, technology progress cannot be realized and sustained.

- Key findings from research indicate that while many Alaska's schools are moving forward with digital learning, they are concerned about the funding to sustain their efforts.

- That same research states that many Alaskan children do not have access to one-to one digital learning. For the approximate 90% of Alaska children that don't have access to digital learning, districts will need guidance and funding to initiate projects that bring equity to public education.

- Consistent and stable funding results in the ability for school districts to plan, design, and sustain ongoing uses of technology for all students.

- By including digital learning into the calculation for Basic Need (as does HB 242), school leaders are ensured of designated funding streams. This will enable them to meet their responsibility to provide an equitable education for all Alaskan children and realize the opportunity to transform of Alaska schools through digital learning.

1111 West 9th Street, Juneau, AK 99801

☎ (907) 463-1660 (907) 586-2995 aasb@aasb.org http://www.aasb.org

NORTH SLOPE BOROUGH SCHOOL DISTRICT

Nunamiut Amaggut
Nunamiut School
P.O. Box 21029
Anaktuvuk Pass,
Alaska 99721
(907) 661-3226
FAX (907) 661-6215

Atqasuk Eagles Tinmiaqpat
Meade River School
P.O. Box 91030
Atqasuk, Alaska 99791
(907) 633-6315
FAX (907) 633-6215

Barrow Whalers
Barrow High School
P.O. Box 960
Barrow, Alaska 99723
(907) 852-8950
FAX (907) 852-8969

HMS Wolves
Eben Hopson, Sr.,
Memorial Middle School
P.O. Box 509
Barrow, Alaska 99723
(907) 852-3880
FAX (907) 852-7794

Arctic Foxes
Fred Ipalook
Elementary School
P.O. Box 450
Barrow, Alaska 99723
(907) 852-4711
FAX (907) 852-4713

Kiita Ugpiich
Kiita Learning Community
P.O. Box 169
Barrow, Alaska 99723
(907) 852-9677
FAX (907) 852-4334

Kaveolook Rams
Harold Kaveolook School
P.O. Box 20
Kaktovik, Alaska 99747
(907) 640-6626
FAX (907) 640-6718

Nuiqsut Trappers
Trapper School
P.O. Box 89167
Nuiqsut, Alaska 99789
(907) 480-6712
FAX (907) 480-6621

Tikigaq Harpooners
Tikigaq School
P.O. Box 148
Point Hope, Alaska 99766
(907) 368-2262/2263
FAX (907) 368-2770

Kali Qavviich
Kali School
P.O. Box 59077
Point Lay, Alaska 99759
(907) 833-2311
FAX (907) 833-2315

Alak Huskies
Alak School
P.O. Box 10
Wainwright, Alaska 99782

February 26, 2012

Honorable Alan Dick, Chair
House Education Committee
Alaska State Legislature
120 4th Street, State Capitol, Room 104
Juneau, AK 99801-1182

Dear Representative Dick:

I appreciate your continued leadership, and that of your committee, on issues important to school districts in Alaska. I am writing in support of House Bill 242, "An Act relating to funding for digital learning as a component of public school funding." I also want to thank Representative Wilson, the bill's sponsor, and you and Representative Seaton and Representative Kawasaki for co-sponsoring.

This bill recognizes that we live in, and our students will live and work in, a digital age. The bill will create a necessary on-going funding source for districts to use to support digital learning. The digital media of today is different than just two years ago and will be different than two years from now, so I appreciate the bill's language being as all inclusive as possible, as it is important the funds provided to school districts be able to be used on emerging technology. The bill is also strong in providing for hardware, software, technical assistance and professional development. The North Slope Borough School District was an early adopter of technology in the classroom. We've learned that professional development for teachers is key to allowing the use of technology to transform education for students.

Thank you for your committee's attention to this important aspect of education.

Sincerely,

Peggy Cowan
Superintendent

Annette Kreitzer

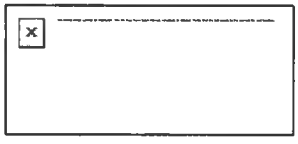
From: Rep. Peggy Wilson
Sent: Sunday, February 26, 2012 1:11 PM
To: Annette Kreitzer
Subject: Fwd: HB 242
Attachments: image.jpg

Can we put this in the packet?

Becky

Sent from my iPad

Begin forwarded message:

> **From:** Jim Nygaard <jnygaard@cordovasd.org>
> **Date:** February 26, 2012 11:10:46 AM AKST
> **To:** "Rep. Alan Dick" <Representative_Alan_Dick@legis.state.ak.us>, <representative_Peggy_Wilson@legis.state.ak.us>
> **Cc:** Jeannie Blake <jblake@cordovasd.org>
> **Subject: HB 242**
>
> Greetings Representative Dick and Representative Wilson.
> I am writing in support of HB 242 and its efforts to provide adequate technology for our Alaska students. In Cordova, technology and technology access via vital bandwidth is extremely important for our students to be competitive locally as well as globally.
> Technology/access is the lifeline for remote/rural communities such as Cordova. In many communities it is noted how technology and its novelty makes life easier. In rural communities it is much more than a novelty, technology is a necessity that allows for a compromise to the "real world" for many Alaskans.
> HB 242 assists in our efforts to improve communications from school to home (student grades/attendance/daily bulletins), it allows for consistent delivery of communications electronically from Federal and State sources, and it allows users to be better organized in our daily lives.
> And finally, technology has allowed our teaching staff to be held to a higher degree of accountability. Better, more current professional development allows our staff to better engage their students, motivating our students to a higher standard with access to better resources.
> I appreciate your support in HB 242 to provide a sustainable funding source for our schools.
> Respectively,
>
>
> Jim Nygaard
> Superintendent of Schools
> Cordova School District
>
> 

TechNet

805 15th St, NW Suite 708 | Washington, DC 20005
TEL 202.650.5100 | Fax 202.650.5118 | www.technet.org

Representative Alan Dick
State Capitol Room 104
Juneau AK, 99801-1182
Rep.Alan.Dick@legis.state.ak.us

Re: House Bill 242 by Rep. Peggy Wilson - SUPPORT

Dear Chairman Dick:

TechNet, a CEO-led trade organization representing the world's leading technology companies in the fields of hardware, software, the internet, clean technology, biotechnology, and venture capital is writing to express our strong support for **House Bill 242: relating to funding for digital learning as a component of public school funding.**

House Bill 242 recognizes that our children learn differently than just a generation ago. The way kids receive and process information in the technological age has changed and our schools, school districts, teachers and parents should have the ability to efficiently use state funds appropriated to purchase the tools best-suited to teach and inspire their students. Blended and differentiated learning, made possible via technology, has the ability to bridge learning gaps and geographic conditions.

House Bill 242 recognizes that in today's 21st century learning environment we can no longer so narrowly define learning tools as hard copy textbooks, or simply digitized texts, and limit state funding to these basic materials. To do that fails to capitalize on what is best for our kids and fails to best prepare Alaska's children to be a successful part of a global, interconnected and digital world and workforce.

On behalf of the high tech industry and our member companies, including HP, Dell, Apple, Discovery Education, Intel, Microsoft, Google, Cisco, Facebook and many others, we applaud Representative Wilson's efforts to embrace change, re-engage our children in their education, spend taxpayer dollars more effectively, and give districts and parents local control over how best to teach their students. We urge passage of House Bill 242.

Sincerely,

Geoff Wurzel
Director, Education Initiatives
TechNet

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **HB242**
Fiscal Note Number
Publish Date

Identifier (file name) HB242-EED-ESS-02-24-12
Title "An Act related to funding for digital learning as a component of the public school funding."
Sponsor Representative Wilson, Dick, Seaton
Requester Education, Finance

Dept. Affected Education & Early Development
Appropriation K-12 Support
Allocation Foundation Program
OMB Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	5,969.8		5,969.8	5,969.8	5,969.8	5,969.8	5,969.8
Miscellaneous							
TOTAL OPERATING	**5,969.8**	**0.0**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	5,969.8		5,969.8	5,969.8	5,969.8	5,969.8	5,969.8
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**5,969.8**	**0.0**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Updated narrative for clarity.

Prepared by Elizabeth Nudelman, Director — Phone 465-8679
Division School Finance & Facilities — Date/Time 2/24/12 12:00 PM
Approved by Commissioner Mike Hanley — Date 2/24/2012

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB242
2012 LEGISLATIVE SESSION

Analysis

This bill amends AS14.17.420 by adding a digital learning funding adjustment of 1.005 to the public school funding program. The adjustment would generate funding in the amount of $5.9 million. The digital learning funding will assist districts in providing a full range of digital technology solutions including equipment purchases and technical support for grades K-12. The bill states that digital learning excludes costs associated with administration.

If passed, the funding mechanism is a general fund transfer to the Public Education Fund.

Department of Education & Early Development
Prepared 11/25/2011
HB242 Digital Learning Fund Factor 1.005

Districts	Digital Learning Fund Factor 1.005
Alaska Gateway	33,776
Aleutian Region	5,981
Aleutians East	29,904
Anchorage	1,808,936
Annette Island	18,512
Bering Strait	180,108
Bristol Bay	13,101
Chatham	16,121
Chugach	7,292
Copper River	32,467
Cordova	20,278
Craig	19,310
Delta/Greely	44,258
Denali	18,455
Dillingham	29,791
Fairbanks	592,954
Galena	20,049
Haines	18,114
Hoonah	9,284
Hydaburg	4,500
Iditarod Area	26,657
Juneau	220,265
Kake	7,576
Kashunamiut	25,176
Kenai Peninsula	422,756
Ketchikan Gateway	103,553
Klawock	9,455
Kodiak Island	134,083
Kuspuk	37,594
Lake & Peninsula	46,992
Lower Kuskokwim	345,462
Lower Yukon	196,057
Mat-Su	661,192
Nenana	14,183
Nome	44,885
North Slope	136,134
Northwest Arctic	177,203
Pelican	1,233
Petersburg	28,537
Pribilof	9,114
Saint Mary's	15,664
Sitka	64,820
Skagway	4,728
Southeast Island	21,815
Southwest Region	62,656
Tanana	4,387
Unalaska	28,138
Valdez	34,860
Wrangell	17,943
Yakutat	8,431
Yukon Flats	37,821
Yukon/Koyukuk	34,346
Yupiit	43,404
Mt. Edgecumbe	19,481
TOTAL	**5,969,792**

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **HB242**
Fiscal Note Number
Publish Date

Identifier (file name) HB242-EED-ESS-2-17-12
Title "An Act related to funding for digital learning as a component of the public school funding."
Sponsor Representative Wilson, Dick, Seaton
Requester House Education

Dept. Affected Education & Early Development
Appropriation K-12 Support
Allocation Foundation Program
OMB Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	5,969.8		5,969.8	5,969.8	5,969.8	5,969.8	5,969.8
Miscellaneous							
TOTAL OPERATING	**5,969.8**	**0.0**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	5,969.8		5,969.8	5,969.8	5,969.8	5,969.8	5,969.8
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**5,969.8**	**0.0**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**	**5,969.8**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version.

Prepared by Elizabeth Nudelman, Director — Phone 465-8679
Division School Finance & Facilities — Date/Time 2/17/12 4:00 PM
Approved by Mike Hanley — Date 2/17/2012
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB242

Analysis

This bill amends AS14.17.420 to create a digital learning funding adjustment of 1.005. The adjustment follows the special needs factor of 1.20 and would generate funding in the amount of $5.9 million. These funds will assist districts in the purchasing of digital technologies for those students enrolled in grades Kindergarten through 12; and excludes those costs associated with administrative services.

It also amends AS 14.17.440(a) which is the mechanism to calculate the digital learning funding adjustment of 1.005 and include it after Special Needs Factor of 1.20.

(This legislation will need to be updated to include the new vocation education factor [or CTE] which passed in the 2011 Legislative Session and signed by the Governor into law.)

Funding would require a General Fund transfer to the Public Education Fund.

HB 256

<TARGET><BILL>HB 256</BILL><SUBJECT>HB 256</SUBJECT><COMM>HEDC27</COMM></TARGET>

CS FOR HOUSE BILL NO. 256(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DICK, Herron

A BILL

FOR AN ACT ENTITLED

"An Act relating to the power and duties of the Department of Education and Early Development to improve instructional practices; relating to teacher exit surveys; and relating to duties of the state Board of Education and Early Development."

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

* **Section 1.** AS 14.03.078 is amended to read:

Sec. 14.03.078. Report. The department shall provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under AS 14.03.120(d);

(2) the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;

(3) progress of the department

(A) toward implementing the school accountability provisions of AS 14.03.123; and

(B) in assisting high schools to become accredited;

(4) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;

(5) each school district's and each school's progress in aligning curriculum with state education performance standards;

(6) a description of the efforts by the department to assist a public school that receives a designation of deficient [OR IN CRISIS];

(7) a description of **restoration** [INTERVENTION] efforts by each school district and school for students who are not meeting state performance standards;

(8) the number and percentage of**, and the reasons for,** turnover in certificated personnel and superintendents;

(9) the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.

*** Sec. 2.** AS 14.03.123(d) is amended to read:

(d) A public school or district that receives a low performance designation under this section shall**, with the assistance of the department,** prepare and submit to the department a school or district improvement plan, as applicable, in accordance with regulations adopted by the board. The improvement plan must be prepared with the maximum feasible public participation of the community including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups.

*** Sec. 3.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.127. Department accountability. (a) By June 1 of each year, the superintendents of each school district in the state shall provide to the Department of Administration an evaluation of the department that addresses the following matters:

(1) whether the department staff were supportive of the district;

(2) a description of the support received, if any, from each division of the department and an evaluation of the support;

(3) the level of contact the district had with the department, on a rating scale of one to five, with five being an excellent level of contact;

(4) an evaluation of the reporting requirements on district activities to the department, including level of burden, necessity, and redundancy of reporting requirements;

(5) a statement on how the department may improve services to the district.

(b) The Department of Administration shall annually compile the evaluations provided under (a) of this section and provide to the governor, the legislature, and the commissioner of education, in a manner that protects the identity of the superintendents, a comprehensive description of evaluation results.

*** Sec. 4.** AS 14.07.020(a) is amended to read:

(a) The department shall

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

(2) **after providing notice and an opportunity for public school and district administrators to participate,** study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools; **the plans adopted or recommended for public schools must**

(A) include appropriate cultural standards consistent with the 1998 Alaska Standards for Culturally Responsive Schools adopted by the Assembly of Alaska Native Educators;

(B) require appropriate cultural standards adopted by the board to be included in instructional practices in districts in which 50 percent or more of the student population is of Alaska Native heritage;

(C) describe intensive early learning opportunities for each district in the state;

(D) require an analysis of community involvement in the district and methods for improving community involvement;

(E) address teaching capacity, retention, and development and provide for technical assistance to teachers;

(F) establish routine evaluations and assistance to ensure that districts develop and maintain elective and career and technical courses;

(G) establish standards and timelines for restoration activities after first notifying a district of a low performance designation and offering technical assistance with predictable and research-based strategies tailored to the state to improve performance;

(H) describe research-based strategies that target educational performance of low-performing students in the state;

(3) **employ qualified personnel who shall** provide advisory and consultative services to all public school governing bodies and personnel; **the services**

(A) must comply with AS 14.07.030(14); and

(B) may not include the use or employment of a trustee;

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

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

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

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe

conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

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

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

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

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

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

(13) administer the grants awarded under AS 14.11;

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

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

(16) establish by regulation criteria, based on low student performance, under which the department may **restore** [INTERVENE IN] a school **or** district to

improve instructional practices, as described in **(19) of this subsection and** AS 14.07.030(14) or (15); the regulations must include

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

(B) an end date for departmental **restoration activities** [INTERVENTION], as described in AS 14.07.030(14)**(A) - (D)** [(A) AND (B)] and (15), after the **school or** district demonstrates three consecutive years of improvement **on measures identified as indicators of student success and achievement under AS 14.03.123(f); notwithstanding that a school or district has demonstrated three consecutive years of improvement, the district may, in its discretion, choose to receive restoration services for a fourth year** [CONSISTING OF NOT LESS THAN TWO PERCENT INCREASES IN STUDENT PROFICIENCY ON STANDARDS-BASED ASSESSMENTS IN MATHEMATICS, READING, AND WRITING AS PROVIDED IN AS 14.03.123(f)(2)(A)]; and

(C) a process for districts to petition the department for continuing or discontinuing the department's **restoration activities** [INTERVENTION];

(17) notify the legislative committees having jurisdiction over education before **restoring** [INTERVENING IN] a school **or** district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) assist the Department of Natural Resources in developing and implementing the farm-to-school program established under AS 03.20.100**;**

(19) engage in a process of collaborative support to restore and improve school performance when a school is designated as low performing under AS 14.03.123; the process must include

(A) for the first school year after the designation of the school as a low-performing school, by

(i) August 15, selection by the superintendent of the district and the commissioner of an independent expert to evaluate

the areas of business services, board governance, leadership, facilities, human relations, instruction, preparedness of students to learn, or community involvement; the expert shall also evaluate the extent to which the district has implemented the Alaska State Cultural Standards; the expert shall visit the school or district for not more than seven days to conduct the evaluation;

(ii) October 15, preparation of a written report by the expert selected under (i) of this subparagraph and distribution of the report to the commissioner, the local school board, and the superintendent; a summary of the report shall be made available to the public by posting the summary on the Internet;

(iii) November 15, mandatory selection and hiring of two qualified coaches to advise the district with regard to the needs identified in the evaluation completed under (ii) of this subparagraph; one coach shall be selected jointly by the superintendent and the department, and one coach shall be selected jointly by the local school board and the department; the coaches may advise the district for not more than 20 days in total for each school year for which they are hired; and

(iv) June 1, provide to the department, parents, and the legislature and publish on the Internet a summary of the progress of the efforts to restore the school and the observations and recommendations of the coaches hired under (iii) of this subparagraph;

(B) for the second school year after the designation of a school as a low-performing school, by

(i) September 15, mandatory selection and hiring of two additional qualified coaches to advise the district with regard to the needs identified in the evaluation completed under (A)(ii) of this paragraph; one coach shall be selected by the superintendent, and one coach shall be selected by the local school board, after

input from the Association of Alaska School Boards; the coaches may advise the district for not more than 20 days in total for each school year for which they are hired; and

(ii) June 1, provide to the state Board of Education and Early Development, the department, parents, and the legislature and publish on the Internet a summary of the progress of the efforts to restore the school and the observations and recommendations of the coaches hired under this subparagraph;

(C) for the third school year after the designation of a school as a low-performing school,

(i) that the department engage in frequent consultation with the staff at the low-performing school and with the superintendent of the district in which the school is located;

(ii) that the department establish a school improvement team for the purpose of advising the commissioner on restoration activities; the team consists of the commissioner or the commissioner's designee, a member of the state Board of Education and Early Development, the superintendent of the district, the four qualified coaches selected under (A) and (B) of this paragraph, and one member of the local school board; the team shall consider and evaluate evidence at the school of best practices in the state for business services, instructional practices, local school board governance, district leadership, facilities maintenance, human resources, implementation of Alaska State Cultural Standards, and preparedness of students to learn;

(iii) that the team established under (ii) of this subparagraph develop a three-year plan to restore the school; during the three-year plan, the team may redirect funding in the district budget to improve instruction; the superintendent shall implement the plan developed by the team; each year, at the end of the school year, the team shall evaluate and adjust the plan as the

team determines necessary.

*** Sec. 5.** AS 14.07.030(14) is amended to read:

(14) **restore** [NOTWITHSTANDING ANY OTHER PROVISION OF THIS TITLE, INTERVENE IN] a school **or** district to improve instructional practices under standards established by the department in regulation**; the regulations must be consistent with federal and state law and the superior court's findings, dated February 4, 2009, in Moore et al. v. State of Alaska, No. 3AN-04-9756 CI**, including [DIRECTING THE]

(A) [EMPLOYEES IDENTIFIED BY THE DEPARTMENT TO EXERCISE SUPERVISORY AUTHORITY FOR INSTRUCTIONAL PRACTICES IN THE DISTRICT OR IN A SPECIFIED SCHOOL;

(B)] **directing the** use of appropriations under this title for distribution to a district **as necessary under AS 14.07.020(a)(19)**;

(B) providing for training and technical support to a low-performing school or district as necessary to implement the school or district improvement plan submitted under AS 14.03.123(d);

(C) providing for regular monitoring, evaluation, and modification of improvement efforts that are tailored to the strengths and weaknesses of the school or district;

(D) providing for the availability of courses and remedial programs necessary for all students attending a low-performing school to meet state standards for graduation from secondary school in the expected time frame;

*** Sec. 6.** AS 14.07.030(15) is repealed and reenacted to read:

(15) notwithstanding any other provision of this title, redirect public school funding under AS 14.17 appropriated for distribution to a school district, after providing notice to the legislative committees with jurisdiction over education and to the district and an opportunity for the district to respond, if

(A) the department has assembled a school improvement team under AS 14.07.020(a)(19) that has requested the funding to be redirected for a specified purpose related to improvement of instructional practices in a school

or district that is in restoration status under (14) of this section; and

(B) the department has established a timeline for redirecting the funding to the district after the school improvement team determines that the improvement of instructional practices has satisfactorily occurred;

*** Sec. 7.** AS 14.07.165 is amended by adding a new subsection to read:

(b) In addition to the duties enumerated in (a) of this section, the board shall

(1) review and ensure departmental compliance with state law, including departmental duties related to school monitoring, improvement, and restoration provisions under AS 14.03.123, AS 14.07.020, and 14.07.030;

(2) provide to a superintendent and local school board that are affected by an item scheduled for consideration on a board meeting agenda not less than 10 days' notice and an opportunity to respond.

*** Sec. 8.** AS 14.20.130 is amended by adding a new subsection to read:

(b) A contract for a teacher issued after the effective date of this Act, must contain a term requiring a teacher leaving employment to complete the department's exit survey for teachers.

HOUSE COMMITTEE REPO

(7)
Date Referred to Committee: January 17, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3-14-12

The EDUCATION Committee considered: **HB 256**

HOUSE BILL NO. 256
"An Act repealing provisions relating to the power and duties of the Department of Education and Early Development to intervene in a school district to improve instructional practices."
HB 256-REPEAL STATE INTERVENTION IN SCHOOLS

Recommends it be replaced with [ ] HCS *or* [X] CS *for* HB 256 (ETC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ [ ] Same Title [X] New Title

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	ADM			✓
	EED	✓		

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Cissna				✓
Peggy Wilson	WILSON	X			
Paul R. Seaton	SEATON	X			
	KAWASAKI				X
	FEIGE			X	
Chair:	Dick	X			
Chair:					

27-LS1171\U
Mischel
3/12/12

CS FOR HOUSE BILL NO. 256(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DICK, Herron

A BILL

FOR AN ACT ENTITLED

"An Act relating to the power and duties of the Department of Education and Early Development to improve instructional practices; relating to teacher exit surveys; and relating to duties of the state Board of Education and Early Development."

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

*** Section 1.** AS 14.03.078 is amended to read:

Sec. 14.03.078. Report. The department shall provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under AS 14.03.120(d);

(2) the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;

(3) progress of the department

(A) toward implementing the school accountability provisions of AS 14.03.123; and

(B) in assisting high schools to become accredited;

(4) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;

(5) each school district's and each school's progress in aligning curriculum with state education performance standards;

(6) a description of the efforts by the department to assist a public school that receives a designation of deficient [OR IN CRISIS];

(7) a description of **restoration** [INTERVENTION] efforts by each school district and school for students who are not meeting state performance standards;

(8) the number and percentage of**, and the reasons for,** turnover in certificated personnel and superintendents;

(9) the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.

* **Sec. 2.** AS 14.03.123(d) is amended to read:

(d) A public school or district that receives a low performance designation under this section shall**, with the assistance of the department,** prepare and submit to the department a school or district improvement plan, as applicable, in accordance with regulations adopted by the board. The improvement plan must be prepared with the maximum feasible public participation of the community including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups.

* **Sec. 3.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.127. Department accountability. (a) By June 1 of each year, the superintendents of each school district in the state shall provide to the Department of Administration an evaluation of the department that addresses the following matters:

(1) whether the department staff were supportive of the district;

(2) a description of the support received, if any, from each division of the department and an evaluation of the support;

(3) the level of contact the district had with the department, on a rating scale of one to five, with five being an excellent level of contact;

(4) an evaluation of the reporting requirements on district activities to the department, including level of burden, necessity, and redundancy of reporting requirements;

(5) a statement on how the department may improve services to the district.

(b) The Department of Administration shall annually compile the evaluations provided under (a) of this section and provide to the governor, the legislature, and the commissioner of education, in a manner that protects the identity of the superintendents, a comprehensive description of evaluation results.

*** Sec. 4.** AS 14.07.020(a) is amended to read:

(a) The department shall

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

(2) **after providing notice and an opportunity for public school and district administrators to participate,** study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools; **the plans adopted or recommended for public schools must**

(A) include appropriate cultural standards consistent with the 1998 Alaska Standards for Culturally Responsive Schools adopted by the Assembly of Alaska Native Educators;

(B) require appropriate cultural standards adopted by the board to be included in instructional practices in districts in which 50 percent or more of the student population is of Alaska Native heritage;

(C) describe intensive early learning opportunities for each district in the state;

(D) require an analysis of community involvement in the district and methods for improving community involvement;

(E) address teaching capacity, retention, and development and provide for technical assistance to teachers;

(F) establish routine evaluations and assistance to ensure that districts develop and maintain elective and career and technical courses;

(G) establish standards and timelines for restoration activities after first notifying a district of a low performance designation and offering technical assistance with predictable and research-based strategies tailored to the state to improve performance;

(H) describe research-based strategies that target educational performance of low-performing students in the state;

(3) **employ qualified personnel who shall** provide advisory and consultative services to all public school governing bodies and personnel; **the services**

(A) must comply with AS 14.07.030(14); and

(B) may not include the use or employment of a trustee;

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

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

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

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe

conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

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

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

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

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

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

(13) administer the grants awarded under AS 14.11;

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

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

(16) establish by regulation criteria, based on low student performance, under which the department may **restore** [INTERVENE IN] a school **or** district to

improve instructional practices, as described in **(19) of this subsection and** AS 14.07.030(14) or (15); the regulations must include

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

(B) an end date for departmental **restoration activities** [INTERVENTION], as described in AS 14.07.030(14)**(A) - (D)** [(A) AND (B)] and (15), after the **school or** district demonstrates three consecutive years of improvement **on measures identified as indicators of student success and achievement under AS 14.03.123(f); notwithstanding that a school or district has demonstrated three consecutive years of improvement, the district may, in its discretion, choose to receive restoration services for a fourth year** [CONSISTING OF NOT LESS THAN TWO PERCENT INCREASES IN STUDENT PROFICIENCY ON STANDARDS-BASED ASSESSMENTS IN MATHEMATICS, READING, AND WRITING AS PROVIDED IN AS 14.03.123(f)(2)(A)]; and

(C) a process for districts to petition the department for continuing or discontinuing the department's **restoration activities** [INTERVENTION];

(17) notify the legislative committees having jurisdiction over education before **restoring** [INTERVENING IN] a school **or** district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) assist the Department of Natural Resources in developing and implementing the farm-to-school program established under AS 03.20.100**;**

(19) engage in a process of collaborative support to restore and improve school performance when a school is designated as low performing under AS 14.03.123; the process must include

(A) for the first school year after the designation of the school as a low-performing school, by

(i) August 15, selection by the superintendent of the district and the commissioner of an independent expert to evaluate

the areas of business services, board governance, leadership, facilities, human relations, instruction, preparedness of students to learn, or community involvement; the expert shall also evaluate the extent to which the district has implemented the Alaska State Cultural Standards; the expert shall visit the school or district for not more than seven days to conduct the evaluation;

(ii) October 15, preparation of a written report by the expert selected under (i) of this subparagraph and distribution of the report to the commissioner, the local school board, and the superintendent; a summary of the report shall be made available to the public by posting the summary on the Internet;

(iii) November 15, mandatory selection and hiring of two qualified coaches to advise the district with regard to the needs identified in the evaluation completed under (ii) of this subparagraph; one coach shall be selected jointly by the superintendent and the department, and one coach shall be selected jointly by the local school board and the department; the coaches may advise the district for not more than 20 days in total for each school year for which they are hired; and

(iv) June 1, provide to the department, parents, and the legislature and publish on the Internet a summary of the progress of the efforts to restore the school and the observations and recommendations of the coaches hired under (iii) of this subparagraph;

(B) for the second school year after the designation of a school as a low-performing school, by

(i) September 15, mandatory selection and hiring of two additional qualified coaches to advise the district with regard to the needs identified in the evaluation completed under (A)(ii) of this paragraph; one coach shall be selected by the superintendent, and one coach shall be selected by the local school board, after

input from the Association of Alaska School Boards; the coaches may advise the district for not more than 20 days in total for each school year for which they are hired; and

(ii) June 1, provide to the state Board of Education and Early Development, the department, parents, and the legislature and publish on the Internet a summary of the progress of the efforts to restore the school and the observations and recommendations of the coaches hired under this subparagraph;

(C) for the third school year after the designation of a school as a low-performing school,

(i) that the department engage in frequent consultation with the staff at the low-performing school and with the superintendent of the district in which the school is located;

(ii) that the department establish a school improvement team for the purpose of advising the commissioner on restoration activities; the team consists of the commissioner or the commissioner's designee, a member of the state Board of Education and Early Development, the superintendent of the district, the four qualified coaches selected under (A) and (B) of this paragraph, and one member of the local school board; the team shall consider and evaluate evidence at the school of best practices in the state for business services, instructional practices, local school board governance, district leadership, facilities maintenance, human resources, implementation of Alaska State Cultural Standards, and preparedness of students to learn;

(iii) that the team established under (ii) of this subparagraph develop a three-year plan to restore the school; during the three-year plan, the team may redirect funding in the district budget to improve instruction; the superintendent shall implement the plan developed by the team; each year, at the end of the school year, the team shall evaluate and adjust the plan as the

team determines necessary.

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(A) [EMPLOYEES IDENTIFIED BY THE DEPARTMENT TO EXERCISE SUPERVISORY AUTHORITY FOR INSTRUCTIONAL PRACTICES IN THE DISTRICT OR IN A SPECIFIED SCHOOL;

(B)] **directing the** use of appropriations under this title for distribution to a district **as necessary under AS 14.07.020(a)(19)**;

(B) providing for training and technical support to a low-performing school or district as necessary to implement the school or district improvement plan submitted under AS 14.03.123(d);

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(b) In addition to the duties enumerated in (a) of this section, the board shall

(1) review and ensure departmental compliance with state law, including departmental duties related to school monitoring, improvement, and restoration provisions under AS 14.03.123, AS 14.07.020, and 14.07.030;

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(b) A contract for a teacher issued after the effective date of this Act, must contain a term requiring a teacher leaving employment to complete the department's exit survey for teachers.

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Representative Alan Dick, Chairman

HOUSE EDUCATION COMMITTEE

Agenda
March 14, 2012
8 a.m.

I. Call to Order
II. Presentation:
    a. Superintendent Presentation: Robert Boyle, Ketchikan Gateway Borough School District
III. HB 256: STATE INTERVENTION IN SCHOOLS (**Version U**)
    a. Rep. Alan Dick
IV. Adjourn

State Capitol, Room 104 Juneau, AK 99801 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

HB 256 By Reps. Alan Dick & Bob Herron

HB 256 was born out of frustration, conflict and a desire to see low performing (intervention) schools improve.

HB 256 brings resolution. The key word is "collaboration."

There are six parts to HB 256.

1) The word "intervention" is changed to "restoration."
2) Superintendents evaluate Department of Education and Early Development (DEED) annually. Survey monkey.
3) Superintendents have voice in Board of Education (BOE) meetings.
4) Restoration districts must incorporate *Cultural Standards.*
5) Strategy for improving schools. *Alaska Standards for Culturally Responsive Schools* is foundational.
    - Year 1. Independent expert evaluates critical components of district. *7x $1,600=$11,200*
    - Year 1. One coach chosen for each superintendent and board. *20x $1,600= $32K*
    - Year 2. One additional coach chosen for each superintendent and board. *20x$1,600= $32K + yr 1 coaches returning 20x$1,600=$32K*
    - Year 3. Team formed. One each from DEED, BOE, Superintendent, Local Board, and four coaches. Develop three-year plan.

      Superintendent carries out plan.

      Team- 8 people x 20 days x $1,600= $256K
6) Exit survey for departing teachers. Survey monkey.

Total $= $299,264 for three years per school district.

HB 256 gives a clear path for improvement in low performing schools, particularly those involving Alaska Native students.

Alaska State Legislature

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Representative Alan Dick

House District 6

Sectional Analysis
CS HB 256(EDC) VERSION U
Intervention & Improving Instructional Practices

Section 1- Department annual report:

Amends the requirements of the Department of Education & Early Development's annual report:

- Removes the reference to schools having a designation of "in crisis" since that term is not defined;
- Replaces the term "intervention", with restoration – as that is the goal of efforts to assist local schools or districts to improve instructional practices.
- Adds a requirement that the Department report the reasons for turnover in certificated personnel and superintendents, not just report the numbers and percentages. This is linked to a change in teacher contracts, requiring teachers leaving a district to complete the Department's exit survey (Section 8).

Section 2- School and district accountability:

Requires the Department to give technical assistance to a public school or district that receives a low performance designation. This is in recognition that smaller districts may not have the technical capacity to devote the appropriate resources to developing a district improvement plan.

Section 3:

Adds a Department accountability section. This section sets up a process for superintendents to evaluate the Department as to:

- Whether the staff were supportive of the district;
- Description of the support received and an evaluation of the support;
- Quality of the level of contact the district had with the Department;
- Its reporting requirements; and
- How the Department may improve services to the district.

These evaluations would be summarized to protect individual identities and provided to the Governor, Legislature, and Commissioner of Education.

Section 4- Duties of the department (*The Department shall*):
Amends the duties of the department to include more cooperative opportunities for the department and school districts.

- Includes opportunity for school and district personnel to participate in the Department's review of the needs of Alaska's public schools toward the goal of improving the schools.
- In adopting or recommending plans for improvements, the plans must incorporate appropriate cultural standards that must be included in instructional practices in districts in which 50% or more of the students are Alaska Native.
- The plans must
    - Identify intensive learning opportunities for each district.
    - Analyze community involvement and methods for improving it.
    - Address teaching capacity, retention and development and provide for technical assistance to teachers.
    - Ensure districts develop and maintain elective and career and technical courses.
    - Notify a district of a low performance designation, offer technical assistance consisting of predictable, research-based strategies tailored to Alaska before beginning state restoration activities.
    - Describe research-based strategies that target educational performance.
- The Department has to employ qualified personnel to provide advisory/consultative services to districts. However, these services must be consistent with AS 14.07.030(14), which is amended in this bill. Restoration activities do not include hiring a trustee.
- Regulations relating to restoration of a school or district must specify the criteria under which a low performing school or district may improve instructional practices. These regulations must include a notice to the school and district of the deficiencies and the instructional practice changes proposed by the Department and must provide an end date for the restoration activities.
- Removes the requirement that student proficiency be tied solely to standards-based assessments. The district must demonstrate three consecutive years of improvement or measures identified as indicators of student success and achievement under AS 14.03.123(f) and may request a fourth year of restoration services.

(Page 6, beginning at Line 25):
When a school is designated as low performing, the rest of Section 4 sets out a collaborative, rather than punitive process for the Department and the district to work together to improve school performance.

- After being designated a low performing school for the first year,
    - Year 1: Selection of one independent expert by August 15. District Superintendent and Commissioner select. Expert will have evaluated the school in the areas requested. Expert's site visit will not exceed seven days.

- Expert produces a written report by October 15 and distributes. A summary is posted on the Internet.
- By November 15, the Superintendent and the Department will select a qualified coach, and the local school board and the Department will select a qualified coach. These coaches will advise the district for not more than 20 days total regarding the needs identified in the evaluation.
- On June 1 provide to the department, parents, legislature and post on the Internet a summary of progress of these efforts and the observations and recommendations of the coaches.

- YEAR 2: Not later than September 15, mandatory selection and hiring of two additional qualified coaches to advise the district. One selected by superintendent and one selected by the local school board, after input from the Association of Alaska School Boards. The coaches will advise the district for not more than 20 days total regarding the needs identified in the evaluation.
  - By June 1, provide to the State Board of Education, department, parents, legislature and post on the Internet a summary of the progress of these efforts.
- YEAR 3: Requires the Department maintain frequent consultation with staff at the low performing school and the school superintendent.
  - Requires the Department establish a School Improvement Team to advise the commissioner on restoration activities.
  - The School Improvement Team will evaluate the school for best practices applicable in Alaska relating to major areas of school administration, governance, instructional practices and for implementation of Alaska State Cultural Standards.
  - Team develops a three-year plan to restore the school. During the three-year plan, the Team may redirect funding in the district budget to improve instruction.
  - Superintendent implements the plan.
  - Team evaluates and adjusts the plan as necessary at the end of each school year.

Section 5 - Powers of the Department *(The Department **may**):*
Specifies that regulations adopted by the Department related to restoration of a school or district must be consistent with federal and state law and the superior court's findings, dated February 4, 2009, in Moore v. State of Alaska, including:

- Directing use of appropriations under this title for distribution to a district (consistent with the school improvement team's recommendations).
- Providing training and other support as necessary to implement a school or district improvement plan.
- Providing for regular monitoring, evaluation and modification of improvement efforts tailored to the strengths and weaknesses of the school or district.
- Providing for the availability of courses and remedial programs necessary for students in these schools to meet state standards for graduation in the expected time frame.

Section 6 - Powers of the Department:
Before the Department may redirect public school funding for a low performing school, the department must:

- Assemble a school improvement team and that team must have requested funding to be redirected for a specified purpose related to improving instructional practices.
- Provide notice to the legislative committees with jurisdiction over education.
- Provide notice to the district and provide an opportunity for the district to respond.
- Establish a timeline for redirecting the funding back to the district after the team determines improvement has occurred.

Section 7 - State Board of Education Duties:
Requires the State Board of Education to review the Department's compliance with its statutory responsibilities related to school monitoring, improvement and restoration.

Requires the Board to provide the Superintendent and local school board who are the subject of an item for consideration on the Board's agenda to be provided notice that the item is on the agenda and an opportunity to respond.

Section 8 – Employment and Tenure:
Contracts for teachers must require a teacher leaving employment to complete the Department's exit survey.

Differences Between CS HB 256 Versions T and U
Version U is dated 3/12/12

1. Page 3: Line 22 – Amends Duties of the Department:
   a. Rather than "regulations adopted", this section was changed to the ***plans*** the Department adopts or recommends.
   b. The Department provides notice and an opportunity for public school and district administrators to participate in the crafting of plans and other studies and evaluations related to the improvement of public schools.
   c. Any plan the Department adopts or recommends for public schools must include the items A-H, which have not changed.
   d. The plans also must comply with federal and state law and the Superior Court's findings dated Feb. 4, 2009.
   e. The plans must provide for training and technical support; regular monitoring, evaluation and modification of improvement efforts tailored to the strengths and weaknesses of the school; availability of courses and remedial programs necessary for all students attending a low-performing school to meet state standards for graduation in the expected timeframe. *(AS 14.07.030(14) Page 9.)*
2. Page 4: Lines 8-11 and 16-17 were rewritten for clarity. The intent has not changed.
3. Page 6: Line 26 change "if" to "<u>when</u>" a school is designated low performing.
4. Beginning at Page 6, Line 29 – Page 8: Line 9 – rewritten to clarify Year 1 and Year 2 activities.
   a. Year 1: Selection of <u>*one*</u> independent expert by August 15. District Superintendent and Commissioner select.
   b. Year 1: Expert will have evaluated the school in the areas requested. **Expert's site visit will not exceed seven days**.

c. Year 1: Expert produces a written report by October 15 and distributes. A summary is posted on the Internet. (*same as previous version*)
d. Year 1: By November 15, the Superintendent and the Department will select a qualified coach, and the local school board and the Department will select a qualified coach. **These coaches will advise the district for not more than 20 days total** regarding the needs identified in the evaluation.
e. Year 1: On June 1 provide to the department, parents, legislature and post on the Internet a summary of progress of these efforts and the observations and recommendations of the coaches. (*same as previous version*)
f. YEAR 2: Not later than September 15, mandatory selection and hiring of two additional qualified coaches to advised the district. One selected by superintendent and one selected by the local school board, **after input from the Association of Alaska School Boards. DELETED [from a high performance school district].** The coaches will advise the district **for not more than 20 days total** regarding the needs identified in the evaluation.
g. YEAR 2: By June 1, provide to the State Board of Education, department, parents, legislature and post on the Internet a summary of the progress of these efforts. (*same as previous version*)

5. Page 8: lines 11-31 – Page 9: Line 1
   a. YEAR 3 activities rewritten for clarity. The intent remains the same. **Added implementation of Alaska State Cultural Standards as one of the areas of best practice for the Team to consider and evaluate.**
6. Page 9: following Line 1
   a. DELETES subsection requiring the Department to request proposals from and provide grants (subject to appropriation) to schools or districts in restoration.

7. Page 9: Lines 3-4
    a. **DELETE [Notwithstanding any other provision of this title...]** This language is confusing and inconsistent with the addition of language specific to the Moore case.
8. Page 9: Lines 9-11

    DELETES the Department's ability to direct the employees of the district or school outside of the collaborative process in AS 14.07.020 (a)(19).
9. Page 9: Lines 12-13

    Ensures that any appropriations redirected under AS 14 are done so as necessary under the new collaborative process involving the School Improvement Team.
10. Page 10: Former Section 7
    a.* DELETED former Section 7 which amended AS 14.07.030-Powers of the Department (*Department may employ coaches if the school or district agrees to the coach...)
11. Page 10: Lines 13-16 adds a requirement that contracts for teachers must require a teacher leaving employment to complete the Department's exit survey.

HOUSE COMMITTEE REPORT

(7)
Date Referred to Committee: January 17, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: _____

The EDUCATION Committee considered: **HB 256**

HOUSE BILL NO. 256
"An Act repealing provisions relating to the power and duties of the Department of Education and Early Development to intervene in a school district to improve instructional practices."
HB 256 REPEAL STATE INTERVENTION IN SCHOOLS

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____(_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES** *FN# is assigned by Chief Clerk's Office				
*FN#	List by Dept(s):	Fiscal	Indet.	Zero

***PREVIOUS* FISCAL NOTES**				
FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	**Printed Last Name**	**DP**	**DNP**	**NR**	**AM**
Peggy Wilson	WILSON				X
	Pruitt				X
Paul R Seaton	SEATON				X
					X
	FEIGE				X
Chair:	J Dick	X			
Chair:					

Annette Kreitzer

To: LAA Legal
Subject: CS for HB 256(EDC)

Please draft the following additional changes to CS HB 256, Version X:

1) AM#1:
    a. Page 7, Line 4:
        i. DELETE **[student preparedness]** and Insert preparedness of students to learn
    b. Page 8, Line 26:
        i. DELETE **[student wellness]** and Insert preparedness of students to learn
2) AM#2:
    a. Page 7, Lines 9-11
        i. DELETE **[1998 Alaska Standards for Culturally Responsive Schools, prepared by the Assembly of Alaska Native Educators;]** and Insert Alaska State Cultural Standards;
3) AM#3:
    a. Page 8, Line 5:
        i. Insert following "June 1, provide to the ..." State Board of Education
4) AM#4:
    a. Page 7, Lines 2-3:
        i. district and the commissioner of at least one independent expert **[in]** to evaluate the areas of: business services, ...
5) AM#5:
    a. Page 2, Line 15:
        i. Insert Future contracts will require teachers to fill out the Department's exit survey.
6) AM #6:
    a. Page 4, Lines 20-21:
        i. DELETE **[that includes elective and career and vocational courses in addition to core curricula;]**
7) Conceptual AM #7:
    a. Amendment to Section 4 to make clear that the regulations adopted by the department that are to inculcate the requirements of Page 3, Lines 18-Page 4, Line 14 are regulations adopted for the improvement of instruction. The statute currently says the department may adopt regulations for the improvement of the public schools (Page 3, Lines 21-22). The Department does not want every regulation it promulgates (for instance, regs that deal with position descriptions).
8) Conceptual AM #8:
    a. Page 6, Lines 10 and 13:
        i. DELETE **[two]** and Insert three
    b. Page 6, Line 15:
        i. DELETE **[third]** and Insert fourth
9) Conceptual AM #9:
    a. Page 8, Line 4:
        i. One coach who is a school board member from a high performance school district shall be selected by the local school board;

Please deliver the final to me in Room 104. There were no additional changes.

ak
465-4936

27-LS1171\X
Luckhaupt/Mischel
2/27/12

CS FOR HOUSE BILL NO. 256( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DICK, Herron

A BILL

FOR AN ACT ENTITLED

"An Act relating to the power and duties of the Department of Education and Early Development to improve instructional practices; and relating to duties of the state Board of Education and Early Development."

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

*** Section 1.** AS 14.03.078 is amended to read:

Sec. 14.03.078. Report. The department shall provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under AS 14.03.120(d);

(2) the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;

(3) progress of the department

(A) toward implementing the school accountability provisions of AS 14.03.123; and

(B) in assisting high schools to become accredited;

(4) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;

(5) each school district's and each school's progress in aligning curriculum with state education performance standards;

(6) a description of the efforts by the department to assist a public school that receives a designation of deficient [OR IN CRISIS];

(7) a description of **restoration** [INTERVENTION] efforts by each school district and school for students who are not meeting state performance standards;

(8) the number and percentage of**, and the reasons for,** turnover in certificated personnel and superintendents;

(9) the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.

AM #5 Teacher contracts will require completion of DEED ex.t survey. Obj.

*** Sec. 2.** AS 14.03.123(d) is amended to read:

(d) A public school or district that receives a low performance designation under this section shall**, with the assistance of the department,** prepare and submit to the department a school or district improvement plan, as applicable, in accordance with regulations adopted by the board. The improvement plan must be prepared with the maximum feasible public participation of the community including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups.

*** Sec. 3.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.127. Department accountability. (a) By June 1 of each year, the superintendents of each school district in the state shall provide to the Department of Administration an evaluation of the department that addresses the following matters:

(1) whether the department staff were supportive of the district;

(2) a description of the support received, if any, from each division of the department and an evaluation of the support;

(3) the level of contact the district had with the department, on a rating scale of one to five, with five being an excellent level of contact;

(4) an evaluation of the reporting requirements on district activities to the department, including level of burden, necessity, and redundancy of reporting requirements;

(5) a statement on how the department may improve services to the district.

(b) The Department of Administration shall annually compile the evaluations provided under (a) of this section and provide to the governor, the legislature, and the commissioner of education, in a manner that protects the identity of the superintendents, a comprehensive description of evaluation results.

*** Sec. 4.** AS 14.07.020(a) is amended to read:

(a) The department shall

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

(2) **after providing notice and an opportunity for public school and district administrators to participate,** study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools; **the regulations must**

(A) include appropriate cultural standards consistent with the 1998 Alaska Standards for Culturally Responsive Schools adopted by the Assembly of Alaska Native Educators;

(B) require appropriate cultural standards adopted by the board to be included in instructional practices in districts in which 50 percent or more of the student population is of Alaska Native heritage;

(C) describe intensive early learning opportunities for each district in the state;

(D) require an analysis of community involvement in the

district and methods for improving community involvement;

(E) address teaching capacity, retention, and development and provide for technical assistance to teachers;

(F) establish routine evaluations and assistance to ensure that districts develop and maintain elective and career and technical courses;

(G) establish standards and timelines for restoration activities that prohibit state restoration activities without first notifying a district of a low performance designation, offering technical assistance with predictable and research-based strategies tailored to the state to improve performance, and complying with the requirements of AS 14.07.030(14);

(H) describe research-based strategies that target educational performance of low-performing students in the state;

(3) **employ qualified personnel who shall** provide advisory and consultative services to all public school governing bodies and personnel; **the services may not include restoration of a school or district except as provided in AS 14.07.030(14) or employment of a trustee;**

(4) prescribe by regulation a minimum course of study for the public schools **that includes elective and career and vocational courses in addition to core curricula**; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

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

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

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

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

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

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

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

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

(13) administer the grants awarded under AS 14.11;

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

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

(16) establish by regulation criteria, based on low student performance, under which the department may **restore** [INTERVENE IN] a school **or** district to improve instructional practices, as described in **(19) of this subsection and** AS 14.07.030(14) or (15); the regulations must include

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

(B) an end date for departmental **restoration activities** [INTERVENTION], as described in AS 14.07.030(14)**(A) - (E)** [(A) AND (B)] and (15), after the **school or** district demonstrates **two** [THREE] consecutive years of improvement **on measures identified as indicators of student success and achievement under AS 14.03.123(f); not withstanding that a school or district has demonstrated two consecutive years of improvement, the district may, in its discretion, chose to receive restoration services for a third year** [CONSISTING OF NOT LESS THAN TWO PERCENT INCREASES IN STUDENT PROFICIENCY ON STANDARDS-BASED ASSESSMENTS IN MATHEMATICS, READING, AND WRITING AS PROVIDED IN AS 14.03.123(f)(2)(A)]; and

(C) a process for districts to petition the department for continuing or discontinuing the department's **restoration activities** [INTERVENTION];

(17) notify the legislative committees having jurisdiction over education before **restoring** [INTERVENING IN] a school **or** district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) assist the Department of Natural Resources in developing and implementing the farm-to-school program established under AS 03.20.100**;**

(19) engage in a process of collaborative support to restore and improve school performance if a school is designated as low performing under AS 14.03.123; the process must include

(A) for the first school year after the designation of the school as a low-performing school, not later than

Am #4 to evaluate

(i) August 15, selection by the superintendent of the district and the commissioner of at least one independent expert in the areas of business services, board governance, administrative leadership, facilities, human relations, instruction, student preparedness, or community involvement;

(ii) September 15, evaluation of the school by the expert or experts selected under (i) of this subparagraph; the expert or experts shall also evaluate the extent to which the district has implemented the 1998 Alaska Standards for Culturally Responsive Schools, prepared by the Assembly of Alaska Native Educators;

(iii) October 15, preparation of a written report by the expert or experts selected under (i) of this subparagraph and distribution of the report to the commissioner, the local school board, and the superintendent; a summary of the report shall be made available to the public by posting the summary on the Internet;

(iv) November 15, mandatory selection and hiring of two qualified coaches to advise the district with regard to the needs identified in the evaluation completed under this subparagraph; one coach shall be selected jointly by the superintendent and the department, and one coach shall be selected jointly by the local school board and the department; and

(v) June 1, provide to the department, parents, and the legislature and publish on the Internet a summary of the progress of the efforts to restore the school and the observations and recommendations of the coaches hired under this subparagraph;

(B) for the second school year after the designation of a school as a low-performing school, not later than

(i) September 15, mandatory selection and hiring of

two additional qualified coaches to advise the district with regard to the needs identified in the evaluation completed under this paragraph; one coach shall be selected by the superintendent, and one coach shall be selected by the local school board; and

(ii) June 1, provide to the department, parents, and the legislature and publish on the Internet a summary of the progress of the efforts to restore the school and the observations and recommendations of the coaches hired under this subparagraph;

(C) for the third school year after the designation of a school as a low-performing school,

(i) frequent consultation with the staff at the low-performing school and with the superintendent of the district in which the school is located;

(ii) establishment of a school improvement team for the purpose of advising the commissioner on restoration activities; the team consists of the commissioner or the commissioner's designee, a member of the state Board of Education and Early Development, the superintendent of the district, the four qualified coaches selected under (A) and (B) of this paragraph, and one member of the local school board;

(iii) consideration and evaluation by the team established under (ii) of this subparagraph of evidence at the school of best practices in the state for business services, instructional practices, local school board governance, district leadership, facilities maintenance, human resources, and student wellness;

(iv) development of a three-year plan by the team established under (ii) of this subparagraph to restore the school; during the three-year plan, the team may redirect funding in the district budget to improve instruction; the superintendent shall implement the plan developed by the team; each year, at the end of

the school year, the team shall evaluate and adjust the plan as the team determines necessary;

(20) subject to appropriation by the legislature, request proposals from and provide grants to schools or districts being restored.

*** Sec. 5.** AS 14.07.030(14) is amended to read:

(14) notwithstanding any other provision of this title, **restore** [INTERVENE IN] a school **or** district to improve instructional practices under standards established by the department in regulation**; the regulations must be consistent with federal and state law and the superior court's findings, dated February 4, 2009, in Moore et al. v. State of Alaska, No. 3AN-04-9756 CI**, including **providing for** [DIRECTING THE]

(A) **qualified** employees identified by the department to exercise supervisory authority for instructional practices in the district or in a specified school;

(B) use of appropriations under this title for distribution to a district;

(C) training and technical support to a low-performing school or district as necessary to implement the school or district improvement plan submitted under AS 14.03.123(d);

(D) regular monitoring, evaluation, and modification of improvement efforts that are tailored to the strengths and weaknesses of the school or district;

(E) the availability of courses and remedial programs necessary for all students attending a low-performing school to meet state standards for graduation from secondary school in the expected time frame;

*** Sec. 6.** AS 14.07.030(15) is repealed and reenacted to read:

(15) notwithstanding any other provision of this title, redirect public school funding under AS 14.17 appropriated for distribution to a school district, after providing notice to the legislative committees with jurisdiction over education and to the district and an opportunity for the district to respond, if

(A) the department has assembled a school improvement team under AS 14.07.020(a)(19) that has requested the funding to be redirected for a specified purpose related to improvement of instructional practices in a school or district that is in restoration status under (14) of this section; and

(B) the department has established a timeline for redirecting the funding to the district after the school improvement team determines that the improvement of instructional practices has satisfactorily occurred;

*** Sec. 7.** AS 14.07.030 is amended by adding a new paragraph to read:

(16) employ instructional coaches and direct staff members who are experts in their field to assist a low-performing school or district if the school or district agrees to the coach and to the terms of the coach's or staff member's contract or assignment, including the duties and the duration and hours of work at the school or district; under this paragraph, in a district in which 50 percent or more of the student population is of Alaska Native heritage, the duties of a coach or staff member must include implementation of the 1998 Alaska Standards for Culturally Responsive Schools, prepared by the Assembly of Alaska Native Educators, and school improvement and education standards adopted by the board.

*** Sec. 8.** AS 14.07.165 is amended by adding a new subsection to read:

(b) In addition to the duties enumerated in (a) of this section, the board shall

(1) review and ensure departmental compliance with state law, including departmental duties related to school monitoring, improvement, and restoration provisions under AS 14.03.123, AS 14.07.020, and 14.07.030;

(2) provide to a superintendent and local school board that are affected by an item scheduled for consideration on a board meeting agenda not less than 10 days' notice and an opportunity to respond.

Adopted 3-2-12
Ø objection

AMENDMENT (1)

By: Rep. Dick

Offered in House Education
To: CS HB 256 Version X

Page 7, Line4:

DELETE
[student preparedness]
Insert
<u>Preparedness of students to learn</u>

Page 8, Line26:

DELETE
[student wellness]
Insert
<u>Preparedness of students to learn</u>

Adopted
3-2-12
Ø objection

AMENDMENT (2)

By: Rep. Dick

Offered in House Education
To: CS HB 256 Version X

Page 7, Lines 9-11:

DELETE
[1998 Alaska Standards for Culturally Responsive Schools, prepared by the Assembly of Alaska Native Educators;]
Insert
<u>Alaska State Cultural Standards;</u>

Adopted 3-6-12
Ø Objection

AMENDMENT 3

By: Rep. Dick

Offered in House Education
To: CS HB 256 Version X

Page 8, Line 5:

Following "June1, provide to the ..."

Insert
<u>State Board of Education</u>

Adopted 3-5-12
Ø objection

CONCEPTUAL AMENDMENT #7

By: Rep. Dick

Offered in House Education
To: CS HB 256 Version X

Page 3, Line 18 to Page 4, Line14:

The regulations adopted under AS 14.007.020(a)(2)(A)-(H) must be for the improvement of instruction.

JUSTIFICATION:

The intent of this section is to incorporate cultural standards, intensive early learning, community involvement, etc. into regulations which are promulgated for the improvement of instruction, not to require the department to incorporate these goals into every potential regulation.

Am#1 to Am#8 adopted 3-5-12
Am#8 adopted 3-5-12
Ø objection

CONCEPTUAL AMENDMENT #8

By: Rep. Dick

Offered in House Education
To: CS HB 256 Version X

Am#1 to Am#8

Page 6, Line 10; ~~+~~ 13

DELETE
[two] AND
Insert <u>three</u>

Page 6, Line15:

DELETE
[third] AND
Insert <u>fourth</u>

* Am # 1 to Am#9 adopted 3-5-12 Ø obj.

Am#9 adopted 3-5-12 Ø objection

CONCEPTUAL AMENDMENT #9

By: Rep. Dick

Offered in House Education
To: CS HB 256 Version X

Page 8, Line 4:

* who is a school board member

One coach^ from a high performance school district shall be selected by the local school board;

JUSTIFICATION:
The coach selected by the local school board in year 2, will be from a district designated as a high performance district by the department under AS 14.03.123

Differences Between CS HB 256 Versions E and X
Version X is dated 2/27/12

1. Page 6, Lines12-15 adds:
    a. a school or district that has demonstrated two consecutive years of improvement, the district may choose to receive restoration services for a third year.
2. Beginning at Page 6, Line 30 – Page 8, Line 9 – rewritten to reflect sponsor's intention of Year 1 and Year 2 activities.
    a. Year 1: Selection of at least one independent expert by August 15. District Superintendent and Commissioner select.
    b. Year 1: Expert(s) will have evaluated the school in the areas requested. District will be evaluated on implementation of State Cultural Standards. Accomplished by September 15.
    c. Year 1: Expert(s) produce a written report by October 15 and distribute. A summary is posted on the Internet.
    d. Year 1: By November 15, the Superintendent and the Department will select a qualified coach, and the local school board and the Department will select a qualified coach. These coaches will advise the district regarding the needs identified in the evaluation.
    e. Year 1: On June 1 provide to the department, parents, legislature and post on the Internet a summary of progress of these efforts and the observations and recommendations of the coaches.
    f. YEAR 2: Not later than September 15, mandatory selection and hiring of two additional qualified coaches to advised the district. One selected by superintendent and one selected by the local school board.
    g. YEAR 2: By June 1, provide to the department, parents, legislature and post on the Internet a summary of the progress of these efforts.
3. Page 8, lines 10-11 – slightly rewritten.
4. Page 8, lines 18-21
    a. Adds a member of the State Board of Education and the four qualified coaches to the School Improvement team.

Prepared by: A. Kreitzer, Staff to Rep. Alan Dick,
House Education Committee Chairman March 1, 2012

b. Deletes the legislative member from the team.

5. Page 8, Lines 27-31 and Page 9, Lines 1-2
   a. Adds a requirement that the school improvement team develop a three-year plan to restore the school. The team may redirect district funding to improve instruction. The Superintendent must implement the team's plan. At the end of each school year, the team will evaluate and adjust the plan.
6. Page 9, Lines 3-4
   a. Adds a new section requiring the Department to request proposals from and provide grants (subject to appropriation) to schools or districts in restoration.

Prepared by: A. Kreitzer, Staff to Rep. Alan Dick,
House Education Committee Chairman March 1, 2012

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version **HB256X**
Fiscal Note Number
() Publish Date

Identifier (file name) HB256CS-EED-TLS-03-2-12
Dept. Affected Education & Early Development
Title "An Act relating to the powers of the Department of Education & Early Development to improve..."
Appropriation Teaching and Learning Support
Allocation Student & School Achievement
Sponsor Representatives Dick, Herron
Requester House Education Committee
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services	538.0		554.0	570.0	586.0	602.0	618.0
Travel							
Services	4,508.0		4,508.0	4,508.0	4,508.0	4,508.0	4,508.0
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**5,046.0**	**0.0**	**5,062.0**	**5,078.0**	**5,094.0**	**5,110.0**	**5,126.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	5,046.0		5,062.0	5,078.0	5,094.0	5,110.0	5,126.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**5,046.0**	**0.0**	**5,062.0**	**5,078.0**	**5,094.0**	**5,110.0**	**5,126.0**

POSITIONS							
Full-time	**5**		5	5	5	5	5
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Reflects the clarification of intent of Section 4 (i) from up to 7 experts to one independent expert.

Prepared by Cynthia Curran, Director
Phone 465-2857
Division Teaching and Learning Support
Date/Time 3/2/2012 3:50pm
Approved by Mike Hanley
Commissioner
Date 3/2/2012

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB256X
2012 LEGISLATIVE SESSION

Analysis

Sec.1. 14.03.078 (8) The current certfied staff accounting data collection would need to be modified to reflect this new district reporting requirement. Staff time for Workbook modification and district technical assistance on new reporting requirement is estimated at **$3,000.00**

Sec. 2. 14.03.123(d) Technical assistance in school and district improvement planning as required under ESEA is currently provided. It is anticipated that requiring the department to provide technical assistance to additional schools would increase the demand for department staff time. Currently, TLS has 1 State System of Support staff and 1 No Child Left Behind Staff whose job assignments include school and district improvement. It is estimated that 5 additional staff would be needed to adequately provide school and district improvement technical assistance. Five new Education Specialist II at $92,378.27=$461,890.00; travel onsite, 6 trips at $1,000 x 5 = $30,000. **Total $491,890**

Sec. 3. 14.03.127- Department of Administration- **no fiscal cost to EED**

Sec. 4. 14.07.020 (2) EED currently provides notice for public comment.

(B)Requires EED to monitor and review district curriculum to ensure that cultural standards are incorporated in a district's curriculum if the district has a population that is 50 percent or more Alaska Native. Currently, 30 districts fall into this category. Contract with 15 reading, writing and math (45 total) curriculum review specialists at $600/day x 60 days (2 days per district)= **Total $1,620,000.00**

(C) Identify Intensive early learning opportunities for each district. EED/TLS currently provides information on early learning opportunities to districts when requested. **No anticipated costs.**

(D) Analysis of Community involvement for each district. Contract for community involvement analysis and recommendations for 50 districts, $15,000 per district X 50= **$750,000.00**

(E) Teacher capacity, retention, development and technical assistance to teachers as required could adequately be met thru an increase in the current teacher mentor program. 15 new mentors X $70,000 per mentor= **$1,050,000.00**.

(F) Routine CTE evaluations and assistance, .5 CTE Education Specialist II = **$46,189.13.**

(G) **No anticipated costs**, part of current "872" process.

(H)) **No anticipated costs,** part of current State System of Support (SSOS)

(3) Employ qualified personnel to provide consultative services; increase SSOS coaches by 12. 12 at $69,000 = **$828,000.00.**

(4) Increase the minimum course of study to include electives and vocational courses. Bring together stakeholders from across the state to draft regulations, (30 people meeting 2 times for 2 days; $65 perdiem + $1,000 for travel); post for public comment. **$67,800.00**

(19) (A)Engage in collaborative support. Independent expert in Business Services; board governance; facilities; human relations;leadership; instruction; student preparedness; or community involvement. Assuming 1 independent expert and write report =**$70,000.00.**

(B) (i) thru (iii) Establishment of a school improvement team consisting of a minimum of 5 members. 4 meetings of 3 days each= 12 days x $65 perdiem=780 x5 members =$3900; $1,000 travel x 4 trips x 5 members = $23,900 per district, 5 districts= **$119,500.00.**

Sec. 5. 14.07.030. (C) thru (E) **No anticipated fiscal cost**

Sec. 6. 14.07.030 (15) N**o anticipated fiscal cost**

Sec. 7 14.07.030 No anticipated fiscal cost

Sec. 8 14.07.165 No anticipated fiscal cost

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **CSHB256**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB256CS(EDC)-DOA-DAS-3-2-2012
Title: Repeal State Intervention in Schools
Sponsor: Representative Dick and Herron
Requester: House Education Committee

Dept. Affected: Administration
Appropriation: Centralized Administrative Services
Allocation: Administrative Services
OMB Component Number: 46

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES	**0.0**		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version.

Prepared by: Cheryl Lowenstein, Director — Phone: 907-465-6566
Division: Administrative Services Division — Date/Time: 3/2/12 4:00 PM
Approved by: John Cramer, Deputy Commissioner — Date: 3/2/2012
Department of Administration

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSHB256

Analysis

This bill relates to the powers and duties of the Department of Education and Early Development (DEED) to improve instructional practices and relating to duties of the State Board of Education and Early Development.

In Section 14.03.127 of the bill, by June 1 of each year, the superintendents of each school district in the state shall provide the Department of Administration an evaluation of the department (DEED) that address five areas. The Department of Administration shall annually compile the evaluations and provide, to the Governor, the Legislature, and the Commissioner of Education, in a manner that protects the identity of the superintendents, a comprehensive description of evaluation results.

It is anticipated that the Administrative Services Division will have no fiscal impact and therefore submits a zero fiscal note.

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman

HOUSE EDUCATION COMMITTEE

Agenda
February 22, 2012
8 a.m.

I. Call to Order
II. Superintendent Presentation
    a. Phil Knight, Aleutians East Borough School District
III. CS HB 256 – Intervention/Restoration
    a. Representative Alan Dick
    b. Dr. Norm Eck, Superintendent, Arctic Northwest Borough School District
    c. Doug Conboy, Superintendent, Kashunamiut School District-Chevak
    d. Jerry Covey, former educator and Commissioner, consultant
IV. Adjourn

State Capitol, Room 104 Juneau, AK 9980 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

27-LS1171\E
Mischel
2/21/12

CS FOR HOUSE BILL NO. 256( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DICK, Herron

A BILL

FOR AN ACT ENTITLED

"An Act relating to the power and duties of the Department of Education and Early Development to improve instructional practices; and relating to duties of the Board of Education."

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

* **Section 1.** AS 14.03.078 is amended to read:

Sec. 14.03.078. Report. The department shall provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include

(1) information described under AS 14.03.120(d);

(2) the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;

(3) progress of the department

(A) toward implementing the school accountability provisions of AS 14.03.123; and

(B) in assisting high schools to become accredited;

(4) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;

(5) each school district's and each school's progress in aligning curriculum with state education performance standards;

(6) a description of the efforts by the department to assist a public school that receives a designation of deficient [OR IN CRISIS];

(7) a description of **restoration** [INTERVENTION] efforts by each school district and school for students who are not meeting state performance standards;

(8) the number and percentage of**, and the reasons for,** turnover in certificated personnel and superintendents;

(9) the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.

* **Sec. 2.** AS 14.03.123(d) is amended to read:

(d) A public school or district that receives a low performance designation under this section shall**, with the assistance of the department,** prepare and submit to the department a school or district improvement plan, as applicable, in accordance with regulations adopted by the board. The improvement plan must be prepared with the maximum feasible public participation of the community including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups.

* **Sec. 3.** AS 14.03 is amended by adding a new section to read:

Sec. 14.03.127. Department accountability. (a) By June 1 of each year, the superintendents of each school district in the state shall provide to the Department of Administration an evaluation of the department that addresses the following matters:

(1) whether the department staff were supportive of the district;

(2) a description of the support received, if any, from each division of the department and an evaluation of the support;

(3) the level of contact the district had with the department, on a rating scale of one to five, with five being an excellent level of contact;

(4) an evaluation of the reporting requirements on district activities to the department, including level of burden, necessity, and redundancy of reporting requirements;

(5) a statement on how the department may improve services to the district.

(b) The Department of Administration shall annually compile the evaluations provided under (a) of this section and provide to the governor, the legislature, and the commissioner of education, in a manner that protects the identity of the superintendents, a comprehensive description of evaluation results.

* **Sec. 4.** AS 14.07.020(a) is amended to read:

(a) The department shall

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

(2) **after providing notice and an opportunity for public school and district administrators to participate,** study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools; **the regulations must**

(A) include appropriate cultural standards consistent with the 1998 Alaska Standards for Culturally Responsive Schools adopted by the Assembly of Alaska Native Educators;

(B) require appropriate cultural standards adopted by the board to be included in instructional practices in districts in which 50 percent or more of the student population is of Alaska Native heritage;

(C) describe intensive early learning opportunities for each district in the state;

(D) require an analysis of community involvement in the

district and methods for improving community involvement;

(E) address teaching capacity, retention, and development and provide for technical assistance to teachers;

(F) establish routine evaluations and assistance to ensure that districts develop and maintain elective and career and technical courses;

(G) establish standards and timelines for restoration activities that prohibit state restoration activities without first notifying a district of a low performance designation, offering technical assistance with predictable and research-based strategies tailored to the state to improve performance, and complying with the requirements of AS 14.07.030(14);

(H) describe research-based strategies that target educational performance of low-performing students in the state;

(3) **employ qualified personnel who shall** provide advisory and consultative services to all public school governing bodies and personnel; **the services may not include restoration of a school or district except as provided in AS 14.07.030(14) or employment of a trustee;**

(4) prescribe by regulation a minimum course of study for the public schools **that includes elective and career and vocational courses in addition to core curricula**; the regulations must provide that, if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;

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

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

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

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

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

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

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

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

(13) administer the grants awarded under AS 14.11;

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

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

(16) establish by regulation criteria, based on low student performance, under which the department may **restore** [INTERVENE IN] a school **or** district to improve instructional practices, as described in **(19) of this subsection and** AS 14.07.030(14) or (15); the regulations must include

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

(B) an end date for departmental **restoration activities** [INTERVENTION], as described in AS 14.07.030(14)**(A) - (E)** [(A) AND (B)] and (15), after the **school or** district demonstrates three consecutive years of improvement **on measures identified as indicators of student success and achievement under AS 14.03.123(f)** [CONSISTING OF NOT LESS THAN TWO PERCENT INCREASES IN STUDENT PROFICIENCY ON STANDARDS-BASED ASSESSMENTS IN MATHEMATICS, READING, AND WRITING AS PROVIDED IN AS 14.03.123(f)(2)(A)]; and

(C) a process for districts to petition the department for continuing or discontinuing the department's **restoration activities** [INTERVENTION];

(17) notify the legislative committees having jurisdiction over education before **restoring** [INTERVENING IN] a school **or** district under AS 14.07.030(14) or redirecting public school funding under AS 14.07.030(15);

(18) assist the Department of Natural Resources in developing and implementing the farm-to-school program established under AS 03.20.100

(19) engage in a process of collaborative support to restore and improve school performance if a school is designated as low performing under AS 14.03.123; the process must include

(A) for the first two school years after the designation as a low-performing school, not later than

(i) August 15 of each year, selection by the superintendent of the district and the commissioner of at least one independent expert in the area of business services, board

governance, leadership, facilities, human relations, instruction, student preparedness, or community involvement;

(ii) September 15 of each year, evaluation of the school by the expert or experts selected under (i) of this subparagraph; and

(iii) October 15 of each year, preparation of a written report by the expert or experts selected under (i) of this subparagraph and distribution of the report to the commissioner, the local school board, and the superintendent; a summary of the report shall be made available to the public by posting the summary on the Internet;

(B) for year three of designation of a school as a low-performing school,

(i) frequent consultation with the staff at the low-performing school and with the superintendent of the district in which the school is located;

(ii) establishment of a school improvement team for the purpose of advising the commissioner on restoration activities; the team must consist of the commissioner or the commissioner's designee, the superintendent of the district, school improvement coaches, if any, one member of the local school board, and one member of the legislature selected jointly by the presiding officers of the house and senate;

(iii) consideration and evaluation by the team established under (ii) of this subparagraph of evidence at the school of best practices in the state for business services, instructional practices, local school board governance, district leadership, facilities maintenance, human resources, and student wellness.

Doesn't exclude pupil's from another d.'s

*** Sec. 5.** AS 14.07.030(14) is amended to read:

(14) notwithstanding any other provision of this title, **restore** [INTERVENE IN] a school **or** district to improve instructional practices under

standards established by the department in regulation**; the regulations must be consistent with federal and state law and the superior court's findings, dated February 4, 2009, in Moore et al. v. State of Alaska, No. 3AN-04-9756 CI**, including **providing for** [DIRECTING THE]

(A) **qualified** employees identified by the department to exercise supervisory authority for instructional practices in the district or in a specified school;

(B) use of appropriations under this title for distribution to a district;

(C) training and technical support to a low-performing school or district as necessary to implement the school or district improvement plan submitted under AS 14.03.123(d);

(D) regular monitoring, evaluation, and modification of improvement efforts that are tailored to the strengths and weaknesses of the school or district;

(E) the availability of courses and remedial programs necessary for all students attending a low-performing school to meet state standards for graduation from secondary school in the expected time frame;

*** Sec. 6.** AS 14.07.030(15) is repealed and reenacted to read:

(15) notwithstanding any other provision of this title, redirect public school funding under AS 14.17 appropriated for distribution to a school district, after providing notice to the legislative committees with jurisdiction over education and to the district and an opportunity for the district to respond, if

(A) the department has assembled a school improvement team under AS 14.07.020(a)(19) that has requested the funding to be redirected for a specified purpose related to improvement of instructional practices in a school or district that is in restoration status under (14) of this section; and

(B) the department has established a timeline for redirecting the funding to the district after the school improvement team determines that the improvement of instructional practices has satisfactorily occurred;

* **Sec. 7.** AS 14.07.030 is amended by adding a new paragraph to read:

(16) employ instructional coaches and direct staff members who are experts in their field to assist a low-performing school or district if the school or district agrees to the coach and to the terms of the coach's or staff member's contract or assignment, including the duties and the duration and hours of work at the school or district; under this paragraph, in a district in which 50 percent or more of the student population is of Alaska Native heritage, the duties of a coach or staff member must include implementation of the 1998 Alaska Standards for Culturally Responsive Schools, prepared by the Assembly of Alaska Native Educators, and school improvement and education standards adopted by the board.

* **Sec. 8.** AS 14.07.165 is amended by adding a new subsection to read:

(b) In addition to the duties enumerated in (a) of this section, the board shall

(1) review and ensure departmental compliance with state law, including departmental duties related to school monitoring, improvement, and restoration provisions under AS 14.03.123, AS 14.07.020, and 14.07.030;

(2) provide to a superintendent and local school board that are affected by an item scheduled for consideration on a board meeting agenda not less than 10 days notice and an opportunity to respond.

SEQUENCE OF ASSISTANCE

Year 1	Year 2	Year 3
By Sept 15, the district needing assistance will be evaluated by independent recognized expert(s) in the areas that may include: business services, board governance, leadership, maintenance, human relations, instruction and the degree of community interaction with the school and preparedness of students to learn.By Oct 15, the report will be made available. By Nov 15, the **superintendent and DEED will** choose a coach to address the needs identified by the independent expert(s).	The **superintendent will** choose a second coach. Agreement with DEED is not necessary. The existing plan will remain in place. Resources, like content and technical coaches as well as teacher mentors, may be made available.	**A team will** be formed that will evaluate the results of the original restoration plan (RP1). The Team ***will*** develop a three year restoration plan (RP2).
The **school board and DEED will** choose a coach. The coach will address areas identified in the above evaluation.	The **school board will** choose a second coach. Agreement with DEED is not necessary.	The **school board will** be part of the Team. The Team will include 1)DEED 2)Superintendent 3)Coaches 4)School Board 5)Member of Legislature.
In Districts with over 50% Alaska Native Students, the *Alaska Standards for Culturally Responsible Schools* as well a locally developed strategies **shall** be foundational.	In Districts with over 50% Alaska Native Students, the *Alaska Standards for Culturally Responsible Schools* **will** be foundational in improvement strategies.	In Districts with over 50% Alaska Native Students, the *Alaska Standards for Culturally Responsible Schools* **will** be foundational in improvement strategies.
Progress on the plan, as well as additional observations by Coaches, **shall** be sent to parents, DEED, and Legislature by June 1. The information will also be posted on the school website.	**Coaches shall** send observations and suggestions to parents, DEED, and the Legislature by June 1. The information will also be posted on the school website.	**The Team will** develop a three year plan (RP2). A copy will be sent to parents, DEED, and Legislature. The information will also be posted on the school website. The team will additionally consider all aspects of local education, technology, maintenance, admin, etc.
DEED will provide research and data upon request. DEED **will** do a statewide search for best practices that address the concerns identified by the superintendent, school board and coaches. The superintendent will maximize this and all other information for district improvement.	DEED will provide research and data upon request. DEED will do a statewide search for best practices that address the concerns identified by the superintendent, school board and coaches. The superintendent will maximize this and all other information for district improvement.	**DEED will** provide research and data upon request. DEED **will** do a statewide search for best practices that address the concerns identified by the Team. The superintendent **will** carry out RP2.

Alaska State Legislature

Juneau
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Representative Alan Dick

House District 6

Sectional Analysis
CS HB 256(EDC)
Intervention & Improving Instructional Practices

Section 1- Department annual report:

Amends the requirements of the Department of Education & Early Development's annual report:

Removes the reference to schools having a designation of "in crisis" since that term is not defined;

Replaces the term "intervention", with restoration – since that is the goal of efforts to assist local school districts to improve instructional practices.

Adds a requirement that the Department report the reasons for turnover in certificated personnel and superintendents, not just report the numbers and percentages.

Section 2- School and district accountability:

Requires the Department to give technical assistance to a public school or district that receives a low performance designation. This is in recognition that smaller districts may not have the technical capacity to devote the appropriate resources to developing a district improvement plan.

Section 3:

Adds a Department accountability section. This section sets up a process for superintendents to evaluate the Department as to:

- Whether the staff were supportive of the district;
- Description of the support received and an evaluation of the support;
- Quality of the level of contact the district had with the Department;
- Its reporting requirements; and
- How the Department may improve services to the district.

These evaluations would be summarized to lessen personal identities and provided to the Governor, Legislature, and Commissioner of Education.

Section 4- Duties of the department:

Amends the duties of the department to include more cooperative opportunities for the department and school districts.

- Includes opportunity for school and district personnel to participate in the Department's review of the needs of Alaska's public schools toward the goal of improving the schools.
- In adopting regulations to implement improvements, the regulations must include appropriate cultural standards that must be included in instructional practices in districts in which 50% or more of the students are Alaska Native.
- The Department must
    - Identify intensive learning opportunities for each district.
    - Analyze community involvement and methods for improving it.
    - Address teaching capacity, retention and development and provide for technical assistance to teachers.
    - Ensure districts develop and maintain elective and career and technical courses.
    - Notify a district of a low performance designation, offer technical assistance consisting of predictable, research-based strategies tailored to Alaska before beginning state restoration activities.
    - Describe research-based strategies that target educational performance.
- The Department has to employ qualified personnel to provide advisory/consultative services to districts. However, these services must be consistent with AS 14.07.030(14), which is amended in this bill. Restoration activities do not include hiring a trustee.
- Ensures that elective and career and vocational courses are included in regulation as a minimum course of study.
- Removes the requirement that student proficiency be tied solely to standards-based assessments. The district must demonstrate three consecutive years of improvement or measures identified as indicators of student success and achievement under AS 14.03.123(f).

(Page 6, beginning at Line 23):
When a school is designated as low performing, the rest of Section 4 sets out a collaborative, rather than punitive process for the Department and the district to work together to improve school performance.

- After being designated a low performing school for two years,
    - The Superintendent of the District and the Commissioner shall select appropriate independent experts to evaluate the school and prepare a report for the Commissioner, the local school board and the Superintendent. The report will also be made available to the public through Internet posting of a summary.
- If a school is designated a low performing school for a third year,

- There will be frequent consultations between the Department and the staff at the school and the Superintendent.
- A School Improvement Team will be established consisting of the Commissioner or his designee, the district Superintendent, school improvement coaches, a member of the local school board and a member of the legislature.
- The School Improvement Team will evaluate the school for best practices applicable in Alaska relating to major areas of school administration, governance and instructional practices.

Section 5 - Powers of the Department:

Specifies that regulations adopted by the Department related to restoration of a school or district must be consistent with federal and state law and the superior court's findings, dated February 4, 2009, in Moore v. State of Alaska. These regulations must provide for:

- Qualified employees to exercise supervisory authority for instructional practices in the district or in a school.
- Training and other support as necessary to implement a school or district improvement plan.
- Regular monitoring, evaluation and modification of improvement efforts tailored to the strengths and weaknesses of the school or district.
- Availability of courses and remedial programs necessary for students in these schools to meet state standards for graduation in the expected time frame.

Section 6 - Powers of the Department:

Before the Department may redirect public school funding for a low performing school, the department must:

- Assemble a school improvement team and that team must have requested funding to be redirected for a specified purpose related to improving instructional practices.
- Provide notice to the legislative committees with jurisdiction over education.
- Provide notice to the district and provide an opportunity for the district to respond.
- Establish a timeline for redirecting the funding back to the district after the team determines improvement has occurred.

Section 7 - Powers of the Department:

Adds language to codify the cooperation that should exist when instructional coaches and expert staff are brought in to assist a low-performing school or district.

Section 8 - State Board of Education Duties:

Requires the State Board of Education to review the Department's compliance with its statutory responsibilities related to school monitoring, improvement and restoration.

Requires the Board to provide the Superintendent and local school board who are the subject of an item for consideration on the Board's agenda to be provided notice that the item is on the agenda and an opportunity to respond.

ALASKA STATE LEGISLATURE
REPRESENTATIVE ALAN DICK

HOUSE DISTRICT 6

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"STRONG VALUES IN UNCERTAIN TIMES"

Alatna
Allakaket
Alcan
Aniak
Anvik
Arctic Village
Beaver
Beluga
Bettles
Birch Creek
Boundary
Central
Chalkyitsik
Chandalar
Chandalar Lake
Chicken
Chistochina
Chitina
Chuathbaluk
Circle
Coldfoot Camp
Copper Center
Crooked Creek
Deltana
Dot Lake
Dry Creek
Eagle
Eagle Village
Evansville
Flat
Fort Greely
Fort Yukon
Fortuna Ledge
Gakona
Galena
Georgetown
Grayling
Gulkana
Healy Lake
Holy Cross
Hughes

Huslia
Kaltag
Kennicott
Kenny Lake
Koyukuk
Lake Minchumina
Lime Village
Livengood
Manley Hot Springs
Marshall
McCarthy
McGrath
Medfra
Mentasta Lake
Minto
Nabesna
Nenana
Nikolai
Northway
Nulato
Ophir
Rampart
Red Devil
Ruby
Russian Mission
Shageluk
Slana
Sleetmute
Stevens Village
Stony River
Takotna
Tanacross
Tanana
Tazlina
Telida
Tetlin
Tok
Tonsina
Tyonek
Venetie
Wiseman

Sponsor Statement

CS HB 256 (EDC): School District Intervention

CS HB 256 incorporates:

- Information from the recently settled Moore v. State of Alaska case,
- Input from our hearings on the original bill,
- responses from the Department of Education and Early Development (DEED), and
- Consultation with highly qualified individuals like former Commissioner Jerry Covey.

The intent of CS HB 256 is to ensure that the DEED establishes and maintains a healthy, helpful relationship with all school districts, but particularly any school or district whose performance is below standard.

Safeguards are built into this bill that speak specifically to accountability and improvement for the Department as well as the districts. Districts with over 50% Alaska Native populations can be certain that local and cultural concerns will be met when improvement strategies are being developed.

Every element of CSHB 256 speaks to specific needs as expressed by districts in their relationship struggling with DEED while struggling with student performance. The final outcome should be improved services to students and a clearer pathway to help all Alaskan schools in need of assistance.

Simply put, this requires the Department and the districts to cooperate and collaborate for the benefit of Alaska's students. How unfortunate that we have to put that in statute.

CULTURAL STANDARDS

A

Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;

2) recount their own genealogy and family history;

3) acquire and pass on the traditions of their community through oral and written history;

4) practice their traditional responsibilities to the surrounding environment;

5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;

6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and

7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

B

Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

1) acquire insights from other cultures without diminishing the integrity of their own;

2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

3) make appropriate choices regarding the long-term consequences of their actions; and

4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C

Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

1) perform subsistence activities in ways that are appropriate to local cultural traditions;

2) make constructive contributions to the governance of their community and the well-being of their family;

C *(continued)*

3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and

4) enter into and function effectively in a variety of cultural settings.

D

Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;

2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;

3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;

4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;

5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and

6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E

Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;

2) understand the ecology and geography of the bioregion they inhabit;

3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;

4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;

5) recognize how and why cultures change over time;

6) anticipate the changes that occur when different cultural systems come in contact with one another;

7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and

8) identify and appreciate who they are and their place in the world.

Testimony to HB256 2/22/12

Narrative of Action by DEED involving the Kashunamiut School District
The time period covered in this narrative is September 2009 – April 2010.
Offered by Doug Conboy, Supt. of Schools for KSD July 2009 – June 2012
Background:
I began my tenure as Supt of Schools in Chevak in July of 2009. I knew early on of several important issues that were going to need to be addressed. For starters, the Curriculum was in disarray, the leadership of the district had undergone significant change with a new Principal and Supt. and there were several folks on the teaching staff new to Chevak.
We had started the clean up of the curriculum in April of 2009 shortly after I had accepted the position of Supt. by looking for a reading program, we wanted this program to be literacy based, and scoped and sequenced for grades K-8. We found that in the Treasures reading program. We also made sure that KSD had a team in the state sponsored Curriculum Mapping Institute workshops scheduled for the fall of 2009 My second effort was to work at improving the learning environment, to that end we contracted with PEAK to train our staff in best practice for teaching and learning.

In September of 2009 I was contacted by DEED and told that some DEED people would be coming to Chevak for a visit. I asked what the nature of this visit would be and was told it would be purely supportive in nature. That visit took place over a two or three day period shortly thereafter. In meetings with DEED staff we were asked what we saw as problems in our district, and also what we planned to do to address those problems.
After laying out what we had identified as our most pressing issues and showing the DEED staff what we had planned to address them, we were praised for what had been done and for the direction we were taking to make improvements. DEED staff asked that we document our efforts and record progress. KSD staff was already doing that and we continued to monitor what we were doing noting problems and the adjustments we were making along the way toward the goal of implementing our plan. This kind of re-tooling of the delivery of education services takes time and our plan was to work on this over a much longer period of time than one school year.
This was communicated to the DEED staff with favorable reactions from them.

Later that same school year, a group charged by DEED to conduct an Instructional Audit of our district contacted me. After asking several questions of this audit group I was told that the audit came as a mandate from DEED and that it would occur in early March. We were then presented with a lengthy list of materials and items that the auditors would want to see when they came as well as a list of people they would want to interview as part of their job in Chevak.
These Auditors referred to their work as an "investigation", I took exception to this and asked them if we had done something wrong or had broken a law? At that point

they said no and tried to assure me that what they would be doing was not to find wrongdoing but to help us. We took considerable care in preparing a portfolio for them containing all the information they had requested and a schedule of the people they wished to interview with dates and times. After receiving the portfolio the auditors called back to tell us that they wanted to change the schedule around. They were told that there would be no schedule changes. The auditors were being allowed to disrupt our daily schedule already and that level of disruption was not going to increase. We provided them everything they had asked for in our portfolio and we would adhere to the schedule in it.

The audit was conducted over a three-day period in March of 2010. Several weeks later we received the report from the audit. In that report, we were told things we already knew, Curriculum was weak, assessment also weak, leadership not strong, learning climate quite good, etc; etc. All of these things were the same as we had discussed and gone over with DEED staff back in September. However the report was written in such a way as to indicate that this was news to us. In late April or Early May of 2010 I received a call from DEED in response to this audit report. The purpose of the call was to offer me some "quick fixes". At that point I lost patience and strongly disputed the concept of a "quick fix". First there is no such thing as a quick fix for education, second if there were quick fixes, why wasn't DEED telling schools about them before they got in trouble? In essence this call was made to tell me to do what we were already doing about problems we already knew about. Again I got the impression that we were regarded as too stupid to know what the problems were, and also too stupid to know what to do about them.
My questions:

1. How much money did it cost to send the DEED staff to Chevak in September?
2. How much more money did it cost to first pay the auditors and then bring them to Chevak, to do a totally redundant report?
3. What happened after the visit from DEED staff in September to demand this audit? From my perspective, it had to be that we were not trusted to do what we said we were going to do about the problems we had identified.
4. What sense does it make to expend this amount of funds and time to tell schools things they already know and then order them to do things they are already doing? Is this a reasonable use of state money?

Given what seems to be a scarcity of funding at present, I cannot help but think that this expenditure should have been avoided due its total redundancy.
The individuals involved here were doing what was asked of them. As such, I have no hard feelings toward any of the people mentioned here. I do take exception to a course of action that is redundant and wasteful of both time and funds.
Respectfully Submitted,
Doug Conboy, Supt. of Schools
Kashunamiut School District
Chevak, AK

Northwest Arctic Borough School District

"Educating Our Children to Lead Successful Lives"

P.O. Box 264 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

Leading the Way

February 22, 2012
Testimony to House Education Committee

For the record, I am Dr. Norman Eck, superintendent of Northwest Arctic Borough School District. We have 1950 students in 12 schools in our 11 villages. None of our villages are accessible by roads and all supplies have to be flown in. I have been employed in Northwest Arctic for 14 years, one year as a Director, 5 ½ years as principal, and now I am in my 7th year as superintendent.

I appreciate this opportunity to speak with you today. I support changes in language in School Intervention law. We need to be sure we have as an objective Intervention process as possible. We need to focus on what things are needed based upon the local school situation and listen to local voices as well as provide guidance and support to the educational programs in place.

It does little good to go back and complain about past problems or grievances with the Department of Education over how we were treated when Northwest Arctic was under Intervention by the department. However, now that we are working to craft a better and improved process and model for Intervention, it is valuable to look at past mistakes, mistakes of my own district and mistakes of the Department of Education, in order to put in place an Intervention process that will be a positive model for students, staff, community and school. Working together, and placing the needs of students above all else, we can do this.

First, we must have an objective process for Intervention within a school. To place an entire district under Intervention may not be what needs to be done. For example, Northwest Arctic, as an entire district was placed under Intervention on account of 3 schools with poor academic achievement, but a number of our schools were doing very well. Additionally, when Northwest Arctic was placed under Intervention, two other districts were also placed in Intervention at the same time,

Yupiit and Lower Yukon. However, there were 7 other districts with student achievement scores lower than Northwest Arctic, but those districts were not placed under Intervention. The placement of Northwest Arctic seemed to me to be a political placement rather than an objective placement.

Second, programs that are considered "best practices" in general by educators on a State or National level may not be strategies that work well in some of our isolated rural villages. We need to look at the local situation and evaluate what can work best here and then look at choices and see what the local capacity is for program change. In the case of Northwest Arctic the Department of Education dictated specific "best practices" and had given instructions to observers and consultants to come and do certain things that were in conflict with what is the best program or action to take locally. Much of this failed.

Third, the current instructional improvement plan that the local district or school may have in place needs to be looked at and worked with before it is thrown out or over-written by a new plan that is dictated by the Department of Education. In our case, when Intervention was put upon Northwest Arctic we already had an excellent improvement plan in place. We already had contracted with certain consultants to help us in a constructive manner. We were forced to use the Department of Education's plan, and then overlay that plan and the Departments consultants in our schools.

Fourth, the Department of Education, alone, lacks the depth of knowledge and expertise to conduct the Intervention process. Even today, the situation in the Yupiit District is one of conflict with the local district instead of working in concert and supportive of the District and its administration. For example, expertise from other Districts in the State can be a most valuable resource for advice to a fellow District in need. School Board members from other similar Districts can be a resource and support to the local District Board members in need. Surveys and inventories of processes and programs should be undertaken. Other Districts with similar professionals can be a most valuable resource to the Intervention School and the Department of Education in these cases.

These are good reasons to be concerned about the Intervention process and how it has worked and not worked, well. In the case of Northwest Arctic, we were fortunate to be able to establish good relationships with the head consultants assigned to our District, John Holst and Richard Hebhardt, over a period of 4 years. We learned from them and they each learned from us as we worked together to improve services to students.

Finally, I want to commend the Department of Education for releasing Northwest Arctic from Intervention in August of 2010. In August of 2011, Yukon-Koyukuk was released from Intervention. A national statistic is that only 5% of districts that have gone under Intervention have been released from Intervention.

I want to commend the Department of Education and the Governor for the settlement in the Moore Case. The process for providing targeted assistance to low performing schools as lined out in Moore Settlement can be very instructive to us. The solutions are not dictated or directed by any one party, but by a coming together of parties, listening to the needs of the local school, and providing help that is requested by the Intervention School in the categories authorized in the agreement. In this way, much can be accomplished.

Finally, for successful Intervention (or a better term is school improvement), a process of assistance must be detailed that will provide supports for the students, teachers, administrators, communities, and school board. Districts that need help must be afforded a process of Intervention that truly assists the schools to enable improved student academic performance through targeted assistance in terms of personnel, policy, and finance for specific programs.

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman
HOUSE EDUCATION COMMITTEE

Agenda

February 15, 2012
8 a.m.

I. Call to Order
II. HB 256: REPEAL STATE INTERVENTION IN SCHOOLS
    a. Representative Alan Dick, Co-Sponsor
    b. Representative Bob Herron, Co-Sponsor
    c. Diane George, Assistant Superintendent, Yupiit School District
    d. Commissioner Mike Hanley, Department of Education & Early Development
    e. ~~Dr. Norm Eck, Northwest Arctic Borough School District Superintendent~~ was unable to testify
    f. Dr. Kim Langton, Assistant Superintendent for Instruction Yupiit School District
III. Recess to 3 p.m.

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STATE OF ALASKA

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Feb. 6, 2012

The Honorable Alan Dick
Chair
House Education Committee
Alaska State Legislature
State Capitol Room 104
Juneau, AK 99801

Dear Mr. Chair:

In my presentation before the House Education Committee on Feb. 6, I referenced the Superior Court's concern that students in the Yupiit School District were not given sufficient exposure to the curriculum, and thus could not be held accountable for the material on the Alaska High School Graduation Qualifying Exam.

I further said the department had not held Yupiit's students to the requirements of the HSGQE for a period of time. Upon rechecking our records, we find that the department did continue to require Yupiit students to pass the HSGQE as a condition of receiving a high school diploma; the judge stayed her decision in that regard while the department worked with the district to provide exposure to the appropriate curriculum.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Mike Hanley

Mike Hanley
Commissioner

printed on recycled paper

Department Of Education & Early Development

Testimony Regarding HB256

February 1, 2012

The 4 Prongs of the Educational Clause

- Rational Educational Standards
- Adequate Method of Assessing
- Adequate Funding
- Adequate Accountability and Oversight

EDUCATION & EARLY DEVELOPMENT

Superior Court Decision 2007

- Pg. 188 "For the State to fail to take a considerably more directive role in the face of chronically poor perfomance, at least for the children in Yupiit, amounts to an impermissible "legislative abdication" of the State's constitutional responsibility to maintain public schools in this state."

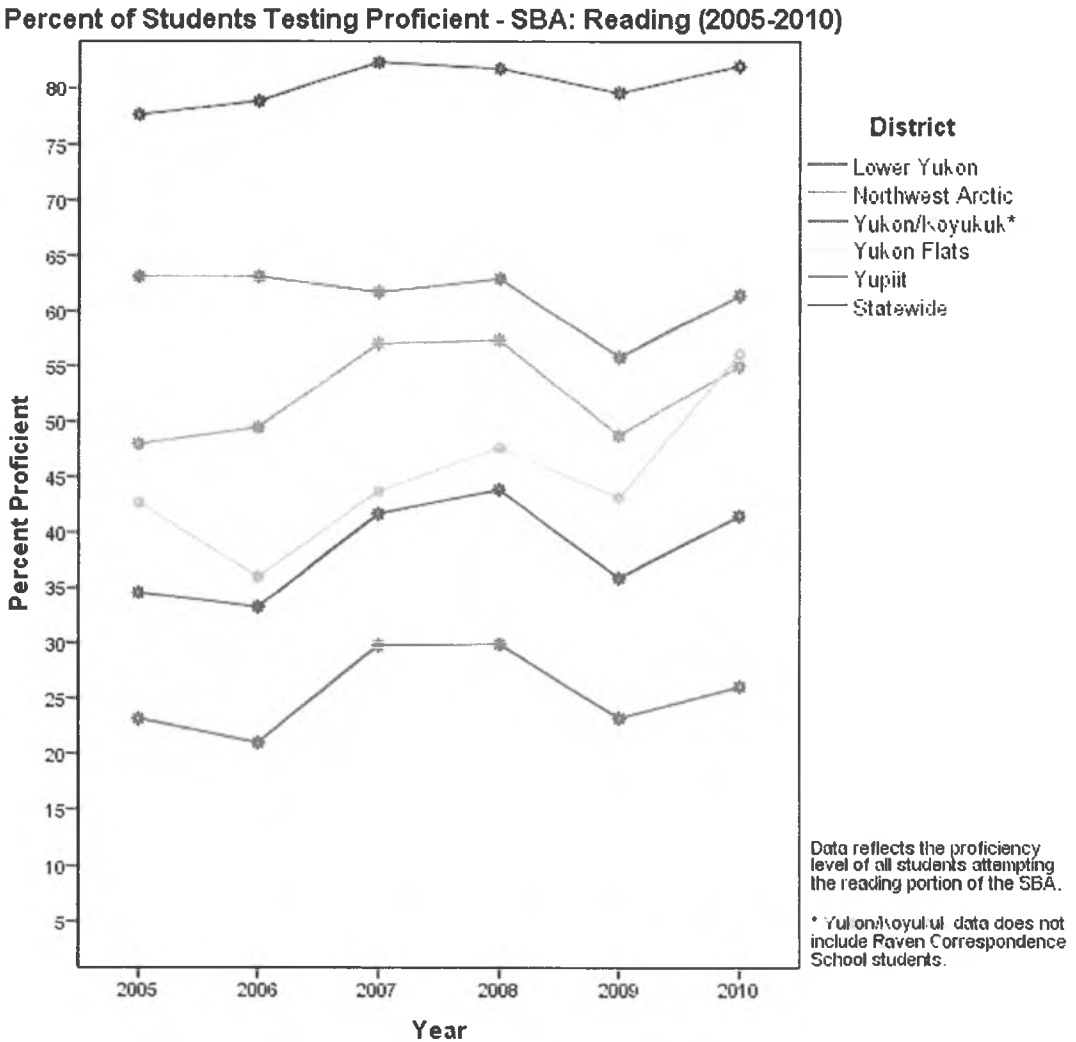
Intervention Strategies

- Content Coaches
- Technical Assistance – Grant writing, Curriculum alignment and development
- Professional Development/Training
- Trustee – 1 school district

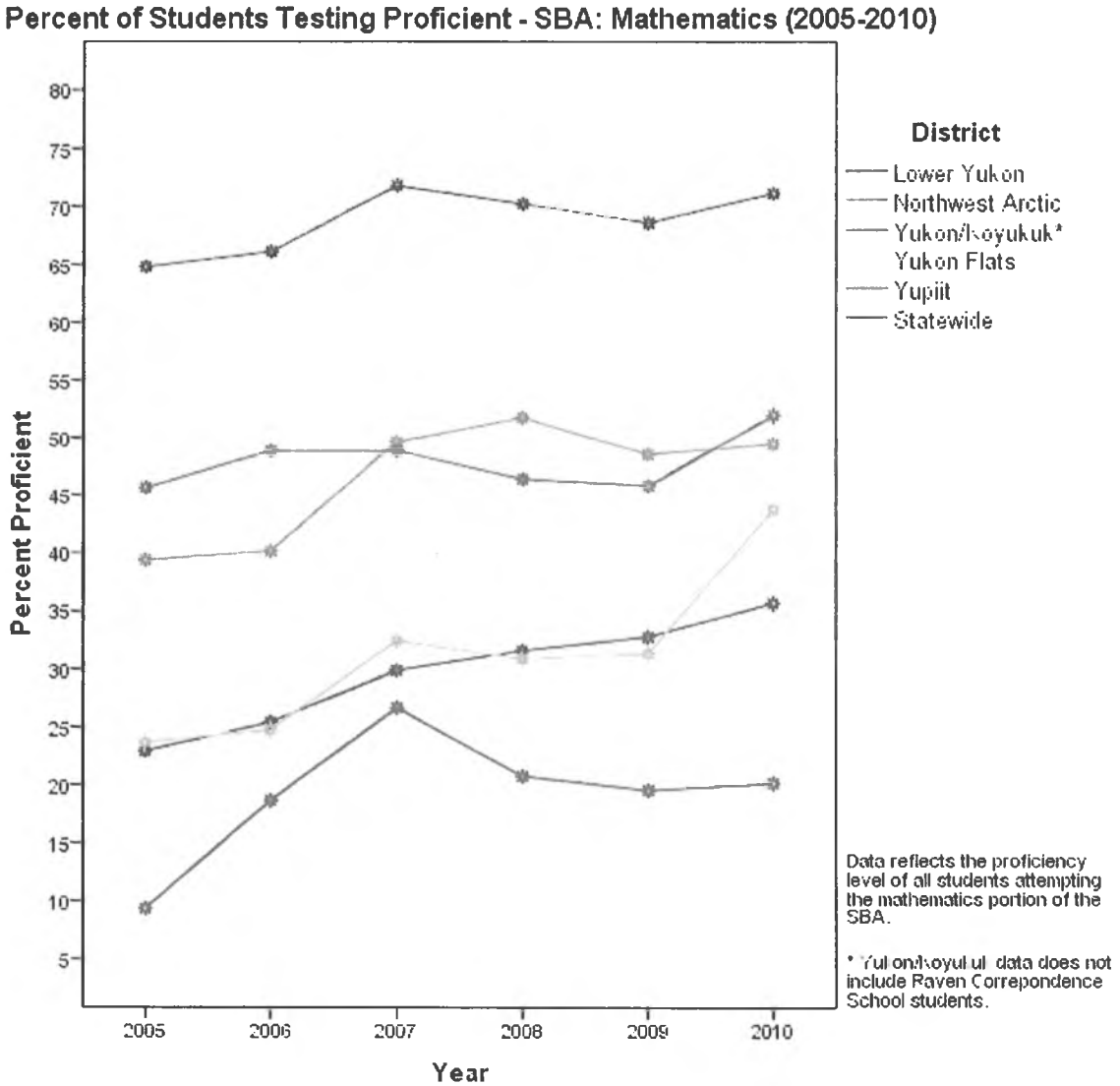
Superior Court Decision 2007

- Pg. 142 "Even at schools in which student performance has been extremely poor, and has shown no improvement for many years, the State has failed to provide an adequate oversight role with respect to either the considerable State funds that it disburses or with respect to the delivery of instruction to the children in those schools. In short, the State has failed to take meaningful action to maximize the likelihood that the children in these troubled schools are accorded an adequate opportunity to acquire proficiency in the State's standards when a school has demonstrated an unwillingness or inability to correct this situation on its own."

Yupiit Intervention Student Data



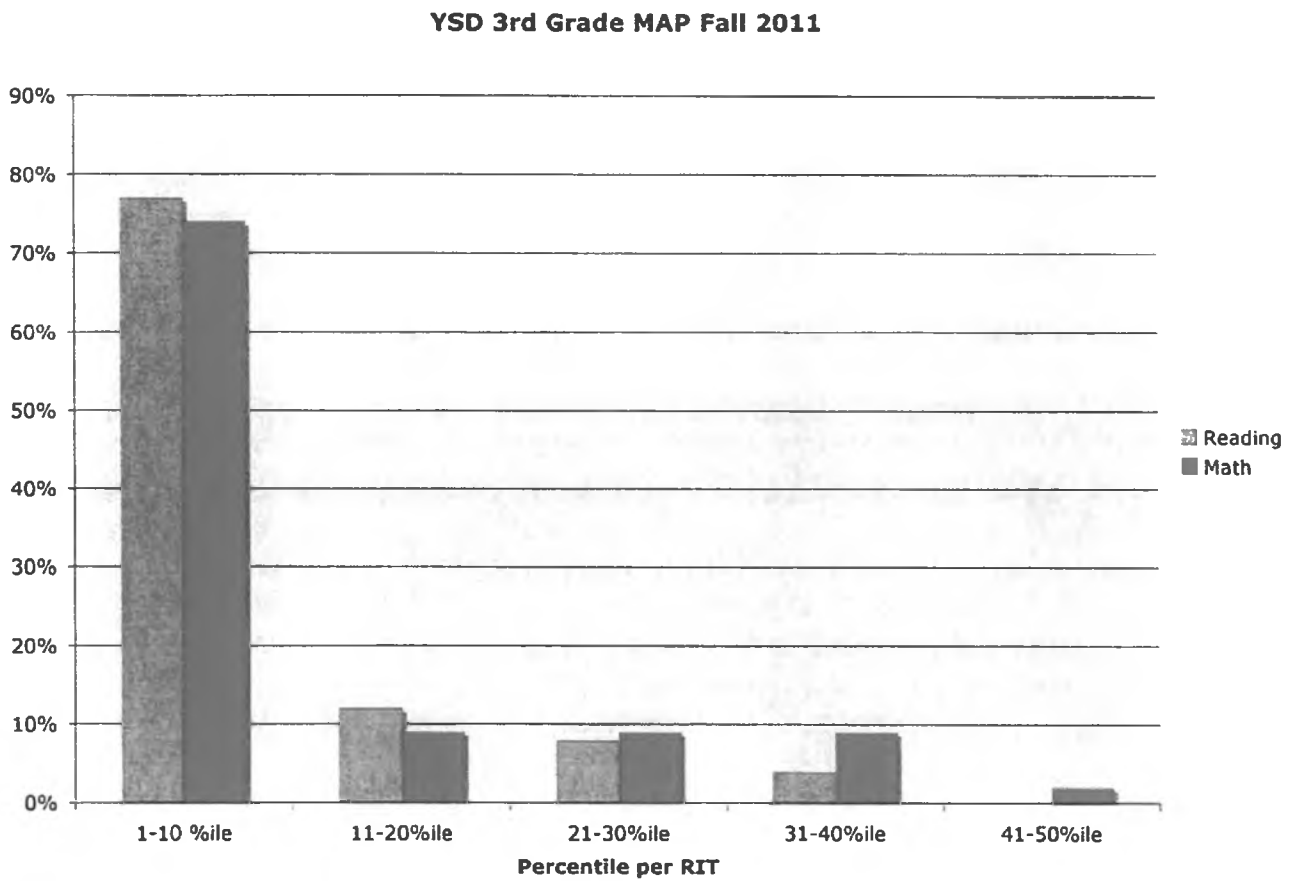
Yupiit Intervention Student Data



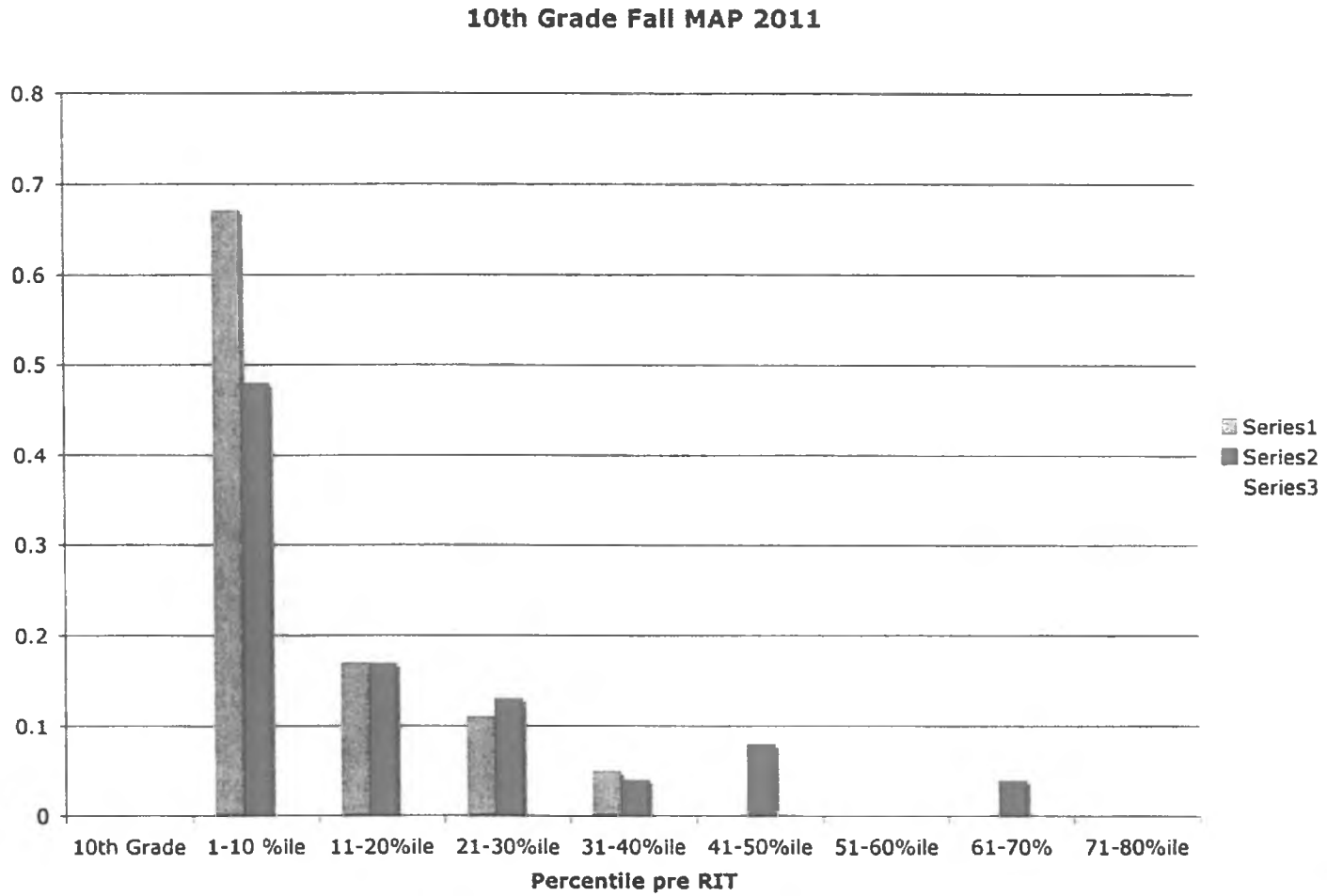
Data reflects the proficiency level of all students attempting the mathematics portion of the SBA.

* Yukon/Koyukuk data does not include Raven Correspondence School students.

Yupiit Student Data



Yupiit Student Data



Please note that the highest percentile is in the 1%ile for both subject areas.

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907-695-5645 fax

Comm. Hardy read this letter in committee

To whom it may concern:

State Intervention – Team Sipe and Crew

I think a lot of people want me to say that the state intervention teams and assistance didn't help – but that is not true. They did help. They were able to help us when we were short in manpower, short with necessary ideas and they were able to provide the necessary leadership in critical areas like reading, leadership, organizational skills and state needed requirements.

Now, I cannot speak for the other schools or speak for the district and the states help in those areas. All I can do is talk about Tuluksak.

Molli and her crew were able to provide some support, advice, and a lot of necessary skills that we at the time needed. It was and is a good relationship for us to have them in our building.

After a while they were just part of the school and the staff and they were almost part of the community. The kids knew them, the staff welcomed them and our facilities were open to them. It was easy to have them here and it was easy to have them assist us. I would dare say that there was a significant level of trust between both of our organizations.

So, as I mentioned – the state team helped. It worked for us.

Thanks for your help and best wishes for success and prosperity.

Lance Jackson
Principal
Tuluksak Schools

Testimony regarding HB 256 to repeal HB 285

Honorable members of the Alaska Education Committee, Commissioner Hanley, Superintendent Eck and others listening in:

By way of introduction, my name is Dr. Kim Langton. I am the assistant superintendent of instruction for the Yupiit School District. I served as a principal for fourteen years in two Utah districts and a private school in Honduras. I have been superintendent over Iditarod, Kuspuk and Denali Borough School Districts. All schools in Denali made AYP during my tenure there. Several of the schools in Kuspuk and Iditarod made AYP, and continue today. I was president of CEAAC at the time Moore was filed. Before the announcement that Yupiit School District would be assigned a trustee, I was hired to oversee instruction in the Yupiit School District. I also direct the SIG grant.

Much of the conversation last week focused on the lack of collaboration in the intervention efforts of DEED. The following points were made:

- Judge Gleason in Moore vs. State argued that additional support was needed, particularly in the Yupiit School District,
- She stated that the support be done in a collaborative manner,
- We heard testimony that the state provides experienced, capable content coaches,
- The "plan" of support was and is being devised while the plane is in the air,
- The "plan" was/is devised in Juneau, specialists were and continue to be hired and assigned by Juneau, and direction comes from Juneau with minimal YSD input.

We believe that DEED had and has the best intent. However, the history of which I am aware, and the reality I have experienced in the past year and a half, gives a clear indication that the intervention process was implemented with a strong philosophy that the best way to turn a "failing" school district around is to give mandates, create a plan from afar, discount local efforts, programs, and training, and to superimpose your vision on the district. Years ago, I remember hearing about how intervention schools were being treated by educators in the state, and recall finding it hard to believe. Roger Sampson was the commissioner, and was someone I deeply respected due to his success in the Chugach School District, arguably the finest educational system in the state. That district earned its reputation not from top down efforts, but from a collaboration of bottom up, top down, and side-to-side efforts. Time and funding was spent getting people together to study research-proven best practices from wherever they could find them, and all taking responsibility for effective implementation of the plan about which all had a say.

The result was a turn around success that serves students in supporting dynamically increased achievement, preparing students for work and life, preparing them for and helping them get into Job Corp, Avtec and colleges and universities, and overall preparing them for bright futures. The changes in the district were made in all aspects of their operation, from the business office to the maintenance program. This resulted in earning the Baldridge Award, presented by President Bush in early 2001. From scores of

Chugach folks I have known over the years, this was accomplished through the collaborative involvement of folks throughout the organization.

This should be Alaska's model for a turn-around district. It was and is collaborative, which not only gives insight to its success but to its sustainability as well. Nowhere in the turn-around literature are there examples of a state taking over a district or intervening in a top down manner with success. Years ago the state determined that Yupiit's scores were low, and put it on intervention status. From that time the staff and leadership at Yupiit were treated as if they had nothing to bring to the table, little expertise of value to add to the discussion, and were left virtually out of the discussion. Perhaps if Commissioner Sampson had applied his Chugach experience of utilizing, trusting and empowering his staff and leadership with intervention districts across the state, we would not be here today, and Yupiit would be achieving at far higher levels. The world offers a metaphor. DEED has operated in a manner reminiscent of "nation building", where much money is spent, quality expertise is focused, local expertise is ignored, and the results are negative, despite the huge cost.

Regarding the content coaches, we have asked that these expert folks come and live with us, serve with us, to truly enable them adequate time to work as coaches with our teachers so that they could have a deep and lasting effect on instruction. Commissioner LeDeux and his deputy replied to our requests that we would not be having any "boots on the ground." The hiring of the trustee, especially given the timing, was the wrong support for our teachers, especially given his price tag, and the fact that he came, according to him upon arrival, simply to observe. Not to work with the teachers. Not even to work with district leadership in the challenging work of turning around the district. No boots on the ground, despite paying for a trustee with boots on the ground for weeks out of the month. No boots on the ground despite receiving $7,000,000 from the legislature at the end of the 2010 session, earmarked for intervention districts. We would have welcomed that money spent on more time with the coaches to enable them to actually make a difference. The only change we saw after the money was allocated was a trustee sent to observe us.

Our principals, curriculum director, and district leadership team are evaluating data, talking to teachers and observing instruction. We determine together what our needs are. We ask content specialists to work with staff and provide specific support. We often encounter resistance, our requests unmet. When we fail to collaborate, instruction suffers, students pay the price. If we are to make full use of these content coaches, we need to work collaboratively in how they are directed and utilized.

Why is collaboration so important? It obviously is critical for building the kind of professional relationship necessary to be successful. We are told from the business world that we should be teaching children to work collaboratively in groups to solve problems. We certainly should be able to model what it is we expect our students to do. Beyond that, it is pragmatically recognizing the value of the experience and expertise of those closest to the children, the culture and the community where the students live. If you discount the perspective and insight gained there, you will fail.

In 2008-2009 Akiak had 40% of its students proficient in language arts. In 2010-2011 only 32% were. In 2007-2008 47% were proficient in math, in 2010-2011 25% were proficient. Akiachak has remained desperately low in language arts, from 15% proficient in language arts in 2007-2008 to 14% in 2010-2011. Academic achievement, while low enough to earn a spot on the intervention list, has gone progressively lower since intervention. Our MAP (Measures of Academic Progress assessment by Northwest Evaluation Association, NWEA) scores show that over 70% of our students fall in the 1-10%ile in the RIT scores. I do not imply or believe it is all the state's fault. Much of what they have done has value. We all take responsibility for increasing academic achievement for our students. I could spend hours talking about the efforts we are making with the input and direction of our new Curriculum director. But the case can and must be made that the top down intervention process experienced by Yupiit has failed.

Outside of intervention, interactions with the state are very positive and productive. The leadership of the current commissioner has given us hope. I personally believe that had Mr. Hanley been commissioner at the beginning, it would have been initiated in a much more collaborative and mutually respectful manner. The intent of this testimony is to give statute an objective face that will serve students, regardless the personalities serving at DEED.

This is a situation where simple cooperation would go a long way to better preparing our teachers for the students they serve. The structure of intervention needs to be fixed so that the district has a chair (or two) at the table. We need mutual respect and coordination. It is a shame that so much money has been wasted due to poor planning, poor implementation, poor or lacking organization, and an overall top-down philosophy. We could argue forever over strategy, research proven practices, what should the plan or vision be, etc., but what cannot be argued is the failure of the current effort. It can be fixed, but only if everyone is at the table equally, fairly, working together collaboratively to improve our schools for our kids.

It is not so much a question of what, but how.

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman

HOUSE EDUCATION COMMITTEE

Agenda
February 3, 2012
8 a.m.

I. Call to Order
II. Superintendent Presentation
    a. Scott Butterfield – Chatham School District
III. HB 256: Repeal State Intervention in Schools
    a. Neil Slotnick-Department of Law
    b. Jean Mischel – Legislative Affairs Agency
IV. Alaska Commission on Postsecondary Education – Alaska Performance Scholarship Outcomes Report
    a. Diane Barrans, Executive Director
    b. Brian Rae, Asst. Director of Research and Analysis
V. State Board of Education – Annual Report to the Legislature
    a. Esther Cox, Chairman Board of Education & Early Development
VI. Adjourn

State Capitol, Room 104 Juneau, AK 9980 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

Dept. of Law
Neil Slotnick
re: HB256
2/3/12

Excerpts from *Moore v. State* regarding the Need for State Authority to Hold Local Districts Accountable

Excerpts from the June 2007 Order:

Page 23:

> The evidence at trial also indicated that neither of the legislative finance committees have undertaken to review how the school districts are spending the State funds appropriated to them.

Page 24:

> The State exercises very limited oversight as to how a school district spends the money it receives from the State to educate the children that reside within that district.

Page 100:

> Plaintiffs have failed to establish by a preponderance of the evidence that the services that Yupiit seeks to provide to its students could not be provided to those students through redirection of the funds that are currently provided.

Page 100:

> [T]his Court finds by a preponderance of the evidence that it is a structured basic curriculum that is lacking in [Yupiit School District] that would accord to these students the opportunity to learn how to read and write in English and understand basic math.

Pages 100-101:

> Although several witnesses testified to the many dedicated and well-intentioned teachers at Yupiit, and this Court has found by a preponderance of the evidence that the district is provided with sufficient resources to meet these basic educational needs, the majority of the children at Yupiit are not being provided with the opportunity to acquire the basic tools they need to succeed in both traditional and global societies.

Page 142:

Is local control working? . . . . [A] preponderance of the evidence has demonstrated that there are at least some schools in the Plaintiff school districts in which the available resources have not been adequately or effectively directed to the classroom.

Page 142:

Even at schools in which student performance has been extremely poor, and has shown no improvement for many years, the State has failed to provide an adequate oversight role with respect to either the considerable State funds that it disburses or with respect to the delivery of instruction to the children in those schools. In short, the State has failed to take meaningful action to maximize the likelihood that children at these troubled schools are accorded an adequate opportunity to acquire proficiency in the State's standards when a school has demonstrated an unwillingness or inability to correct this situation on its own

Page 143:

Under existing law, EED appears to have virtually no authority to direct how a school district uses its State funds to educate the children within a school district, no matter how poorly the district's students perform. And to the extent EED might have any such authority, it has never exercised it.

Page 144:

The State has severely restricted its own available options for providing meaningful remedial direction in underperforming school districts. . . .The other options provided by regulation are truly a last resort and, according to several witnesses at trial, would likely meet with minimal success.

Page 144:

[T]o the extent that [the Legislature] permits a school district to adopt a curriculum that is not aligned with the State's content and performance standards, or not to adopt any meaningful curriculum at all, it does not maximize the likelihood that all children within the State are going to be accorded a meaningful opportunity to achieve proficiency on the State's assessments.

Page 145:

> While many witnesses testified about the benefits of local control over education, many witnesses also recognized that if a school district is not demonstrating an ability to provide a basic education to their children, then the State needs to intervene.

Page 174:

> [T]he State's constitutional obligation to maintain schools has four components. . . .
>
> First, there must be rational educational standards that set out what it is that children should be expected to learn. These standards should meet or exceed a constitutional floor of an adequate knowledge base for children.
>
> Second there must be an adequate method of assessing whether children are actually learning what is set out in the standards.
>
> Third, there must be adequate funding so as to accord to schools the ability to provide instruction in the standards.
>
> And fourth, where, as here, the State has delegated the responsibility to educate children to local school districts, there must be adequate accountability and oversight by the State over those school districts so as to insure that the districts are fulfilling the State's constitutional responsibility to "establish and maintain a system of public schools" as set forth in Article VII, § 1 of Alaska's Constitution.

Page 175:

> The extensive evidence presented on the State's standards all leads readily to the conclusion that these standards are thorough and appropriate educational standards for Alaska that meet or exceed the constitutional threshold of an adequate education.

Page 176:

> [T]he Education Clause does not require the State to insure that each child achieves proficiency in the content and performance standards.

Page 176:

> [T]he Education Clause requires the State to take ultimate responsibility for insuring that each child in this state is accorded a meaningful opportunity to achieve proficiency in reading, writing, math, and science-the four subjects encompassed within the State's performance standards.

Page 185:

> [I]f a school, despite adequate funding, is failing to accord a child with a constitutionally adequate education-such as failing to give that child a meaningful opportunity to acquire proficiency in the State's own performance standards- then the concept of local control must give way because that school is not being maintained as required by the Education Clause.

Page 186:

> In many respects, EED has done a truly commendable job in improving education for Alaska's children.

Page 187:

> The Education Clause does not require the State to "take over" these troubled districts or fire key personnel.

Page 187:

> [T]his Court finds that the efforts taken as of trial, particularly with respect to the Yupiit School District [in which the State had intervened at the time of trial], are constitutionally inadequate. While the Court recognizes that the State had taken some steps in the right direction in Yupiit as of that date, the State has not satisfied its constitutional obligation to the children in that district to accord them an adequate education. In short, the schools in Yupiit are not being adequately maintained as required by Alaska's Constitution.

Page 188:

> There is "no silver bullet" in education.

Page 188:

Here, the evidence has persuasively demonstrated that more funding is not the answer.

Page 188:

For the State to fail to take a considerably more directive role in the face of chronically poor performance, at least for the children in Yupiit, amounts to an impermissible "legislative abdication" of the State's constitutional responsibility to maintain public schools in this state.

Page 189:

[T]he State must exercise considerably more oversight and provide considerably more assistance and direction to those schools that are identified as failing to meet the State's constitutional obligation, in a concerted effort to remedy the situation.

Excerpts from the February 2009 Order:

Page 8:

No evidence has been presented to this Court that the State is intervening in districts in which it should not be intervening or that the State should be intervening in other districts where it is not.

Page 9:

In the 2008 session, the Alaska State Legislature adopted SB 285. The letter of intent adopted with the legislation state as follows:

> It is the intent of the Legislature that the Department of Education and Early Development (DEED) provide state oversight of public education . . . .[and] that the DEED intervene in a school district when the department has evidence that intervention by the department can result in improvement in instructional practices in the school district . . . .

Page 47

> [T]he State has been ordered to take remedial action to correct an ongoing constitutional breach.

Page 50:

> [T]he State's current district-level interventions have fallen considerably short of complying with [the] oversight requirement in two basic respects: first, because the remedial measures included in the interventions have not been effectively implemented and have not adequately [met] the needs they were meant to serve; and, second, because the interventions target an unjustifiably narrow range of problems, while ignoring many other educational problems that these local districts **have not adequately addressed on their own.** (Emphasis added.)

Page 56:

> [T]his court finds that the Department, through the delegation from the legislature, is not currently meeting the State's constitutional responsibility to "maintain a system of public schools open to all children of the State." The schools in the chronically underperforming school districts are not constitutionally adequate; the Education Clause requires considerably more from the State in the way of oversight and assistance to those districts.

Excerpts from the March 2010 Order:

Page 5:

> The lack of an aligned curriculum persists in the intervention districts.

Page 14

Considerably more work is needed for [the intervention districts' District Improvement] plans to demonstrate compliance with this Court's February 2009 Order.

Page 15:

In evaluating the State's responses at this time, the Court returns once again to the language of the Alaska Constitution, which places the responsibility "to maintain a system of public schools open to all children of the State" squarely upon the Legislature . . . . To date, **the State has not demonstrated that the delegation of this responsibility to school districts that have been identified as chronically underperforming, but which do not appear to have been accorded adequate assistance and oversight, will result in compliance with this constitutional responsibility.** (Emphasis added.)

Alaska State Legislature

Rep. Lance Pruitt, Vice-Chairman
Rep. Sharon Cissna
Rep. Eric Feige

Rep. Peggy Wilson
Rep. Paul Seaton
Rep. Scott Kawasaki

Rep. Alan Dick, Chairman
HOUSE EDUCATION COMMITTEE

Agenda
February 1, 2012
8 a.m.

I. Call to Order
II. HB 256: REPEAL STATE INTERVENTION IN SCHOOLS
   a. Representative Alan Dick, Co-Sponsor
   b. Representative Bob Herron, Co-Sponsor
   c. Diane George, Assistant Superintendent, Yupiit School District
   d. Commissioner Mike Hanley, Department of Education & Early Development
   e. Dr. Norm Eck, Northwest Arctic Borough School District Superintendent
   f. Dr. Kim Langton, Assistant Superintendent for Instruction Yupiit School District
III. Recess to 3 p.m.

State Capitol, Room 104 Juneau, AK 9980 - Phone: 465-4527 - Fax: 465-2197 - Toll Free (800) 491-4527
Representative_Alan_Dick@legis.state.ak.us

LAWS OF ALASKA

2008

Source
HCS CSSB 285(HES)

Chapter No.
_____

AN ACT

Relating to the power and duties of the Department of Education and Early Development for improving instructional practices in school districts; and providing for an effective date.

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

THE ACT FOLLOWS ON PAGE 1

AN ACT

Relating to the power and duties of the Department of Education and Early Development for improving instructional practices in school districts; and providing for an effective date.

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* **Section 1.** AS 14.07.020(a) is amended to read:

(a) The department shall

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

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

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

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

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

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

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

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

(9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;

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

(11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school

construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;

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

(13) administer the grants awarded under AS 14.11;

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

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

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

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

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

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

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

* **Sec. 2.** AS 14.07.030 is amended to read:

Sec. 14.07.030. Powers of the department. The department may

(1) establish, maintain, govern, operate, discontinue, and combine area,

regional, and special schools;

(2) enter into contractual agreements with the Bureau of Indian Affairs or with a school district to share boarding costs of secondary school students;

(3) provide for citizenship night schools when and where expedient;

(4) provide for the sale or other disposition of abandoned or obsolete buildings and other state-owned school property;

(5) prescribe a classification for items of expense of school districts;

(6) acquire and transfer personal property, acquire real property, and transfer real property to federal agencies, state agencies, or to political subdivisions;

(7) enter into contractual agreements with school districts to provide more efficient or economical education services; reasonable fees may be charged by the department to cover the costs of providing services under an agreement, including costs for professional services, reproduction or printing, and mailing and distribution of educational materials;

(8) provide for the issuance of elementary and secondary diplomas to persons not in school who have completed the equivalent of an 8th or 12th grade education, respectively, in accordance with standards established by the department;

(9) apply for, accept, and spend endowments, grants, and other private money available to the state for educational purposes in accordance with AS 37.07 (Executive Budget Act);

(10) set student tuition and fees for educational and extracurricular programs and services provided and schools operated by the department under the provisions of (1) of this section and AS 14.07.020(a)(9), (11), and (12);

(11) charge fees to cover the costs of care and handling with respect to the acquisition, warehousing, distribution, or transfer of donated foods;

(12) establish and collect fees for the rental of school facilities and for other programs and services provided by the schools;

(13) develop a model curriculum and provide technical assistance for early childhood education programs**;**

(14) notwithstanding any other provision of this title, intervene in a school district to improve instructional practices under standards established

by the department in regulation, including directing the

(A) employees identified by the department to exercise supervisory authority for instructional practices in the district or in a specified school;

(B) use of appropriations under this title for distribution to a district;

(15) notwithstanding any other provision of this title, redirect public school funding under AS 14.17 appropriated for distribution to a school district, after providing notice to the district and an opportunity for the district to respond, when

(A) necessary to contract for services to improve instructional practices in the district; or

(B) the district has failed to take an action required by the department to improve instructional practices in the district; if funding is redirected under this subparagraph, the department shall provide the redirected funding to the district when the department has determined that the required action is satisfactorily completed.

* **Sec. 3.** AS 14.07 is amended by adding a new section to read:

Sec. 14.07.032. Definition for AS 14.07.020 - 14.07.032. In AS 14.07.020 - 14.07.032, "instructional practices" means the strategies and methods used in teaching or delivering information, skills, material, and student learning management tools to a student to help the student achieve intended educational outcomes.

* **Sec. 4.** This Act takes effect immediately under AS 01.10.070(c).

REASONS FOR REPEALING SB 285

- Previous to SB 285, the Department already had authority to intervene in underperforming schools. SB 285 gave more authority.
- SB 285 was in response to the Moore Case. The Moore Case has now been settled and these provisions are no longer necessary.
- Under NCLB, every school in the state will be out of compliance by 2014. This means that every school will be on the path to intervention.
- The Department has not worked collaboratively, and has violated the spirit and intent of SB 285.

HB 256: REPEAL STATE INTERVENTION IN SCHOOLS
Talking points

- In 2004, **Citizens for the Education Advancement of Alaska's Children filed suit** against the State asserting that the state needed to fulfill its responsibility under the Alaska constitution to provide an adequate education to all children. **This is the Moore case,** just recently settled.
- In **2008 as a response to the Moore case legislation, SB 285, addressed the responsibility and role of the Department of Education.**
- **SB 285 amended the powers and duties of the Department for improving instructional practices in school districts.** It was introduced as a "must have" bill that needed to move quickly through the Legislative process.
- However, during discussion of the bill, **there was concern that the Department would use the interception of school district funds as a very heavy hammer because it is a simple approach.**
- **Why DEED chooses to intervene in one district and not another is an admittedly subjective process internal to the Department.**
- The Director of the Council of School Administrators suggested to the committee that was hearing SB 285, that it **consider a collaborative approach with communities that are having difficulty meeting Adequate Yearly Progress.**
- Interestingly, a department representative said it is the Legislature's responsibility to intervene when districts are not making progress. As we know, Yupiit School District scores have not improved since it has been in Intervention with the Department. It's time for the Legislature once more to intervene in this discussion.

MINUTES FROM HEARINGS IN 2008

NEIL SLOTNICK: Her (Judge Gleason) recommendation came from testimony by Commissioner Sampson who was recognizing that as of the date of trial, DEED had, to the best of its ability, implemented the accountability system that the legislature adopted in 1998. But it's time to put more teeth in the accountability system, he said. **DEED is only asking for authority to use district funds to hire contract personnel;**

there's no intention to create more infrastructure. The idea is to do what the judge said and direct additional resources into the classroom. "That's the point of this authority that we're asking for," he said.

MR. JEANS responded **the intent is to work cooperatively through local school district administrations to develop an improvement plan that will lead to increased student achievement. There is no intention for DEED to step into the local school and start directing the principal on how to run his or her school.**

MR. ROSE replied that the affected districts are not going to be in favor of it. Those districts face extreme conditions like differences in language, culture and distance; they are not connected by roads. There are difficulties that even the department is going to have to face, he said, but it is a matter of interpretation in terms of what ought to be done. **He thought they would welcome the assistance, but not the heavy-handed way this is being done.** However, in some ways it is very necessary and if they can ensure that the regulations are not being abused the legislature has some responsibilities and the judge is commanding them.

CHAIR STEVENS said he appreciated that because they were concerned about not hearing from the districts. **The real problem they are facing is that this appears to be a must-have piece of legislation that needs to move through the legislature in 45 days.** He would be loath to hold the bill for another two weeks; so he encouraged her to keep commenting through the whole process.

MR. JEANS said he didn't see this as the department taking control, but rather as the legislature directing school districts to accept guidance and direction from the Department of Education. "We absolutely intend to work collaboratively with the school district administration, with the school board, with the individual school principals, in implementing the school improvement plan."

Senator Stevens wanted to make sure that everyone understood the intervention would not be a hostile takeover, only an opportunity to offer help and support to the school.
Senator Elton questioned the last sentence in the fiscal note from Department of Education: This law will make it clear to Alaska school district that they must cooperate with the Department of Education & Early Development or risk specific directives, delineated in regulation, regarding district personnel decisions and expenditures of district funds necessary to improve instructional practices in the district schools.

Senator Elton remarked that the language in the bill sounded like a "take-over." He contended that the schools have no choice but to allow the intervention and school decisions to be made by central administrators in the Department of Education & Early Development.

Diane George - Yupiit School District

February 1, 2012

I want to thank you for allowing me to tell my story of intervention as it has unfolded in the Yupiit School District since the fall of 2005.

Please understand that it is not my intent to "pick on" any of the individuals who are currently involved in the "intervention plus" occurring in the YSD. Rather it is my intention to let people know what has been happening in our district and how the imposition of the current model has impacted the district.

In the fall of 2005 I received a phone call from then Commissioner of Education, Roger Sampson. He was dissatisfied with our district improvement plan. He felt that our district improvement plan (DIP) was not aligned well with the school improvement plans and was not appropriately focused. His plan was to send out a team to remedy our situation. We were informed that our NCLB funds would not be released until we had participated in the November 2005 training and revised our district improvement plan.

In November 2005 a team of approximately 5 individuals arrived at the YSD district office to provide 5 days of training in order to assist the district in changing its course. The principals (3), teacher leaders from each school and I participated in AIMSweb training as well as goal setting. In all honesty, I thought the goal setting was useful and the facilitator did a good job of honoring our district's perceived needs. By the end of those 5 days the first AIMSweb benchmark had taken place (all students), we had revised our district improvement plan, set some district goals and scheduled weekly collaborative meetings.

It's important to realize that the district administration and staff, prior to the intervention, had recognized that necessity of "tightening" up our literacy instruction in order to improve student learning. We were providing high quality professional development to our staff in reading and writing instruction, had hired a literacy leader for each school and had implemented the following assessments to track student progress (DIBELS – K-2 in Yup'ik and English) and Ed Formation (3-12). We also scheduled a district wide writing assessment twice yearly and had drafted a Writing Plan. I tell you this because I want everyone to understand that as a district we

recognized the educational needs of our students and were doing the best we knew how to address those issues.

During either the 2006-2007 or 2007-2008 school year the DEED assigned a district coach to our district. We were informed just prior to the beginning of the school year that the new coach would be attending our August in-service. The DEED also provided us with a district improvement plan. We did not have any input into the development of the plan. By this time the expectations for monitoring and reporting, by both me and the principals, had increased significantly. The district visits, by the coach, were infrequent and of little assistance to the district. Recollecting back to that time, I don't recall really understanding the role of the coach or the purpose of his occasional visits.

During the 2008-2009 school year the coach was in our district on a monthly basis. He and I talked frequently. I used him as a mentor and a guide. He and I worked together in planning and facilitating monthly principal meetings. During these meetings we tackled components of the district and school improvement plans such as walk-throughs and implementation of an RTI model. I think this was the most productive year (for me) of the intervention because we worked together. We collaborated. He directed his attention to building capacity among the school leaders and supporting us as we tackled difficult issues.

By this time we had functioned under the DEED imposed district improvement plan for three years. As a result of the requirements of the plan we had eliminated the district writing assessment, the DIBELS and Ed formation. We were also experiencing considerable conflict with the requirements of the DEED and the needs that we saw evident. It became increasingly difficult to provide professional development that we thought more appropriate due to the demands of the district improvement plan.

During the 2008-2009 the DEED had once again provided us with a completed district improvement plan. By the end of the year Joe Slats (superintendent), Willie Kasayulie (RSB chair) and I met, via phone, with DEED representatives in order to discuss a newly revised district improvement plan process and how the district was to provide input into that plan. We were told that we could select a few areas to focus our efforts for the upcoming year. The principals and I met for a few days and set goals for

the following school year. We chose to address the areas of curriculum and professional development.

During the ASLI (Alaska State Leadership Institute) in May 2009 I met our new district coach. The district was not consulted at any time that spring regarding the appointment of a new coach or content area specialists for the following school year.

In August 2009 Howard Diamond began his tenure as the superintendent of the YSD. In August then Commissioner Larry LeDeux met with Howard and I to discuss the DEED's continued involvement in our district (intervention plus).

The requirements related to this "Intervention Plus" status were set out in a "MOU" delivered to the District by DEED. The terms of the MOU were not developed in consultation with the District or based on any discussion with District administration about the District's needs.

The MOU indicated that the department's efforts would be coordinated and collaboratively discussed with the District in advance of implementation. I do not feel that DEED's efforts were "coordinated" with the District or collaborative towards it. We were presented with an MOU and certain requirements, even where we had been previously led to believe that specific requirements would not be in place. For instance, we had previously been told that we could choose to focus on the areas of the DIP (district improvement plan) where we felt attention was most urgently needed; the MOU required us to address all areas of the DIP (District Improvement Plan), despite a lack of resources for doing so.

In terms of the design and implementation of the MOU, there was no coordinated effort or meaningful collaboration. We were told that the content specialists would begin visiting the district, and that they would concentrate their efforts in Tuluksak. We were told when they were coming and where they were going and what they would be doing. It was neither "collaborative" nor coordinated with us.

The role of the trustee has been the most frustrating of all since the implementation of the "intervention plus". He arrives in our district (we are often unaware of his travel schedule), sleeps in the school, chats with staff and students, observes the daily goings on in the schools. We have asked for

his assistance with certain matters and have been told he is not there to assist. He is there to observe

A few key points regarding the DEED's intervention:

1. Judge Gleason is the only person who has ever asked me what assistance was needed in the district.
2. The intervention, in my opinion, has never been designed to support the district and build capacity within the district.
3. Test scores have been up and down since the DEED intervention first began and since intervention plus have declined.
4. Prior to the DEED's intervention, the district was in the process of focusing efforts on developing reading skills. We had recognized the need and were providing high quality professional development to our staff. We had a plan. We did need additional support and resources. The process was not approached in a collaborative manner.
5. The district, on its own, had secured a federal competitive Title III grant to address the needs of English language learners, prior to the DEED intervention. Due to the intervention and requirements of the DEED mandated district improvement plan, the implementation of this grant was difficult.
6. Once the DEED began mandating professional development we were no longer able to provide what we had perceived to be the necessary professional development for our staff (reading, content area literacy, strategies for teaching English language learners).
7. We were accused of being "A mile wide and an inch deep". Intervention has only exacerbated the situation.
8. The content area coaches were provided to the district without consultation.
9. The trustee observes in each school. He does not provide support or assistance in any form. His role provides no benefit to the district and is not a productive use of state funds.
10. We were specifically told that there would be "no boots on the ground" when we indicated the need for on-site, full-time support specialists.

11. Staff had to be told that Howard Diamond was the Superintendent of the YSD and in charge of the district (not the trustee) by the RSB Chair during the August 2011 in-service. This was because staff was confused by the role of the trustee.
12. Both the trustee and coaches made statements that caused confusion and undermined the authority of local administration.
13. Trustee role creates confusion among staff members. Why is this person here? What is he doing? Who is our boss?
14. Lack of a plan. No plan developed with district. "We're building the plane as we're flying it."
15. The content area coaches are knowledgeable professionals in their content areas. Their visits are too infrequent and too short in duration to positively impact student learning.

February 1, 2012

Additional thoughts:

1. What might a successful implementation of intervention look like:
    a. Collaborative, problem-solving
    b. The district has a "seat at the table" (or a few for that matter) when planning for change.
    c. Viewing district administration as education professionals with knowledge of the local communities.

2. What infrastructure resources are necessary in order to improve student academic achievement?
    a. School maintenance
    b. Teacher housing
    c. Curricula needs
    d. Specialists in district year round
    e. Culturally relevant curriculum
    f. School safety

3. What district level staffing is required to satisfactorily support our schools to improve academic achievement:
    a. Curriculum director, director of instruction, superintendent, special education director, content area specialists – reading/writing, math, science
    b. Howard has built capacity (from 2 D.O administrators to 4 D.O. administrators)

4. What could be done right now that would help YSD to formulate appropriate plans and turn the District to increasing academic achievement?
    a. Survey district needs
    b. Remove trustee and coaches from district
    c. Sit down with district representatives (RSB, D.O., school staff) to develop a plan to address the needs of the district.
    d. Provide resources to support the plan.

Yupiit/Commissioner Meeting

4:00-5:30

December 4th, 2011

Purpose: To discuss a modified schedule/exit strategy for the trustee in the Yupiit district while incorporating academic benchmarks as goals.

Participants: Howard Diamond, Kim Langton, Diane George, Lexi Hill, Mike Hanley, Darrell Sanborn

Yupiit Thoughts

Legal Parameters

Trustee Schedule Consideration

Benchmark Considerations

Trustee Future Time, Role, Coordination

Benchmarks

Proof of Capacity and Growth

Considerations

Aimsweb Measurements- Kindergarten – Third Grade

Kindergarten:

Move all of the students out of Tier 3 to Tier 2 in Letter Naming Fluency and Phonemic Segmentation Fluency

Move at least half of the Tier 2 students into Tier 1 in Letter Naming Fluency and Phonemic Segmentation Fluency

First Grade:

90% of the students in Tier 1 in Phonemic Segmentation Fluency

Second/Third Grade:

Reduce the number by half in Tier 3

Move all Tier 2 students to Tier 1

Four –Tenth Grades or Benchmark Grades:

Raise RIT scores for all students below proficient 8 points.

Raise RIT scores for all proficient students 5-8 points.

District focus:

10 Students per school- district choice, to show significant growth using measure of your choice.

Judge Gleason's Finding- June 2007

"For the State to fail to take a considerably more directive role in the face of chronically poor performance, at least for the children in Yupiit, amounts to an impermissible "legislative abdication" of the State's constitutional responsibility to maintain public schools in the state."

"The State must exercise considerably more oversight and provide considerably more assistance and direction to those schools that are identified as failing to meet the State's constitutional obligation in a concerted effort to remedy the situation

"The State has failed to exercise adequate supervision and oversight."

In regards to oversight and accountability: "But this Court finds that the efforts taken as of trial, particularly with respect to the Yupiit School District, are constitutionally inadequate."

"The State has failed to provide an adequate oversight role with respect to either the considerable State funds that it disburses or with respect to the delivery of the instruction to the children in those schools. In short, the State has failed to take meaningful action to maximize the likelihood that the children at these troubled schools are accorded an adequate opportunity to acquire proficiency in the State's standards when a school has demonstrated an unwillingness or inability to correct this situation on its own." Pg 142

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **HB256**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB256-EED-SSA-1-20-12
Dept. Affected: Education & Early Development
Title: "An Act repealing the powers of the Department of Education & Early Development to intervene..."
Appropriation: Teaching and Learning Support
Allocation: Student & School Achievement
Sponsor: Representative Dick
Requester: House Education Committee
OMB Component Number: 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		***	***	***	***	***	***	***

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version

Prepared by: Cynthia Curran, Director — Phone: 465-2857
Division: Teaching and Learning Support — Date/Time: 1/31/2012 4:15pm
Approved by: Mike Hanley, Commissioner — Date: 1/31/2012

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB256

Analysis

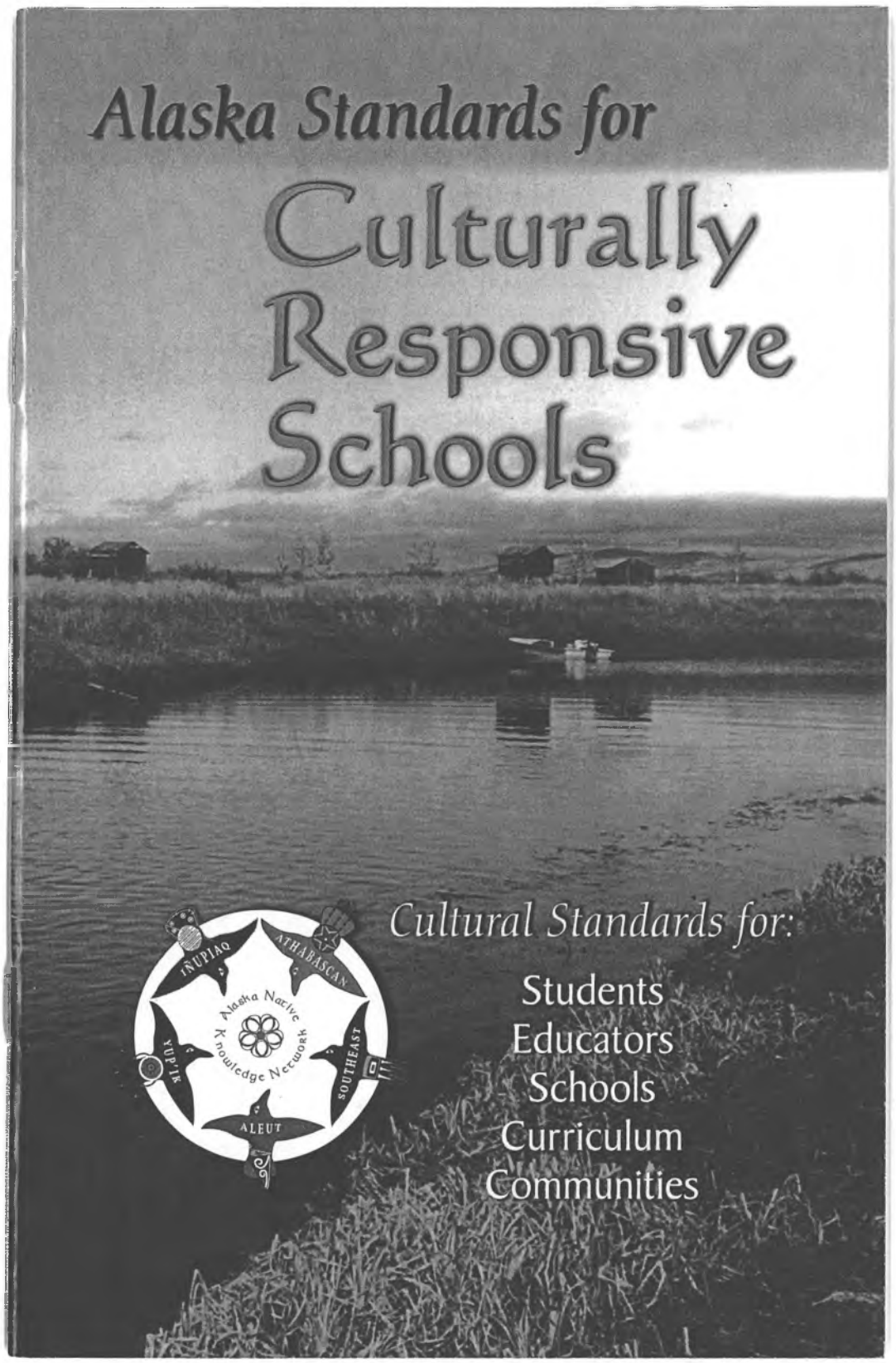
The fiscal effect of this bill is indeterminate because the legal effect is not clear. This bill repeals department authority to redirect district funding and to direct the personnel in charge of instructional practices. However, under the decision in Moore v. State, the state is still required to exercise oversight and accountability in local school districts. Further, AS 14.03.123 will still require the department to implement federal education law, which requires an accountability system and a state system of support. Federal law also requires the department to implement one or more corrective action in a school district that is identified for corrective action. If HB 256 passes it will be unclear as to what authority the department has to implement the various corrective actions provided for in federal law. In sum, the repeal of department authority, coupled with the requirement to stay compliant with the Alaska Constitution and federal law, may affect the resources needed for school improvement, but it is unclear what the effect will be.

THE FOLLOWING DOCUMENT

HAS NOT BEEN FILMED BUT IS

AVAILABLE IN THE ORIGINAL FILE

Alaska Standards for Culturally Responsive Schools



Cultural Standards for:

Students
Educators
Schools
Curriculum
Communities

HB 272

<TARGET><BILL>HB 272</BILL><SUBJECT>HB 272</SUBJECT><COMM>HEDC27</COMM></TARGET>

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

3030 VINTAGE BLVD.
JUNEAU, ALASKA 99801-7109
VOICE (800) 441-2962
In Juneau (907) 465-6740
TDD (907) 465-3143
FAX (907) 465-3293

March 14, 2012

The Honorable Alan Dick, Chair
House Education Committee
Alaska State Legislature
State Capitol Room 106
Juneau AK, 99801

Dear Representative Dick:

The following information is provided in response to requests made at the March 5, 2012 meeting of the House Education Committee regarding HB272.

1) **The current default rate (and any supporting documents/graphs) for all loan programs.**

The Commission calculates annual cohort default rates based on the ratio of loans that entered repayment between January 1st and December 31st of the cohort year, and were greater than six months in arrears at the end of the first 12 months of repayment.

The Commission publishes the alternative loan default rates in two modes:

1. Institutional Rate: Rate of default on Alaska Supplemental, Alaska Student and Teacher Education Loans at institutions administering education loan programs on behalf of Alaska students.
2. Program Rate: Rate of default by specified loan program.

Institutional Cohort Default Rate (CDR)

Institution Location	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
Alaska	8.13%	6.88%	5.34%	5.29%	5.30%	5.60%	6.30%	6.10%	5.10%	4.90%	8.40%
Out-of-State	6.96%	4.90%	3.45%	3.93%	3.50%	4.00%	4.10%	3.40%	2.50%	4.80%	5.90%
Combined Rate	7.69%	6.08%	4.56%	4.68%	4.50%	4.70%	4.90%	4.60%	3.60%	4.80%	7.20%

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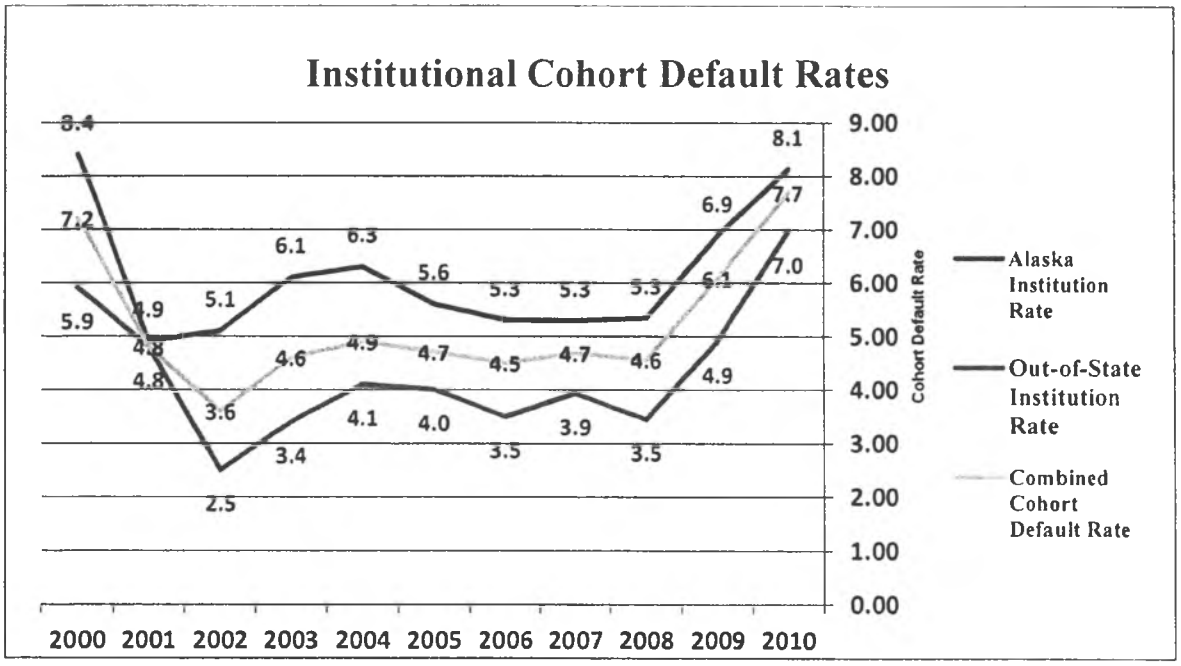
Program Cohort Default Rate

Program	2010	2009	2008	2007
Alaska Supplemental Education Loan	7.68%	6.04%	4.63%	4.85%
Alaska Student Loan	13.57%	8.48%	6.76%	2.97%
Family Education Loan	2.10%	0.00%	0.42%	1.40%
Teacher Education Loan	4.56%	3.01%	3.56%	2.72%
Winn Brindle Education Loan	4.54%	15.33%	0.00%	0.54%
Alternative Loan Consolidation	0.00%	0.00%	0.44%	0.00%

ASLC Federal Cohort Default Rate

2009	2008	2007
7.8%	5.1%	7.0%



2) **Will HB 272 have an effect on the default rate?**

It is unlikely that a potential to earn a 3% cost reduction will impact a borrower's likelihood of default. In the Commission's experience, borrowers typically default 1) due to failure to manage their

loans, including failure to apply for deferments or other repayment options which would allow them to avoid default without having to make payments, or 2) because they lack an ability to repay due to over borrowing relative to their income potential (resulting from one or both of the following--failure to achieve an occupational/professional credential and/or incurring high levels of education/non-education debt due to lifestyle choices). Generally, regardless of the underlying reasons for the lack of capacity to pay as agreed, borrowers fail to be influenced or motivated by the consequences of delinquency or default, so it seems reasonable to conclude that the default rate would not be materially impacted by this new potential benefit.

3) **Percent of students who are completing within 150% of time?**

According to NCHEMS (higheredinfo.org), rates of completion within 150% of expected time in 2009 (most recent year available) for first-time, full-time freshmen are:

	Alaska Rate	US Rate
Three-year rate for associate degree completers	13.3%	29.2%
Six-year rate for baccalaureate students	26.9%	55.5%

Specific to the University of Alaska, rates for 2008 cohorts (most recent available) are:

Two-Year Programs

For full-time, first-time freshmen entering UA two-year certificate or associate programs in fall 2008:
28.9 percent of certificate degree seekers earned the degree in 3 years by FY11 and
8.3 percent associate degree seekers earned the degree within 3 years by FY11.

For all two-year public institutions, about 21 percent of all associate and certificate degree seekers complete the degree within 3 years.

Four-Year Programs

For full-time, first-time freshmen entering UA four-year baccalaureate programs in fall 2005:
28.9 percent earned a baccalaureate degree in 6 years by FY11.

For all four-year public, open admission institutions, 31 percent of baccalaureate degree-seeking students complete the degree within 6 years.

4) **How would the provision regarding no principal reductions for loans otherwise eligible to be repaid or forgiven by the state (14.43.123(a)(4) operate relative to the provision that the principal reduction would be provided in addition to any other reduction of principal or interest (14.43.123(c)?**

It is my understanding that the bill's sponsor seeks to exclude from this new benefit any loans for which the borrower can qualify for full forgiveness or repayment by the state. For example, if the state establishes a program wherein a borrower could perform in an occupation or profession in Alaska and in return the state would repay all of their state education loans, borrowers participating in that program

would *not* qualify for this principal reduction *in addition to* their loan repayment benefit. In the latter provision, the bill would allow otherwise-eligible borrowers who may qualify for a borrower benefit provided by the Alaska Student Loan Corporation, such as the recurring web-pay benefit, whereby borrowers who make their loan repayment electronically receive a .25 interest rate reduction, to receive the principal reduction *in addition to* the web-pay benefit.

5) How would the annual appropriation process, by which the principal reduction would be funded, work?

While an applicable business process has yet to be developed, conceptually, in October of each year the Commission would engage with a third-party aggregator of degree completion information to determine which borrowers, with loans in repayment, were shown to have received a postsecondary credential. Based upon the outstanding balance of loans held by those borrowers, the projected cost of a three percent principal reduction would be developed for the purpose of providing that cost figure to the legislature. The Commission would contact potentially-eligible borrowers to advise them of the potential benefit available to them upon application and documentation of their eligibility. In December of the subsequent year, borrowers determined to have meet all eligibility criteria for that year ending would, subject to the adequacy of the appropriation, receive a credit up to three percent of their outstanding principal balance.

I hope this information is responsive to your members' inquiries and I look forward to making myself available to them for further discussion of HB 272.

Sincerely,

Diane Barrans
Executive Director

Annette Kreitzer

From: Toby Smith
Sent: Tuesday, March 06, 2012 1:40 PM
To: Rep. Peggy Wilson; Rep. Scott Kawasaki; Rep. Eric Feige; Rep. Lance Pruitt; Rep. Paul Seaton; Rep. Alan Dick; Rep. Sharon Cissna
Cc: Annette Kreitzer; Rep. Les Gara
Subject: Explanation of Section 2 of CSSSHB 272
Attachments: CS for 2nd SSHB 272 - Statutes listed under Section 2.pdf

Dear Representative Wilson and Education Committee members-

In response to Rep. Wilson's question about Section 2 of HB 272 (the R Version of the student loan reduction bill), attached is a list of the statutes in that section. The statutes that are listed in Section 2 pertain to loan issues such as default, consolidation, eligibility, etc. The purpose of Section 2 is to include HB 272 within the list of existing statutes so that the reduction in principal under HB 272 will be effective under those statutes. Under HB 272, borrowers will not be eligible for a reduction in principal if they are in default, and Section 2 helps to clarify that.

Please let us know if you have additional questions.

Toby Smith
Legislative Aide for Representative Les Gara
(907) 465-2647

From: Toby Smith
Sent: Tuesday, March 06, 2012 11:15 AM
To: Rep. Peggy Wilson
Cc: Annette Kreitzer; Rep. Les Gara; Barrans, Diane M (ACPE) (diane.barrans@alaska.gov)
Subject: List of Statutes in Section 2 of CSSSHB 272

Dear Representative Wilson-

In response to your question yesterday morning in the House Education committee regarding the statutes that Section 2 refers to within the CS for the 2nd Sponsor Substitute for HB 272 (lowering of student loan principal bill), attached is a list of the statute titles along with the statutes themselves. Please let us know if you would like additional clarification or have additional questions about the statutes or the bill itself.

Thank you very much.

Toby Smith
Legislative Aide for Representative Les Gara
State Capitol, Room 500
Juneau, AK 99801
(907) 465-2647

MEMO

Committee Substitute for 2nd Sponsor Substitute for House Bill 272

List of Statutes included in Section 2

Section 2 AS 14.43.171 is amended to read:

Sec. 14.43.171. **Applicability of other laws.** The provisions of AS.14.43.120(d)(4), 14.43.122, **14.43.123**, 14.43.135, 14.43.140, 14.43.145 – 14.43.160, 14.43.164, 14.43.166, and 14.43.168 apply to the loans made under AS 14.43.170 – 14.43.175 as if the loans were made under those applicable provisions.

Statute Titles:

Sec. 14.43.120(d)(4). Conditions of loans.

Sec. 14.43.122. Consolidation of loans.

Sec. 14.43.135. Discrimination prohibited.

Sec. 14.43.140. Enforceability of certain contracts with minors.

Sec. 14.43.145. Default.

Sec. 14.43.147. Order to withhold and deliver.

Sec. 14.43.148. Nonrenewal of license.

Sec. 14.43.149. Lien.

Sec. 14.43.150. Order to assign wages for defaulted loan.

Sec. 14.43.151. Authority and procedure to administratively establish and enforce a collection order.

Sec. 14.43.152. Initiation of administrative action to establish a collection order; required notice.

Sec. 14.43.153. Hearings in administrative action to establish a collection order; burden of proof.

Sec. 14.43.154. Collection orders as judgments.

Sec. 14.43.155. Nature of remedies.

Sec. 14.43.160. Definitions.

Sec. 14.43.164. Use of loan.

Sec. 14.43.166. Repayment of loans.

Sec. 14.43.168. Default.

Sec. 14.43.170. Creation; purpose.

Sec. 14.43.171. Applicability of other laws.

Sec. 14.43.172. Eligibility.

Sec. 14.43.173. Loan award maximums; use of loan award.

Sec. 14.43.174. Interest.

Sec. 14.43.175. Repayment of loans.

Full Statutes:

Sec. 14.43.120. Conditions of loans.

(d) Education loans may not be made to a student

(4) to attend an institution if the total amount of education loans made to students to attend that institution exceeds $100,000 and the default rate on those loans is (A) greater than 20 percent but less than 25 percent, and the institution is unable to reduce its default rate within 24 months after the rate determination; or (B) equal to or greater than 25 percent for two consecutive calendar years; for purposes of this paragraph, the default rate shall be determined by the commission for each annual group of loans required to be repaid under (g) of this section on or after July 1, 1996; if an education loan is refused based on the provisions of this paragraph and, under a subsequent default rate determination, an institution's default rate does not exceed the limits established under this paragraph, the commission may not refuse to issue an education loan to attend that institution based on the provisions of this paragraph.

Sec. 14.43.122. Consolidation of loans.

(a) The commission may offer

(1) a borrower who has received more than one education loan the option of consolidating the multiple loans into a single loan; or

(2) to consolidate education loans made to married borrowers if the married borrowers agree to be jointly and severally liable for repayment of the consolidated loan, regardless of the borrowers' future marital status or the death of one of the borrowers.

(b) *[Repealed, Sec. 31 ch 63 SLA 2004].*

Sec. 14.43.135. Discrimination prohibited.

The programs established under this chapter shall be carried out without regard to the applicant's or participant's race, creed, sex, color, ancestry, national origin, or membership in fraternal or political organizations.

Sec. 14.43.140. Enforceability of certain contracts with minors.

A written obligation entered into by a minor at least 16 years of age, evidencing a loan or other assistance received by the minor from any person for the purpose of furthering the minor's education in a career education program or an institution of higher learning, is enforceable against the minor with the same effect as if the minor were, at the time of its execution, 18 years of age, if the person making the loan has before making the loan a certification from the institution that the minor is enrolled in the institution or has been accepted for enrollment.

Sec. 14.43.145. Default.

(a) For the purposes of this chapter, a loan is in default after a loan payment has become 180 or more days past due or, for a loan under AS 14.43.161 - 14.43.168 or 14.43.170 - 14.43.175, the default requirements established by the commission have been met. Upon default,

(1) repayment of the remaining balance is accelerated and due;

(2) the commission may take the borrower's permanent fund dividend under AS 43.23.067;

(3) the commission may issue an order to withhold and deliver under AS 14.43.147;

(4) the commission may provide notice of the default to a licensing entity for nonrenewal of the license under AS 14.43.148;

(5) the commission may record the lien created under AS 14.43.149; and

(6) the commission may establish an administrative collection order under AS 14.43.151 - 14.43.155.

(b) The commission shall notify the borrower of the default, and the consequences of default imposed under (a) of this section, by mailing a notice to the borrower's most recent address provided to the commission by the borrower or obtained by the commission.

(c) A borrower may appeal a notice of default by filing a statement with the executive director, within 30 days after the date of the notice, requesting that the loan status be reviewed. AS 44.62 (Administrative Procedure Act) does not apply to the review of default under this section. The borrower has the burden to show that, at the time of the notice of default, (1) no loan payment was more than 180 days past due or, for a loan under AS 14.43.161 - 14.43.168 or 14.43.170 - 14.43.175, the default requirements established by the commission had not yet been met; or (2) that the borrower entered into, and was in compliance with, a default forbearance agreement with the commission. Within 40 days after receiving a written request for

review, the director shall inform the borrower in writing of the executive director's decision. The decision of the executive director is a final decision that may be appealed to the superior court under the Alaska Rules of Appellate Procedure.

Sec. 14.43.147. Order to withhold and deliver.

(a) Thirty days after the date a notice of default under AS 14.43.145(b) is mailed or the date of the decision of the executive director under AS 14.43.145(c), whichever is later, the commission may issue an order to withhold and deliver property to a person, or agency or political subdivision of the state, who the commission has reason to believe possesses property due, owing, or belonging to the borrower.

(b) The order to withhold and deliver shall be served personally or by certified mail, return receipt requested, upon the person, or agency or political subdivision of the state, possessing the property. The order must state the amount of the borrower's liability and include notice of the terms of this section. All real and personal property, including earnings, that are due, owing, or belonging to the borrower are subject to an order to withhold and deliver.

(c) A person, or agency or political subdivision of the state, served with an order to withhold and deliver, is required to make true answers under oath and in writing to inquiries contained in the order within three weeks after service of the order and to all inquiries subsequently made.

(d) Upon receipt of the order, the person, or agency or political subdivision of the state, shall immediately withhold property due, owing, or belonging to the borrower and shall deliver the property to the commission after three weeks have expired from the date of the service of the order. Money shall be delivered by remittance payable to the order of the commission.

(e) An employer shall withhold the earnings of a borrower subject to an order at each succeeding interval of payment until the entire amount of the debt stated in the order has been withheld. An employer may, for each payment made under an order to withhold and deliver, deduct $5 from other wages or salary owed to the borrower.

(f) If a borrower who is subject to an order terminates employment, the employer shall promptly notify the commission and provide the borrower's last known home address and the name and address of the borrower's new employer, if known. The employer shall keep a record of the order for two years after the borrower terminates employment. If the employer reemploys the borrower within that two-year period, the employer shall immediately reimplement the order unless the employer has received notice of satisfaction under (j) of this section.

(g) An employer may not discharge, discipline, or refuse to employ a borrower on the basis of an order issued under this section. A person who violates this subsection or a regulation adopted to implement it is liable for a civil penalty of not more than $10,000. The employee may seek restitution or reinstatement from the employer.

(h) A person, or agency or political subdivision of the state, who complies with an order to withhold and deliver that is regular on its face is not subject to civil liability to an individual or agency for conduct in compliance with the notice. A state agency that complies with an order to withhold and deliver that is regular on its face is not required to pay interest under AS 37.05.285 for failure to make timely payment to the borrower.

(i) An order to withhold and deliver under this section is subject to the exemptions under AS 09.38.

(j) Upon satisfaction of a loan obligation, the commission shall, within 15 working days, notify ail persons served with an order under this section that the order is no longer in force. If the commission receives money under an order after satisfaction of the loan, the commission shall within 15 working days return the overpayment to the borrower. If the commission fails to return an overpayment as required under this subsection, the commission is liable to the borrower for the amount of the overpayment, plus legal interest under AS 45.45.010.

(k) If a person, or agency or political subdivision of the state, knowingly fails to make an answer to an order under this section within the time prescribed, or knowingly fails to honor an order under this section, the person, or agency or political subdivision of the state, is liable to the commission in an amount equal to 100 percent of the amount that is the basis of the order, together with costs, interest, and reasonable attorney fees. In this subsection, "knowingly" has the meaning given in AS 11.81.900.

(l) A borrower against whom an order has been served under this section may apply for relief to the superior court.

Sec. 14.43.148. Nonrenewal of license.

(a) Notwithstanding any other provision of law, a licensing entity may not renew a license issued to a borrower if the licensing entity has received notice from the commission that the licensee is in default on a loan made by the commission. If the licensee has appealed the determination of default status, the commission shall notify the licensing entity and renewal may not be denied under this section unless and until the appeal has been concluded and the default status affirmed. Unless a temporary license is issued under (c) of this section, the denial of renewal is effective at the beginning of that renewal period. Denial of renewal of a license shall continue until the licensing entity receives notice of a release from the commission. If a license is denied under this section, the licensing entity shall refund the renewal fee less the temporary license fee, if any.

(b) The licensing entity shall provide written notice of the denial of renewal of the license by giving written notice to the licensee or sending the notice to the licensee's last known mailing address on file with the licensing entity. The licensing agency shall include with the notice a form to request review under (d) of this section; the form must include the commission's address and telephone number. The notice must inform the licensee of the temporary license granted under (c) of this section if the applicant is otherwise eligible and that, upon expiration of that time period, renewal of the license will be denied unless the licensing entity receives a notice of release under (f) of this section from the commission.

(c) A licensing entity shall issue a temporary license valid for the first 150 days of the renewal period to a licensee whose license renewal is denied under this section if the licensee is otherwise eligible for renewal. Only one temporary license may be issued during a renewal period. The licensing entity shall adopt by regulation a fee for issuance of a temporary license under this section; the amount of the fee shall be set so that the fees collected under this section, to the extent reasonable, cover the costs of implementing and administering this section.

(d) Within 30 days after receiving the notice under (b) of this section, the licensee may request review by the commission. AS 44.62 (Administrative Procedure Act) does not apply to the denial of renewal of a license under this section. Within 30 days after receiving a written request for review, the executive director shall inform the applicant in writing of the executive director's findings. The executive director's finding is a final decision that may be appealed to the superior court under the Alaska Rules of Appellate Procedure.

(e) For the purpose of review under (d) of this section, the licensee has the burden to show that

(1) the commission has not sent a notice of default in compliance with AS 14.43.145(b);

(2) the notice of default has been rescinded after review under AS 14.43.145(c); or

(3) the licensee has met the requirements of (f) of this section.

(f) The commission shall provide a notice of release to the licensing entity if the licensee

(1) pays all costs of collection and the interest and principal that would have been due if the loan had not been accelerated; or

(2) has negotiated a payment schedule with the commission after the loan is in default and has made complete and timely payments under the negotiated agreement for the four most recent and consecutive months.

(g) Notwithstanding (a) of this section, the denial of renewal of a teacher's certificate is effective not sooner than the end of the contract year after the commission has notified the teacher of the default status of the loan as provided under AS 14.43.145.

(h) In this section,

(1) "license"

(A) means, except as provided in (B) of this paragraph, a license, certificate, permit, registration, or other authorization that, at the time of issuance, will be valid for more than 150 days and that may be acquired from a state agency to perform an occupation, including the following:

(i) license relating to boxing or wrestling under AS 05.10;

(ii) authorization to perform an occupation regulated under AS 08;

(iii) teacher certificate under AS 14.20;

(iv) authorization under AS 18.08 to perform emergency medical services;

(v) asbestos worker certification under AS 18.31;

(vi) boiler operator's license under AS 18.60.395;

(vii) certificate of fitness under AS 18.62;

(viii) hazardous painting certification under AS 18.63;

(ix) certification as a municipal correctional, correctional, probation, or parole officer under AS 18.65.245;

(x) security guard license under AS 18.65.400 - 18.65.490;

(xi) license relating to insurance under AS 21.27;

(xii) employment agency permit under AS 23.15.330 - 23.15.520;

(xiii) registration as a broker-dealer, an agent, a state investment adviser, or an investment adviser representative under AS 45.55.030;

(xiv) certification as a pesticide applicator under AS 46.03.320;

(xv) certification as a storage tank worker or contractor under AS 46.03.375;

(xvi) certification as a water and wastewater works operator under AS 46.30; and

(B) does not include

(i) a commercial fishing license under AS 16.05.480, including a crewmember fishing license;

(ii) a vessel license issued under AS 16.05.490 or 16.05.530;

(iii) *[Repealed, Sec. 43 ch 57 SLA 2005].*

(iv) a business license issued under AS 43.70;

(v) an entry permit or interim-use permit issued under AS 16.43; or

(vi) a driver's license issued under AS 28.15;

(2) "licensee" means a person holding a license or applying to renew a license;

(3) "licensing entity" means the state agency that issues or renews a license; in the case of a license issued or renewed by the Department of Commerce, Community, and Economic Development after an applicant's

qualifications are determined by another agency, "licensing entity" means the Department of Commerce, Community, and Economic Development.

Sec. 14.43.149. Lien.

(a) The amount owing on a loan that is in default under this chapter, including principal, interest, and collection costs, is a lien upon all property and right to property, real or personal, belonging to the borrower. The lien arises at the time that the commission mails or otherwise delivers a notice of default under AS 14.43.145(b) and continues until the balance of the loan, including principal, interest, and collection costs, is paid in full.

(b) A lien created under (a) of this section is

(1) not valid against a mortgagee or other lienholder, pledgee, purchaser, or judgment creditor until notice of the lien is recorded in the records of the recording district where the property subject to the lien is situated; and

(2) subject to AS 40.19.040(d).

Sec. 14.43.150. Order to assign wages for defaulted loan.

(a) In a court proceeding regarding a defaulted loan under this chapter in which the court has entered judgment in favor of the commission, the court may, on its own motion or motion of the commission, after notice and an opportunity for hearing, order the loan recipient to assign to the commission that portion of salary or wages due the loan recipient currently and in the future in an amount sufficient to pay the amount ordered by the court to be repaid to the commission.

(b) The order of assignment is binding upon an employer upon service of a copy of the order upon the employer and until further order of the court or until the employment of the obligee is terminated. The employer may, for each payment made under the order, deduct $1 from other wages or salary owed to the employee.

(c) An employer may not terminate an employee's employment because wages of the employee are subject to an order under this section.

(d) An assignment of wages authorized under this section that is made under court order has priority as against an attachment, execution, or other assignment, except for an assignment for payment of child support under AS 25.27.070, restitution to a crime victim authorized under AS 12.55.045, or as otherwise ordered by the court.

Sec. 14.43.151. Authority and procedure to administratively establish and enforce a collection order.

If a judgment in favor of the commission has not been entered by the court regarding a defaulted loan awarded under this chapter, the commission may establish a duty to repay the defaulted loan through a

collection order using the procedures prescribed in AS 14.43.152 - 14.43.155 and may enforce the collection order. Action under this section may be undertaken at the commission's discretion if the borrower is in default under AS 14.43.145.

Sec. 14.43.152. Initiation of administrative action to establish a collection order; required notice.

(a) An action to establish a collection order authorized under AS 14.43.151 is initiated by the commission's serving on the borrower a notice of establishment of collection order. The notice shall be served by mailing the notice to the borrower at

(1) the borrower's most recent address provided to the commission by the borrower; or

(2) another address known to the commission.

(b) The notice served under (a) of this section must state

(1) the amount of the liability for default under AS 14.43.145 for which the borrower is found to be responsible; the amount stated under this paragraph shall include all principal, interest, and collection fees;

(2) that a lien may be recorded against the borrower's property as authorized under AS 14.43.145(a)(5);

(3) that the borrower may appear at a hearing held by the commission and show cause that a collection order should not be entered because, at the time of the notice,

(A) no loan payment was more than 180 days past due or, for a loan under AS 14.43.161 - 14.43.168 or 14.43.170 - 14.43.175, the default requirements established by the commission had not yet been met; or

(B) the borrower had entered into, or was in compliance with, an agreement to forbear default with the commission; and

(4) that, if the borrower served with the notice does not request a hearing within 30 days after the date of mailing of the notice, a collection order will be entered and the property of the borrower will be subject to a lien under AS 14.43.149 in the amount stated in the collection order without further notice or hearing.

Sec. 14.43.153. Hearings in administrative action to establish a collection order; burden of proof.

(a) A borrower served with a notice of establishment of collection order under AS 14.43.152 is entitled to a hearing before the commission if the request for a hearing is served on the commission by registered mail, return receipt requested, within 30 days after the date the notice is mailed to the borrower.

(b) If a request for a hearing in accordance with (a) of this section is made, the issuance of a collection order is automatically stayed pending the decision of the hearing officer for the commission. If a request for a hearing is not made, the collection order is final at the expiration of the 30-day period specified in (a) of this section.

(c) A borrower claiming that the notice is incorrect has the burden at hearing to document the existence of one of the conditions described in AS 14.43.152(b)(3)(A) and (B).

(d) Within 60 days after the date of the hearing, the hearing officer shall enter a decision determining whether default has occurred and, if default has occurred, specifying the amount of the collection order and declaring that the property of the borrower is subject to a lien under AS 14.43.149 in the amount of the collection order.

(e) If the borrower who requested the hearing fails to appear at the hearing, the hearing officer shall enter a decision

(1) confirming that a default has occurred;

(2) confirming the amount of the collection order;

(3) declaring that the property of the borrower is subject to a lien under AS 14.43.149 in the amount stated under (2) of this subsection.

(f) The decision of the hearing officer is a final decision that may be appealed to the superior court under the Alaska Rules of Appellate Procedure.

Sec. 14.43.154. Collection orders as judgments.

A collection order is equivalent to a judgment and becomes vested

(1) at the expiration of the 30-day period described in AS 14.43.153(b) if a hearing is not requested; or

(2) on the date the hearing officer enters a decision in favor of the commission if a hearing was requested by the borrower.

Sec. 14.43.155. Nature of remedies.

AS 14.43.154 provides a remedy in addition to and not as a substitute for any other remedies available to the commission.

Sec. 14.43.160. Definitions.

In AS 14.43.091 - 14.43.160, unless the context otherwise requires,

(1) "career education" means a course or program in vocational-technical training or education approved by the commission;

(2) "federally insured" means a loan covered by the provisions of 20 U.S.C. 1001 - 1155, as amended;

(3) "full-time student" means an undergraduate or career education student who is enrolled and is in regular attendance at classes for at least 12 semester hours of credit or the equivalent during the semester or a

graduate student who is enrolled and is in regular attendance at classes for at least nine semester hours of credit or the equivalent; any combination of semester hours of credit, or the equivalent, aggregating to the requisite number of semester hours and undertaken during a semester at two or more public or private institutions of higher education constitutes full-time student status;

(4) "half-time student" means an undergraduate, graduate, or career education student who during the semester is enrolled and is in regular attendance at classes at one or more public or private institutions of higher education for at least a total of six semester credit hours or an equivalent of six semester credit hours, and includes a career education student enrolled and in regular attendance in classes for at least 15 hours a week;

(5) "school year" means an academic period that is a minimum of 30 weeks of instructional time that begins between September 1 of one year and August 31 of the following year;

(6) "summer term" means the period from June 1 through August 31.

Article 05 . ALASKADVANTAGE LOAN PROGRAM

Sec. 14.43.164. Use of loan.

A borrower may use a loan under AS 14.43.161 - 14.43.168 only for postsecondary education and reasonably related purposes as authorized by the federal guaranteed student loan program.

Sec. 14.43.166. Repayment of loans.

A borrower's obligation to commence repayment of the principal and interest on a loan under AS 14.43.161 - 14.43.166 and 14.43.168 begins six months after the borrower's completion or other termination of the postsecondary education program. The commission may accelerate the repayment of any loan made in error or in reliance upon a false statement made by the borrower. The commission shall determine the period over which loans are repaid; however, the maximum period of repayment of loans may not exceed the maximum period permitted under applicable provisions of the federal guaranteed student loan program.

Sec. 14.43.168. Default.

(a) The commission shall establish the default requirements for loans made under AS 14.43.161 - 14.43.168; however, the requirements may not be less restrictive than those established by the federal guaranteed student loan program.

(b) The provisions of AS 14.43.145 - 14.43.155 apply to loans under AS 14.43.161 - 14.43.168 that are in default.

Article 06 . ALASKA SUPPLEMENTAL EDUCATION LOAN PROGRAM

Sec. 14.43.170. Creation; purpose.

There is created the Alaska supplemental education loan program to provide postsecondary educational supplemental financial assistance. Supplemental financial assistance is available only if the financial aid available through the AlaskAdvantage loan program is insufficient to cover the costs of attendance at a postsecondary institution or if the borrower does not qualify for financial aid under the federal guaranteed student loan program. The commission shall make the public aware of the Alaska supplemental education loan program to facilitate providing loans to as many eligible borrowers as possible.

Sec. 14.43.171. Applicability of other laws.

The provisions of AS 14.43.120(d)(4), 14.43.122, 14.43.135, 14.43.140, 14.43.145 - 14.43.160, 14.43.164, 14.43.166, and 14.43.168 apply to the loans made under AS 14.43.170 - 14.43.175 as if the loans were made under those applicable provisions.

Sec. 14.43.172. Eligibility.

(a) For a borrower to be eligible for a loan under AS 14.43.170 - 14.43.175, the borrower must be, or be about to be, enrolled in a postsecondary institution on at least a half-time basis and must be

(1) a resident of this state

(A) attending or about to attend a postsecondary institution that has been approved by and has executed a program participation agreement with the commission; or

(B) attending or about to attend an approved federal family education loan institution; or

(2) physically present in this state and attending or about to attend an approved federal family education loan institution located in this state.

(b) To meet the residency requirement of (a) of this section, the borrower must meet the standards set out in AS 14.43.162(b).

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

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

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

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

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

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

(6) has a credit history, at the time of application for a loan, that demonstrates an ability and willingness to pay an extension of credit or loan as it becomes due; and

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

(d) The commission may not make a loan to a borrower who has been in default on a loan previously awarded by the commission unless the previously awarded loan has been paid in full.

(e) Notwithstanding (c)(4) - (6) of this section, the commission may make a loan to a borrower if another individual who satisfies the requirements of (c) of this section cosigns the loan.

(f) The commission may withhold disbursement of a loan if the borrower no longer meets the eligibility standards set out in this section.

(g) A borrower who is attending a postsecondary institution in this state that has been approved by the commission but is not an approved federal family education loan institution must also comply with and meet any other requirements established by the commission.

Sec. 14.43.173. Loan award maximums; use of loan award.

(a) In a school year, the commission may make a loan to an eligible borrower under AS 14.43.170 - 14.43.175 attending an eligible postsecondary institution not to exceed

(1) $8,500 to an eligible undergraduate student attending a college or university;

(2) $9,500 to an eligible graduate student attending a college or university;

(3) $6,500 to an eligible student attending a career education program.

(b) The commission may not award loans made under AS 14.43.170 - 14.43.175 to a borrower for more than

(1) a total of $42,500 for undergraduate study;

(2) a total of $47,500 for graduate study; or

(3) a combined total of $60,000 for undergraduate and graduate study.

(c) To maintain a loan award under AS 14.43.170 - 14.43.175, the borrower must continue to be in good standing as determined by the institution and approved by the commission.

Sec. 14.43.174. Interest.

(a) The interest rate on a loan made under AS 14.43.170 - 14.43.175 shall be set by the corporation, but the annual rate may not exceed 8.25 percent. Interest on a loan made under AS 14.43.170 - 14.43.175 accrues from the time the loan is disbursed.

(b) A borrower may elect to make payments of interest that is payable during the borrower's term of attendance at the postsecondary institution or during certain deferment periods authorized by the commission; however, the commission shall capitalize any unpaid interest as part of the principal to be repaid as agreed, or upon graduation, withdrawal, or completion of the deferment period.

Sec. 14.43.175. Repayment of loans.

A borrower's obligation to commence repayment of the principal and interest on a loan under AS 14.43.170 - 14.43.175 begins six months following the borrower's completion or other termination of the postsecondary program or the date that the borrower ceases to be enrolled on at least a half-time basis. The commission shall set the repayment terms of a loan under AS 14.43.170 - 14.43.175.

Article 07 . MEMORIAL EDUCATION REVOLVING LOAN FUND

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA
REPRESENTATIVE BERTA GARDNER
REPRESENTATIVE DAVID GUTTENBERG
REPRESENTATIVE LINDSEY HOLMES
REPRESENTATIVE BETH KERTTULA
REPRESENTATIVE CHRIS TUCK
REPRESENTATIVE SCOTT KAWASAKI
REPRESENTATIVE PETE PETERSEN
REPRESENTATIVE MAX GRUENBERG
REPRESENTATIVE SHARON CISSNA
REPRESENTATIVE BOB MILLER

Sponsor Statement

Committee Substitute for 2nd Sponsor Substitute for HB 272: Reducing the Principal of Postsecondary Education Loans for Alaska Students Who Remain in or Return to Alaska

Currently Alaskans pay interest rates of roughly 7% and 8% for outstanding and new student loans. In contrast, used car loans are currently being issued by some lenders at 3% and less. Many Alaskans are struggling and Alaska has a history of losing those who obtain higher education degrees and job training to jobs outside of Alaska.

This legislation is one way we can lessen the financial burden on Alaskans who receive their job training or higher education in Alaska, or who move back to Alaska after receiving that education. It is aimed at strengthening the Alaskan economy, helping Alaskans prosper, and retaining more Alaskan talent.

This bill restructures Alaska student loans by reducing the principal amount of student loans for residents by three percent a year. The borrower must establish and maintain residency for one year prior to obtaining the loan, must maintain residency in Alaska while repaying the loan, and cannot be in default. A reduction in principal provided by this bill is in addition to any other available reduction in principal or interest rate. The purpose of this legislation is to help encourage Alaska's youth to remain in or return to Alaska following completion of their postsecondary studies.

The reduction of principal is subject to appropriation by the legislature for the amount necessary to offset the amount of reduced principal. The commission will establish a system for reducing or prorating principal reductions if the amount appropriated is insufficient to offset the full amount of principal reductions.

Please feel free to contact our office if you have any questions.

January-May: State Capitol • Juneau, AK 99801-1182 • (907) 465-2647 • Fax (907) 465-3518
June-December: 716 W. 4th Avenue • Anchorage, AK 99501• (907) 269-0106• Fax (907) 269-0109
Representative_Les_Gara@legis.state.ak.us

LEGAL SERVICES

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

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

MEMORANDUM March 3, 2012

SUBJECT: Loan Principal Reductions -- CS2dSSHB 272( )
(Work Order No. 27-LS1162\R)

TO: Representative Les Gara
Attn: Toby Smith

FROM: Gerald P. Luckhaupt
Assistant Revisor

You have asked if a degree or certificate program must be completed before a loan principal reduction can be obtained by a borrower under proposed AS 14.43.123. The answer is yes. AS 14.43.123(a) provides that

> the commission shall provide for a reduction of three percent a year of the principal amount of a loan issued under AS 14.43.091 - 14.43.160, 14.43.161 - 14.43.168, or 14.43.170 - 14.43.175 at the end of each calendar year if
>
> (1) the borrower establishes and maintains residency for one year before obtaining the loan;
>
> (2) the borrower maintains residency in the state while repaying the loan;
>
> (3) the loan for which the reduction of the principal is allowed is not in default;
>
> (4) the principal of the loan is not otherwise eligible to be fully repaid or forgiven by the state under another program; **and**
>
> (5) **the borrower completed in a timely manner the degree or certificate program for which the loan was issued**.

The completion of the degree or program is a prerequisite to obtaining a loan principal reduction along with requirements listed in (a)(1) - (4). It appears to me that the first loan principal reduction could not occur for a calendar year until the borrower graduates or completes the program and is repaying the loan while a resident of Alaska.

GPL:ljw
12-178.ljw

Enclosure

Not offered
3-19-12

27-LS1162\R.2
Kirsch/Mischel
3/7/12

AMENDMENT

OFFERED IN THE HOUSE

TO: CS 2d SSHB 272( ), Draft Version "R"

Page 2, following line 5:

Insert a new subsection to read:

"(b) Notwithstanding (a) of this section, the commission may, by regulation, provide

(1) a principal reduction of two percent a year when a loan has an interest rate of five percent or less;

(2) a principal reduction of one percent a year when a loan has an interest rate of four percent or less; or

(3) no principal reduction when a loan has an interest rate of three percent or less."

Reletter the following subsections accordingly.

Page 2, line 6, following "(a)":

Insert "or (b)"

27-LS1162\R.3
Mischel
3/19/12

AMENDMENT

OFFERED IN THE HOUSE

TO: CS 2d SSHB 272( ), Draft Version "R"

Page 1, line 7:

Delete "three"

Insert "two"

AMENDMENT

OFFERED IN THE HOUSE

TO: CS 2d SSHB 272( ), Draft Version "R"

Page 1, line 7:

Delete "three"

Insert "2.5"

Page 2, line 7:

Delete "commission"

Insert "corporation"

Page 2, line 8:

Delete "amount"

Insert "cost to the corporation"

27-LS1162\R
Luckhaupt/Mischel
3/2/12

CS FOR 2d SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 272( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GARA, GUTTENBERG, GARDNER, KERTTULA, HOLMES, TUCK, KAWASAKI, PETERSEN, GRUENBERG, AND CISSNA, Miller

A BILL

FOR AN ACT ENTITLED

"An Act providing for a reduction of the principal of postsecondary education loans for residents."

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

*** Section 1.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.123. Reduction of loan principal for residents. (a) Notwithstanding a contrary provision of law, the commission shall provide for a reduction of three percent a year of the principal amount of a loan issued under AS 14.43.091 - 14.43.160, 14.43.161 - 14.43.168, or 14.43.170 - 14.43.175 at the end of each calendar year if

(1) the borrower establishes and maintains residency for one year before obtaining the loan;

(2) the borrower maintains residency in the state while repaying the loan;

(3) the loan for which the reduction of the principal is allowed is not in

default;

(4) the principal of the loan is not otherwise eligible to be fully repaid or forgiven by the state under another program; and

(5) the borrower completed in a timely manner the degree or certificate program for which the loan was issued.

(b) The reduction of principal under (a) of this section is subject to appropriation by the legislature to the commission of the amount necessary to offset the amount of reduced principal provided to borrowers. The commission shall, by regulation, establish an equitable system for reducing or prorating principal reductions among borrowers if the amount appropriated is insufficient to offset the full amount of principal reductions.

(c) A reduction of the principal of the loan provided under this section is in addition to any other available reduction of the principal of the loan or interest rate.

(d) A person who is issued a reduction of the principal of a loan under this section in error shall repay the amount of the reduction, plus interest.

(e) The commission may adopt regulations necessary to implement this section, including regulations for partial reductions in principal during the year when a borrower returns to the state after completing the degree or program under (a)(5) of this section. The regulations must include a description of timely completion of postsecondary education programs.

(f) In this section, "resident" or "residency" means living in the state with the intention of remaining permanently without claiming residency in another state or country.

*** Sec. 2.** AS 14.43.171 is amended to read:

Sec. 14.43.171. Applicability of other laws. The provisions of AS 14.43.120(d)(4), 14.43.122, **14.43.123.** 14.43.135, 14.43.140, 14.43.145 - 14.43.160, 14.43.164, 14.43.166, and 14.43.168 apply to the loans made under AS 14.43.170 - 14.43.175 as if the loans were made under those applicable provisions.

27-LS1162\T
Luckhaupt/Mischel
3/1/12

CS FOR 2d SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 272( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES GARA, GUTTENBERG, GARDNER, KERTTULA, HOLMES, TUCK, KAWASAKI, PETERSEN, GRUENBERG, AND CISSNA, Miller

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(1) the borrower establishes and maintains residency for one year before obtaining the loan;

(2) the borrower maintains residency in the state while repaying the loan;

(3) the loan for which the reduction of the principal is allowed is not in

default;

(4) the principal of the loan is not otherwise eligible to be fully repaid or forgiven by the state under another program; and

(5) the borrower completed in a timely manner the degree or certificate program for which the loan was issued.

(b) The reduction of principal under (a) of this section is subject to appropriation by the legislature to the commission of the amount necessary to offset the amount of reduced principal provided to borrowers. The commission shall, by regulation, establish an equitable system for reducing or prorating principal reductions among borrowers if the amount appropriated is insufficient to offset the full amount of principal reductions.

(c) A reduction of the principal of the loan provided under this section is in addition to any other available reduction of the principal of the loan or interest rate.

(d) A person who is issued a reduction of the principal of a loan under this section in error shall repay the amount of the reduction, plus interest.

(e) The commission may adopt regulations necessary to implement this section. The regulations must include a description of timely completion of postsecondary education programs.

(f) In this section, "resident" or "residency" means living in the state with the intention of remaining permanently without claiming residency in another state or country.

*** Sec. 2.** AS 14.43.171 is amended to read:

Sec. 14.43.171. Applicability of other laws. The provisions of AS 14.43.120(d)(4), 14.43.122, **14.43.123,** 14.43.135, 14.43.140, 14.43.145 - 14.43.160, 14.43.164, 14.43.166, and 14.43.168 apply to the loans made under AS 14.43.170 - 14.43.175 as if the loans were made under those applicable provisions.

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA

February 28, 2012

Re: Proposed Clarifying Amendment to 2nd SS to HB 272

Dear Chair Dick and committee members:

Attached is a proposed amendment that further addresses concerns brought to us by the Alaska Commission on Postsecondary Education. We have addressed the following concerns:

1) First, they feel it is easier to administer a "reduction of loan principle" than the compounded interest rate.
2) The original bill gave a retroactive interest rebate to students who move back to the state, for the period they were gone. That would have been difficult to administer. We have provided that residents who go to school out of state shall get the loan reduction upon returning to Alaska.
3) We have clarified that the recipient must be an Alaska resident before leaving the state to qualify for the loan reduction when they return.
4) We have clarified that this provision does not apply to students who are already entitled to full loan repayment under another program.
5) We give the Alaska Student Loan Corporation the power to adopt rules for determining how to reduce this benefit if legislative appropriations are inadequate.

Thank you. We would hope this amendment could be adopted if it satisfies the committee, as it will simplify the debate and reduce the time the committee will have to spend working on this bill.

Sincerely,

Rep. Les Gara

27-LS1162\D.2
Bailey/Mischel
2/28/12

AMENDMENT

OFFERED IN THE HOUSE

TO: 2d SSHB 272

Page 1, line 1:

Delete "**in interest on**"

Insert "**of the principal of**"

Page 1, line 5:

Delete "**Interest rate reduction**"

Insert "**Reduction of loan principal**"

Page 1, line 6:

Delete "and except as provided in (e) - (h) of this section"

Page 1, lines 7 - 8:

Delete "from the established interest rate for"

Insert "of the principal amount of"

Page 1, lines 9 - 10:

Delete "for the time period in which the borrower establishes and maintains residency in the state while repaying the loan if"

Insert "at the end of each calendar year if

(1) the borrower establishes and maintains residency for one year before obtaining the loan;

(2) the borrower maintains residency in the state while repaying the loan;"

Renumber the following paragraphs accordingly.

Page 1, line 11:

Delete "in interest"

Insert "of the principal"

Page 1, line 12:

Delete "currently"

Page 1, line 13:

Delete "any portion of the principal or interest on"

Insert "the principal of"

Page 1, line 14, following "be":

Insert "fully"

Page 2, following line 2:

Insert a new subsection to read:

"(b) The reduction of principal under (a) of this section is subject to appropriation by the legislature to the commission of the amount necessary to offset the amount of reduced principal provided to borrowers. The commission shall, by regulation, establish an equitable system for reducing or prorating principal reductions among borrowers if the amount appropriated is insufficient to offset the full amount of principal reductions."

Page 2, lines 3 - 16:

Delete all material.

Reletter the following subsections accordingly.

Page 2, line 17:

Delete "in interest rate"
Insert "of the principal of the loan"

Page 2, line 18:
Delete "in interest rate"
Insert "of the principal of the loan"

Page 2, line 19, through page 3, line 6:
Delete all material.

Reletter the following subsections accordingly.

Page 3, line 7:
Delete "in the interest rate"
Insert "of the principal of a loan"

Page 3, line 17:
Delete "in the interest rate"
Insert "of the principal of a loan"

Page 3, line 18:
Delete "interest rate"
Insert "principal"

Page 3, line 17:
Delete "in the interest rate"
Insert "of the principal of a loan"

Page 3, line 18:
Delete "interest rate"
Insert "principal"

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA

February 20, 2012

Representative Alan Dick
Alaska House of Representatives
State Capitol, Room 104
Juneau, Alaska 99801

Executive Director Diane Barrans
Alaska Commission on Postsecondary Education
3030 Vintage Blvd.
Juneau, Alaska 99801

Dear Representative Dick and Ms. Barrans:

Thank you for your letter expressing concerns and issues relative to SSHB 272, an Act providing for a reduction in interest on post-secondary education loans for residents. A Sponsor Substitute has been filed and is attached to this letter. I will also clarify your concerns here.

Regarding residency: A borrower must be an Alaska resident for one year before qualifying for the in-state 3% loan rate reduction, and declare Alaska as his or her residence per the legal rules for residency. A borrower who goes to school out of state and returns to Alaska must be an Alaska resident for the year prior to leaving Alaska to attend school. A borrower who leaves Alaska after completion of the degree or certificate program for which the loan was issued and does not return within two years will not qualify for the discount.

Regarding completion: The intent of the bill is that the discount will apply only to those borrowers who complete their coursework in the time required under existing ASLC regulation. ASLC will determine the time in which the coursework must be completed.

Regarding default: A borrower is ineligible for the discount during periods of default.

Regarding garnishment: Garnishment of funds by third parties would not eliminate a borrower's eligibility for a discount under this bill.

Regarding moving in and out of Alaska: A borrower who maintains residency when he or she leaves the state stills qualifies for the discount unless he or she leaves Alaska for more than one year.

Regarding "Prorated": A borrower who goes to school out of state and returns after completion of the degree or certificate program for which the loan was issued is entitled to the 3% reduction,

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Representative_Les_Gara@legis.state.ak.us

plus repayment of the prior higher interest rate accrual, while he or she is out of the state. Upon returning to Alaska, he or she shall receive a retroactive reimbursement for that higher rate, paid equally over the course of five years. The purpose is to encourage borrowers to return to Alaska, with full repayment of the higher interest rate that was accruing for the period while they were gone as an incentive.

Regarding students who remain in Alaska for school: Borrowers are entitled to the 3% reduction for the full period of their coursework, and while they remain in Alaska after timely completion of their coursework.

ALSC financial viability: Funding from general funds will be necessary to the extent the Director of ALSC determines it cannot cover the cost of this program, and/or determines the shortfall will negatively impact the commission's financial ratings or ability to make loans.

Thank you, and please let me know if you have additional questions.

Rep. Les Gara

interest rates provided under this section.

(h) A person who is issued a reduction in the interest rate under this section is eligible to continue receiving the reduction in interest rate, subject to the availability of funds, if the person was a resident of the state for not less than five years after completion of the program for which the loan was issued and leaves the state for not more than one year during the period of repayment of the loan.

(i) A person who is issued a reduction in the interest rate under this section in error shall repay the amount of the reduction, plus interest.

(j) The commission may adopt regulations necessary to implement this section. The regulations must include a description of timely completion of postsecondary education programs.

(k) In this section, "resident" or "residency" means living in the state with the intention of remaining permanently without claiming residency in another state or country.

*** Sec. 2.** AS 14.43.165 is amended by adding a new subsection to read:

(d) A borrower under AS 14.43.161 - 14.43.168 may be eligible for a reduction in the interest rate under AS 14.43.123. The commission shall reduce the interest rate of a loan under AS 14.43.161 - 14.43.168 as specified in AS 14.43.123 if the borrower meets the eligibility requirements of that section.

*** Sec. 3.** AS 14.43.171 is amended to read:

Sec. 14.43.171. Applicability of other laws. The provisions of AS 14.43.120(d)(4), 14.43.122, **14.43.123.** 14.43.135, 14.43.140, 14.43.145 - 14.43.160, 14.43.164, 14.43.166, and 14.43.168 apply to the loans made under AS 14.43.170 - 14.43.175 as if the loans were made under those applicable provisions.

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

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JUNEAU, ALASKA 99801-7109
VOICE (800) 441-2962
In Juneau (907) 465-6740
TDD (907) 465-3143
FAX (907) 465-3293

January 31, 2012

Representative Les Gara, *et al.*
Alaska House of Representatives
State Capitol, Room 500
Juneau, Alaska 99801

Dear Representative Gara:

The following is provided to identify some of the concerns and issues relative to legislation introduced earlier this month, sponsored by you and others. The bill in question is SSHB272, an Act providing for a reduction in interest on postsecondary education loans for residents.

In summary, this bill would require the Alaska Commission on Postsecondary Education (ACPE) to, under certain conditions, reduce the interest rate or provide a rebate of interest on loans which are assets of the Alaska Student Loan Corporation (ASLC). These are: Alaska Student Loans, including consolidation loans (AS 14.43.090-.160); AlaskAdvantage federally guaranteed loans, including consolidation loans (AS 14.43.161-.168); and AlaskAdvantage Supplemental Education Loans (AS 14.170-.175). Not covered are loan types not funded by the ASLC: memorial scholarship loans and WWAMI medical education loans, as well as other ASLC-funded loans: Teacher Education Loans, Alaska Family Education Loans, or WICHE Professional Student Exchange Program Loans.

As currently drafted it appears the rate reduction and/or rebate is to be provided if:

1) the borrower is a state resident;
2) the borrower completed the education for which the loan was issued;
3) the borrower is in repayment;
4) the loan is not in default; and,
5) the loan is not eligible to be repaid or forgiven by a third party.

The reduction/rebate appears to be applicable to any outstanding, otherwise eligible loan.

Let me preface these comments by stating that I recognize the bill sponsors' well-meaning interest in assisting borrowers with managing the increasing costs of postsecondary education. However, as described herein, the approach to doing so as set out in this legislation raises fundamental legal, financial, and operational concerns.

printed on recycled paper

Although the agency services these education loans, ACPE does not own the loans nor are they assets of the state. ASLC is the owner of the loans, and its Board establishes the loan interest rates pursuant to AS 14.43.200, 14.43.165, 14.43.174 etc. As you know, in 1987 the state created ASLC as a separate legal entity and transferred loans originated prior to 1988 to ASLC. Given that, I requested ASLC bond counsel, Ballard Spahr, review and comment on the legislation. The enclosed memorandum from Blake Wade and Darci Stephens of Ballard Spahr identifies two substantial legal issues with the bill as drafted: the possible violation of AS 14.42.270, and a constitutional concern arising from ASLC's contractual relationship with debtholders.

Notwithstanding the legal implications of the proposed legislation, ASLC would face very serious financial and reputational consequences related to this legislative action. Enclosed is a memo from ASLC financial advisor Lee Donner, FirstSouthwest, containing his comments and concerns relative to the proposals in SSHB272. As Mr. Donner notes, the outstanding loans are assets pledged as security for the purposes of repaying outstanding debt and paying operating costs. Any effort to amend the loan terms retroactively will not only result in negative action by bond rating agencies, but even the attempt to do so in this matter may cast a pall over ASLC's future financing opportunities. ASLC anticipates issuing future debt to continue to finance new education loans.

As discussed with you previously, ASLC has, to the extent possible, provided borrower benefits in the form of cost reductions which are annually approved by the Board. Over the past ten years ASLC has provided such benefits to our borrowers totaling approximately $30 million. Benefits have been reduced as a result of various changes impacting ASLC's financial capacity—primarily as a result of the collapse of the asset-backed bond market and resulting increase in the costs of financing. Unlike a depository lender with access to cash at historically low rates, ASLC's lending costs are such that the current net yield on the loan portfolio is less than one percent (0.95%). This bill appears to provide a new entitlement for new and existing borrowers, but without an external source of funding from which to pay the costs of the benefit, which would have serious adverse impacts on ASLC.

In addition to these legal and financial concerns, even were those matters to be resolved in some fashion, implementation of the bill, as proposed, would be highly manual and labor intensive, resulting in significant costs to the state above and beyond the expense of the interest reduction and rebates. Bear in mind that currently covered loan types encompass both fixed and variable rate loans, the base rates of which range from between 2.9% and 9.0%[1] depending on when the loans were originated, and, after borrower benefits are applied, from 0.55% to 7.55%. The bill proposes no floor to the reduction to be paid; therefore, while some borrowers may be

[1] Loans made prior to 2002-03 were charged 0% interest while enrolled in their program of study. The interest began accruing only after they left school, resulting in repayment interest being set at a higher rate.

paying a lower rate, others would be receiving principal reduction credits. Because of the proposed method for determining an individual's rebate, each and every borrower's rebate would be unique given their school enrollment patterns and timeline, and interest rates and related adjustment, as well as their loan(s) status history. As such, both the calculation and benefit application would need to be manually performed.

To be able to respond fully on the feasibility of implementing this benefit program a number of unanswered questions would need to be resolved. These questions include:

- What will be the standard for maintaining residency?
- What does "completion of the education for which the loan was issued" mean—successful completion of the term, academic year, or degree completion/graduation?
- Will a borrower be permitted to move in and out of "default" for the purpose of receiving the interest reduction?
- Will involuntary payments (wage garnishment, PFD garnishment) on a loan make the loan eligible for the interest reduction?
- How will eligibility for loan repayment or forgiveness by a third party be determined?
- What constitutes third-party repayment—does that include available cosigners on the loans?
- Eligibility is "for the time period in which the borrower establishes and maintains residency"—how will instances of borrowers moving in and out of the state while repaying the loan impact their benefit?
- Would borrowers who accelerate their loan repayment be eligible for the benefit, and how would it be paid out in such cases?
- In 14.43.123 (b), what does "amortized and prorated from the beginning of the interest accrual period…" mean?
- In 14.43.123 (c), what does this mean and how is it calculated?
- What is meant by "repayment" period? Loans may be in: in-school, grace, deferment, and forbearance statuses—how are those periods to be treated for borrowers who are in state, either continuously or periodically?
- Given that the language appears to create an unlimited borrower entitlement at the point of loan disbursement, or the effective date of the bill that is triggered by the "completion of education," over what period of years would a borrower be able to stretch their pursuit of that goal and retain their eligibility for the rate reduction and rebate?
- The bill also seems predicated on the idea that the borrower left the state for postsecondary education—how are borrowers who remain in Alaska to be treated with respect to the interest rate reduction and/or interest expense rebate prior to the start of their "repayment period" but before their "completion of education"?

I am very much aware of, and share your growing concerns about, the escalating costs of postsecondary education, specifically as it impacts borrowers' levels of education loan debt. Your support for Alaska Performance Scholarship and AlaskAdvantage Education Grant funding

is much appreciated and, I am convinced, will have a positive impact on Alaska's students. In the case of SSHB272, the proposed approach to lowering costs of education loan borrowing is very problematic, and I wanted to bring these matters to your attention prior to a public hearing.

Sincerely,

Diane Barrans
Executive Director/Executive Officer

DB/dv

cc: Representative Sharon Cissna
Representative Berta Gardner
Representative Max Gruenberg
Representative David Guttenberg
Representative Lindsey Holmes
Representative Scott Kawasaki
Representative Beth Kerttula
Representative Bob Miller
Representative Pete Petersen
Representative Chris Tuck

Enclosures

Ballard Spahr LLP

MEMORANDUM

TO Diane M. Barrans, Alaska Student Loan Corporation

FROM Blake K. Wade
Darci L. Stephens

DATE January 27, 2012

RE Alaska House Bill No. 272

As bond counsel to the Alaska Student Loan Corporation (the "Corporation"), we have been asked to review Alaska House Bill No. 272 ("House Bill 272") on behalf of the Corporation. Set forth below is a brief summary of some of the legal issues raised by House Bill 272.

Violation of Alaska Statutes 14.42.270

As you know, House Bill 272 is designed to provide an interest rate reduction on certain loans (the "Student Loans") issued under the provisions of Alaska law. Pursuant to Alaska Statutes 14.42.100 et seq. (the "Act"), the Corporation has issued various series of bonds and other debt which are secured by a pledge of certain Student Loans. Under Section 14.42.270 of the Act, the State of Alaska (the "State") has pledged to not impair the rights of the Corporation to fulfill its obligations to its bondholders. Section 14.42.270 reads as follows:

> Sec. 14.42.270. Pledge and agreement of state.
> The state pledges to and agrees with holders of bonds issued by the corporation that the state will not limit or alter the rights and powers vested in the corporation under AS 14.42.100 - 14.42.990 to fulfill the terms of a contract made by the corporation with the bondholders or in any way impair the rights and remedies of the bondholders until the bonds, together with the interest on them with interest on unpaid installments of interest, and all costs and expenses in connection with an action or proceeding by or on behalf of the bondholders, are fully met and discharged. The corporation may include this pledge and agreement of the state in a contract with bondholders.

As written, House Bill 272 would result in the reduction of the interest rate on the Student Loans which serve as the source of repayment for the Corporation's bonds. The enactment of House Bill 272 would impair the rights of the Corporation's bondholders and thus appears to violate the "non-impairment" pledge made by the State under Section 14.42.270 of the Act.

Violation of the Alaska and U.S. Constitution

House Bill 272 likely violates both the U.S. Constitution and the Alaska State Constitution. Article I, Section 10 of the U.S. Constitution prohibits a state from passing a "Law impairing the Obligation of Contracts." This "Contract Clause" prohibits states from enacting any law that retroactively impairs contractual rights. Article I, Section 15 of the Alaska Constitution contains a similar provision, which provides that "No law impairing the obligation of contracts . . . shall be passed."

The terms of municipal bonds are contractual obligations protected by the Contract Clause. The U.S. Supreme Court has developed a two-part analysis to determine whether an initiative by a state legislature violates the Contract Clause. This same basic test has been adopted by the courts in Alaska. The Corporation, as a public corporation and governmental instrumentality under Alaska law, would likely be subject to this same analysis. The major determinant for a violation of the Contract Clause is whether the initiative substantially impairs the issuer's obligations to debtholders. House Bill 272 appears to impair the Corporation's obligation to its bond and other debtholders through the reduction of the interest rate on the Student Loans pledged to repay the debt. This reduction in the revenues making up the source of repayment of the Corporation's debt would likely violate both the U.S. Constitution and the Alaska Constitution as an impairment of the Corporation's contract with debtholders.

DLS/

FirstSouthwest
A PlainsCapital Company

Memorandum

Lee Donner
Managing Director

lee.donner@firstsw.com

(254) 675-3552 Direct
(254) 253-0688 Cell
(254) 675-8455 Fax

Date: January 27, 2012

To: Diane Barrans, Executive Officer
Alaska Student Loan Corporation
Cc: Charlene Morrison, Chief Financial Officer
Alaska Student Loan Corporation
Subject: HB 272, an Act providing for a reduction in interest on Postsecondary education loans for residents

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You have asked that FirstSouthwest Company ("FSC") review Alaska HB 272 and advise Alaska Student Loan Corporation (the "Corporation") as to the implications of this proposed legislation for the currently outstanding student loan financings of the Corporation as well as the impact it might have on future anticipated student loan securitizations issued by the Corporation.

As it currently reads the proposed legislation would create the potential for a significant but unquantifiable reduction in yield on some of the Corporation's student loan portfolios, and does not provide any funding to offset that loss of revenue. In addition, implementation of the provisions in the legislation would be administratively complex and result in the expenditure of some portion of current net revenues on increased operational expense. The Corporation currently has two types of student loan financing vehicles in place: (1) the Straight-A Commercial Paper Conduit program, and (2) multiple student loan revenue bond issues and special project bond issues secured by student loan portfolios. The impact on these financings would vary.

Straight-A Commercial Paper Conduit: Implementation of HB 272 would represent a retroactive addition of a significant "borrower benefit" to loans pledged as security under the Corporation's Straight-A borrowing. Had said "borrower benefit" been in place prior to the Corporation executing it's Straight-A borrowing, the program administrator would have, at the least, imposed a higher borrower benefit reserve requirement, and might have precluded the Corporation from pledging any loans that could be subject to the benefit. Should the benefit created by HB 272 take effect after the Corporation has entered into the Straight-A borrowing, the financial implications range from an unquantifiable impairment to the economics of that transaction to the possibility that the Corporation could be required to repurchase those loans from the Straight-A conduit, a requirement that the Corporation might not be able to comply with because it lacks the requisite liquidity to do so.

Outstanding Bond Issues: All of the Corporation's outstanding bond issues contain certain covenant restrictions with respect to actions taken or not taken that could have a material impact on the yield of the student loans securing the bonds. I will not attempt to address the legal implications of breaching those covenants, but from a financial perspective, it is a virtual certainty that the rating agencies rating the

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affected bonds would institute a ratings review with possible outcomes ranging from ratings downgrades to requirements for the deposit of additional assets into the affected trusts, all of which would present significant financial challenges to the Corporation.

Future Bond Issues/Financings: New money or refunding bond issues in the student loan arena are already dramatically more challenging as a result of changes to the Higher Education Act, the market impact of the credit crisis of 2009, changes in rating agency criteria for all types of student loan assets, and new regulatory requirements emanating from Dodd/Frank. The administrative and economic impact of HB 272 would put the Corporation in a position where successful execution of new money or refunding transactions would be doubtful at best.

Even if HB 272 were amended to provide state funds to offset the revenue losses on the affected loans, there would still be significant issues with both currently outstanding and future financings, primarily as a result of annual appropriation risk, time lags between loss of revenue and reimbursement, and the fact that utilization of or "take rates" on the benefit are effectively unquantifiable.

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LEGAL SERVICES

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

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

MEMORANDUM February 23, 2012

SUBJECT: Sectional summary (2d Sponsor Substitute for HB 272 (Work Order No. 27-LS1162\D))

TO: Representative Les Gara
Attn: Toby Smith

FROM: Jean M. Mischel
Legislative Counsel

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

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

Section 1. Requires the Commission on Postsecondary Education to provide for a three percent reduction in interest rates on specified state issued student loans except in certain circumstances for a student who resides in the state during or after completion of the program for which the loan was issued.

Section 2. Cross references in the AlaskAdvantage Loan Program the interest loan reduction available under sec. 1 of the bill.

Section 3. Cross references in the Alaska Supplemental Education Loan Program the interest loan reduction available under sec. 1 of the bill.

JMM:ljw
12-161.ljw

ALASKA STATE LEGISLATURE

REPRESENTATIVE LES GARA
REPRESENTATIVE BERTA GARDNER
REPRESENTATIVE DAVID GUTTENBERG
REPRESENTATIVE LINDSEY HOLMES
REPRESENTATIVE BETH KERTTULA
REPRESENTATIVE CHRIS TUCK
REPRESENTATIVE SCOTT KAWASAKI
REPRESENTATIVE PETE PETERSEN
REPRESENTATIVE MAX GRUENBERG
REPRESENTATIVE SHARON CISSNA
REPRESENTATIVE BOB MILLER

Sponsor Statement

SSHB 272 Reducing Alaska Student Loan Interest Rate by 3% for Those Who Remain In or Return to Alaska: Building a Stronger Alaska Workforce

Currently Alaskans pay interest rates of roughly 7% and 8% for outstanding and new student loans. In contrast, used car loans are currently being issued by some lenders at 3% and less. Many Alaskans are struggling and Alaska has a history of losing those who obtain higher education degrees and job training to jobs outside of Alaska.

This legislation is one way we can lessen the financial burden on Alaskans who receive their job training or higher education in Alaska, or who move back to Alaska after receiving that education. It is aimed at strengthening the Alaskan economy, helping Alaskans prosper, and retaining more Alaskan talent.

This bill restructures Alaska student loan interest rates as follows. As long as a student remains in Alaska the interest on state-issued student and vocational education loans will be reduced by 3%. If a student leaves Alaska for school or job training and returns within two years of completing coursework, that student will receive a rebate of the additional 3% interest that accrued on the loans while they were out of state. That rebate will come in equal amounts over a five year period so that if the student only returns to Alaska for a short period of time, he or she only qualifies for a partial rebate. A 3% reduction in the interest rate on an average loan will reduce interest payments by nearly one-half.

The two-year allowance recognizes that Alaskans may undertake post-schooling training or find employment out of state shortly after completing their coursework, the benefits of which they may intend to bring back to the state afterwards.

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Representative_Les_Gara@legis.state.ak.us

If a student returns more than two years after completing his or her coursework, he or she doesn't receive a rebate on the interest that accrued while he or she was out of state. Upon returning to Alaska, however, he or she will benefit from the lower rate for the remainder of the time he or she is repaying his or her loans and remaining in Alaska. This bill applies to existing and new loans.

A reduction in interest rate provided by this bill is in addition to any other available reduction in interest rate.

If the point is reached whereupon the overall interest rate available to eligible students reaches three percent, the Alaska Student Loan Corporation shall have the discretion to determine whether or not the overall interest rate shall fall below the rate of three percent. Should it be determined that the reduction will negatively affect the corporation's bond rating or its ability to fund future loans, the commission may not provide a reduction in loan interest rates unless an appropriation is made.

Please feel free to contact our office if you have any questions.

2d SPONSOR SUBSTITUTE FOR HOUSE BILL NO. 272

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY REPRESENTATIVES GARA, GUTTENBERG, GARDNER, KERTTULA, HOLMES, TUCK, KAWASAKI, PETERSEN, GRUENBERG, AND CISSNA, Miller

Introduced:
Referred:

A BILL

FOR AN ACT ENTITLED

"An Act providing for a reduction in interest on postsecondary education loans for residents."

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

*** Section 1.** AS 14.43 is amended by adding a new section to read:

Sec. 14.43.123. Interest rate reduction for residents. (a) Notwithstanding a contrary provision of law and except as provided in (e) - (h) of this section, the commission shall provide for a reduction of three percent a year from the established interest rate for a loan issued under AS 14.43.091 - 14.43.160, 14.43.161 - 14.43.168, or 14.43.170 - 14.43.175 for the time period in which the borrower establishes and maintains residency in the state while repaying the loan if

(1) the loan for which the reduction in interest is allowed is not currently in default;

(2) any portion of the principal or interest on the loan is not otherwise eligible to be repaid or forgiven by the state under another program; and

(3) the borrower completed the degree or certificate program for which the loan was issued in a timely manner.

(b) For a borrower eligible for a reduction in the interest rate under (a) of this section, the commission shall provide for a three percent reduction in the interest rate, prorated from the beginning of the loan interest accrual period for the loan to the date the borrower becomes eligible under (a) of this section, but not for a period longer than five years, if the borrower was a resident of the state for not less than one year before enrolling in the postsecondary program for which the loan was issued and

(1) established residency in the state in the two-year period immediately following completion of the degree or certificate program for which the loan was issued; or

(2) attended the postsecondary program for which the loan was issued and maintained residency in the state.

(c) The commission shall prorate on an annual basis a reduction in the interest rate under (a) of this section over the period of residency that coincides with the loan repayment period.

(d) A reduction in interest rate provided under this section is in addition to any other available reduction in interest rate.

(e) Notwithstanding the reduction in interest rate available to a student under this section, the corporation may maintain a minimum three percent interest rate for loans issued by the corporation if necessary for a purpose that is consistent with the duties of the corporation.

(f) By January 1 of each year, the corporation shall determine whether and to what extent a reduction of interest rates under this section would negatively affect the corporation's bond rating and ability to fund future loans.

(g) If the corporation determines that a reduction of interest rates under this section would negatively affect the corporation's bond rating or its ability to fund future loans, the commission may not provide a reduction in loan interest rates under (a) or (b) of this section for the affected fiscal years unless an appropriation is made to cover the costs of the reduction. If the appropriation is inadequate to pay reductions in interest rates for all eligible loans, the commission shall prorate all reductions in

LEGAL SERVICES

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

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Mail Stop 3101

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

MEMORANDUM January 21, 2012

SUBJECT: Applicability to outstanding student loans (HB 272)
(Work Order No. 27-LS1162\M)

TO: Representative Les Gara
Attn: Toby Smith

FROM: Jean M. Mischel
Legislative Counsel

You have asked whether current student loan statutes affect the applicability to outstanding student loans issued under the relevant statutes of the above-referenced bill draft that provides for a reduced interest rate for state residents. The short answer is "no"; current statutes do not expressly prohibit the inclusion of outstanding student loans, and the conditions for the reduced interest rate in the draft bill do not limit the applicability of the bill to new loans.

While interest rates for student loans issued in the state are established under current law by the Alaska Student Loan Corporation based on the interest rate paid on bonds issued by the corporation and administrative costs under AS 14.43.120 and 14.43.174, nothing in current law prohibits the reduction of an interest rate by the state either paying the rate difference or otherwise forgiving a portion of the accrued interest. Even if current law otherwise affected interest rates on outstanding loans, the bill draft contains modifying language that would override that effect by providing that the reduction occur "notwithstanding a contrary provision of law." Since the borrower suffers no impairment from a retroactive application of the interest rate loan reduction, an impairment of contract problem does not appear to exist.

The bill as drafted could therefore be applied to both new and outstanding loans, particularly if the legislature appropriated sufficient funds to cover bond holder interest rates, if necessary. The only conditions a borrower must meet to take advantage of the rate reduction are that (1) the loans were issued by the state under specified programs, and (2) the borrower resides in the state during the repayment period. The reduction is also made available to the accrued interest retroactively if the borrower returns to the state within two years of graduation.

If there is confusion about the applicability of the bill as drafted, an uncodified applicability provision may be added to clarify the matter. Courts will also look at legislative intent if the applicability is challenged and the court finds the wording of the

law ambiguous in that regard. The sponsor statement and committee records addressing applicability would then become relevant.

If I may be of further assistance, please advise.

JMM:ljw
12-034.ljw

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

MEMORANDUM December 29, 2011

SUBJECT: Residency preference (Work Order No. 27-LS1162\A)

TO: Representative Les Gara
Attn: Toby Smith

FROM: Jean M. Mischel
Legislative Counsel

The draft bill providing for an interest rate reduction on specified postsecondary student loans issued by the state for state residents is enclosed. While the purpose of the reduction may be legitimate under an equal protection review, that purpose must be clearly stated on the record. In addition, state residency requirements for state benefits has been scrutinized under the privileges and immunities clause of the United States Constitution. Both issues are further analyzed below.

The state constitution may not be applicable any longer to issues involving resident preference within the state. Following decisions in two cases invalidating former Alaska local hire statutes, the legislature proposed, and the voters approved, a state constitutional amendment. That provision, adopted at the November 1988 general election and effective January 4, 1989, says:

> Resident Preference. This constitution does not prohibit the State from granting preferences, on the basis of Alaska residence, to residents of the State over nonresidents to the extent permitted by the Constitution of the United States.

The author of the resolution proposing the addition, then-Representative Dave Donley, provided this statement for publication in the 1988 general election voter information pamphlet:

> Voter approval of Ballot Measure No. 1, a proposed amendment to Alaska's Constitution to give the state clear authority to grant certain preferences to its own citizens consistent with the U.S. Constitution, will give state resident preference laws a fighting chance in the courts.

The Alaska equal protection clause has been interpreted as being more restrictive than the federal clause. With the amendment's approval at the November 1988 general election, the voters have indicated a will to neutralize state constitutional obstacles to the adoption of state resident preferences and leave only the federal constitution as a potential constitutional impediment. This means that consideration of article I, section 23 is

critical to any debate about residency requirements in Alaska; however, its effect is arguably uncertain because, in the only reported decision weighing the scope of art. I, sec. 23, the Alaska Supreme Court declined to rule on the question of whether or not it makes the state constitution irrelevant to resident preference in hiring. At this point, we can only hypothesize that art. I, sec. 23 will be interpreted by future courts as eliminating the state constitution as an impediment to resident preference in hiring. If it is, then only federal constitutional impediments would remain. However, discriminating between Alaska residents based on length of residency will probably still be subject to the state equal protection clause.

The United States Supreme Court in *Martinez v. Bynun,* 461 U.S. 321, 328, (1983), has concluded that there is no fundamental right or suspect class involved in an equal protection analysis of a resident preference. The Court has said that, because of this, resident preference statutes under a state court review should be subject only to rational basis analysis. In a case involving a durational residence requirement in connection with eligibility for welfare benefits, the U.S. Supreme Court found the durational requirement invalid on the basis that it unconstitutionally burdened the right to travel, which it said is "expressly protected" by article IV, section 2 of the federal constitution.

In *Zobel v. Williams*, 457 U.S. 55, 64 (1982), the U.S. Supreme Court found constitutional issues regarding an Alaska statute establishing a durational residency requirement for permanent fund dividend eligibility. Unlike Alaska's existing permanent fund durational residency requirement, the one challenged (and defeated) in *Zobel* rewarded long-term residents with bigger dividends than short-term residents were paid, largely based on a rationale that long-term residency was deserving of a greater reward. The Court found the statute constitutionally invalid because it violated the federal constitution's equal protection clause. In one part of its opinion the Court said of the State of Alaska's claim that it was permissible to discriminate between residents based on their length of residency for the purpose of varying the portions of state benefits each resident is allowed:

> Alaska's reasoning could open the door to state apportionment of other rights, benefits, and services according to length of residency. It would permit the state to divide citizens into expanding numbers of permanent classes. Such a result would be clearly impermissible.

Id.

This bill draft allows for a retroactive interest rate reduction for borrowers who return to the state within two years. That provision may raise both equal protection and privileges and immunities concerns by those who return to the state after the two year point.

If I may be of further assistance, please advise.

JMM:plm
11-357.plm

Enclosure

The Brain Drain

by Jeff Hadland
Economist

About 38 percent of young Alaskans are leaving for college and jobs in the lower 48 and not coming back

Alaska has one of the highest migration rates in the nation. The general belief is that a disproportionately large percentage of Alaska's young adults leave Alaska after high school or after pursuing some postsecondary education in the state. Also, it is widely assumed that the percentage of Alaskans that continue their education beyond high school is among the lowest in the nation. This report presents data to quantify these phenomena, sometimes characterized as a "brain drain".

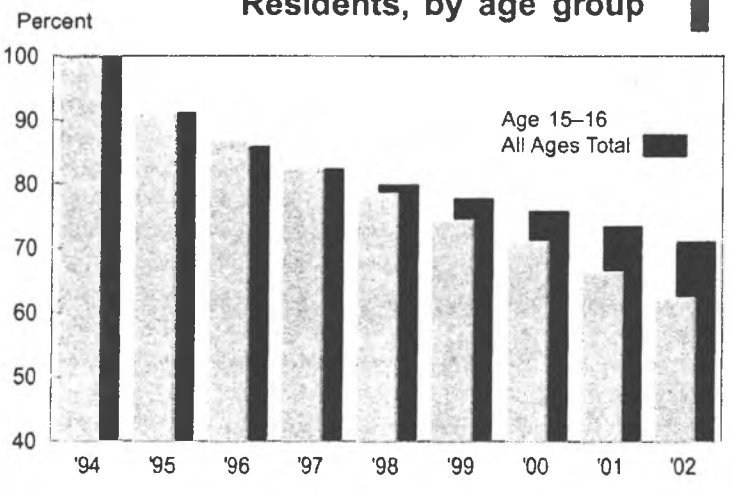
This report tracks a study group of 16,114 young Alaskans, age 15-16 in 1994 (1994 Youth). It follows them through their postsecondary education in Alaska and at out-of-state institutions. It examines these data to determine how many of the original study group are currently employed in Alaska.

Summary of Findings

- Just over 62 percent of youth age 15-16 in 1994 were still Alaska residents in 2002, compared with 71.3% of the total Alaska population.
- A little more than 55 percent of the 1994 Youth group reported some postsecondary education, nearly identical to the postsecondary education rate of a group of 17-18 year old Alaska youth in 2000.
- Approximately 62 percent of the 1994 Youth that pursued postsecondary education did so exclusively in Alaska.
- More than 84 percent of the 1994 Youth that had received their postsecondary education exclusively in Alaska were still Alaska residents in 2002, while only 51 percent of those that had received postsecondary education exclusively outside the state were Alaska residents in 2002.
- Nearly 70 percent of the 1994 Youth with postsecondary education attended the University of Alaska at some time from 1996 through 2002.
- More than 12 percent of the total 1994 Youth group earned one or more degrees as of the end of 2002.
- Nearly 54 percent (8,659) of the 1994 Youth group were employed in Alaska in 2002 based upon a match with Alaska unemployment insurance (UI) wage records. Average 2002 earnings varied by educational attainment; youth who had earned a degree at the University of Alaska were the highest earners.

The number of young Alaskans entering the labor force each year is rapidly increasing. In 2002 there were nearly twice as many 16-year-old Alaskans (11,246) as there were new jobs created in Alaska from 2001 to 2002 (6,500). Nevertheless, a significant number of employment

1994 Population Still Alaska Residents, by age group 1



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section, and Alaska Permanent Fund

2 1994 Population Still Alaska Residents, percent by age group

Age Group	1994	1995	1996	1997	2002
14 and Under	100	91.5	86.9	83.9	74.8
15-16	100	91.2	86.9	82.6	62.3
17-19	100	88.9	82.3	77.2	61.2
20-29	100	87.8	80.6	76.0	65.9
30-39	100	92.1	86.8	83.5	74.1
40-49	100	93.4	89.2	86.5	76.2
50+	100	91.5	86.2	82.1	65.9
Total	100	91.4	86.1	82.6	71.3

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section, and Alaska Permanent Fund

3 1994 Youth Place of Residence 1994 and 2002

Residence in 1994	Residence in 2002						
	Same Borough Census Area (C.A.)		Moved to Other Borough/C.A.		Outside Alaska		Total
	Number	Percent	Number	Percent	Number	Percent	
Aleutians East	23	60.5	7	18.4	8	21.1	38
Aleutians West	24	34.8	18	26.1	27	39.1	69
Anchorage	3,180	52.2	515	8.5	2,394	39.3	6,089
Bethel	316	71.3	59	13.3	68	15.3	443
Bristol Bay	8	27.6	10	34.5	11	37.9	29
Denali	21	39.6	15	28.3	17	32.1	53
Dillingham	87	66.9	28	21.5	15	11.5	130
Fairbanks	937	47.3	198	10	847	42.7	1,982
Haines	19	25.7	22	29.7	33	44.6	74
Juneau	288	31.9	186	20.6	430	47.6	904
Kenai	593	42.1	233	16.5	583	41.4	1,409
Ketchikan	162	37.9	54	12.6	212	49.5	428
Kodiak	141	39.3	70	19.5	148	41.2	359
Lake and Peninsula	26	50	18	34.6	8	15.4	52
Mat-Su	769	45.7	319	19	594	35.3	1,682
Nome	180	63.4	64	22.5	40	14.1	284
North Slope	117	62.9	34	18.3	35	18.8	186
Northwest Arctic	136	64.8	41	19.5	33	15.7	210
Prince of Wales-Outer Ketchikan	75	41	35	19.1	73	39.9	183
Sitka	95	39.4	42	17.4	104	43.2	241
Skagway-Hoonah-Angoon	33	30.8	32	29.9	42	39.3	107
Southeast Fairbanks	70	33.7	75	36.1	63	30.3	208
Valdez-Cordova	88	31.2	75	26.6	119	42.2	282
Wade Hampton	141	71.2	36	18.2	21	10.6	198
Wrangell-Petersburg	65	36.3	36	20.1	78	43.6	179
Yakutat	9	37.5	8	33.3	7	29.2	24
Yukon-Koyukuk	110	45.1	88	36.1	46	18.9	244
Unknown	0	0	6	22.2	21	77.8	27
Total	7,713	47.9	2,324	14.4	6,077	37.7	16,114

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

opportunities are available to new entrants to the labor force. The number of new hires each quarter, already large, (see Exhibit 17) may soon increase, as a high percentage of Alaska's workforce approaches retirement age. However, numbers don't tell the whole story; the likelihood exists of a mismatch between the skills of new workers and job openings. Youth face an obvious disadvantage in competition with more experienced workers. The lure of the much larger job markets to the south cannot be ignored. Tracking the postsecondary education and employment patterns of young Alaskans can be helpful in determining priorities and programs in the coming years. Such findings can be used to enhance job opportunities for young Alaskans.

1994 Youth group characteristics

The study group mentioned earlier had significantly more males (52.5%) than females

(47.5%). Males outnumbered females in all age groups in Alaska in 1994. Consistent with the overall population distribution in Alaska, 37.8% of the 1994 Youth population reported their residence in Anchorage, 12.3% in Fairbanks, 10.4% in Mat-Su and 8.7% in Kenai.

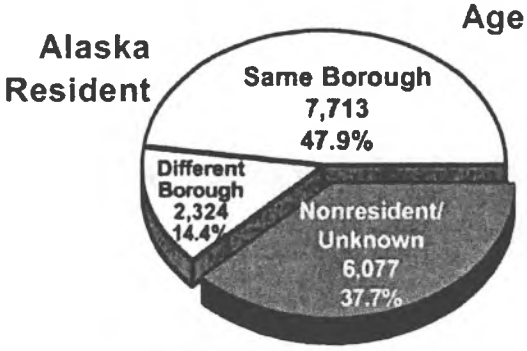
No information is currently available indicating whether the 1994 Youth were Alaska high school students in 1994 or graduated from an Alaska high school. In 1996 and 1997, the Alaska Department of Education and Early Development reports 12,209 high school graduates from Alaska school districts. This represents a large percentage of the total high school graduation age population for those years. (The statewide dropout rate for grades 7-12 ranged from 3.4% to 4.1% from 1996 to 1998.)

For purposes of comparison, a second group of Alaska youth age 17 to 18 in 2000 was selected and matched with administrative data. This group of recent high school graduation age youth was examined to determine employment and postsecondary education decisions shortly after their high school years.

Outmigration from Alaska–1994 to 2002

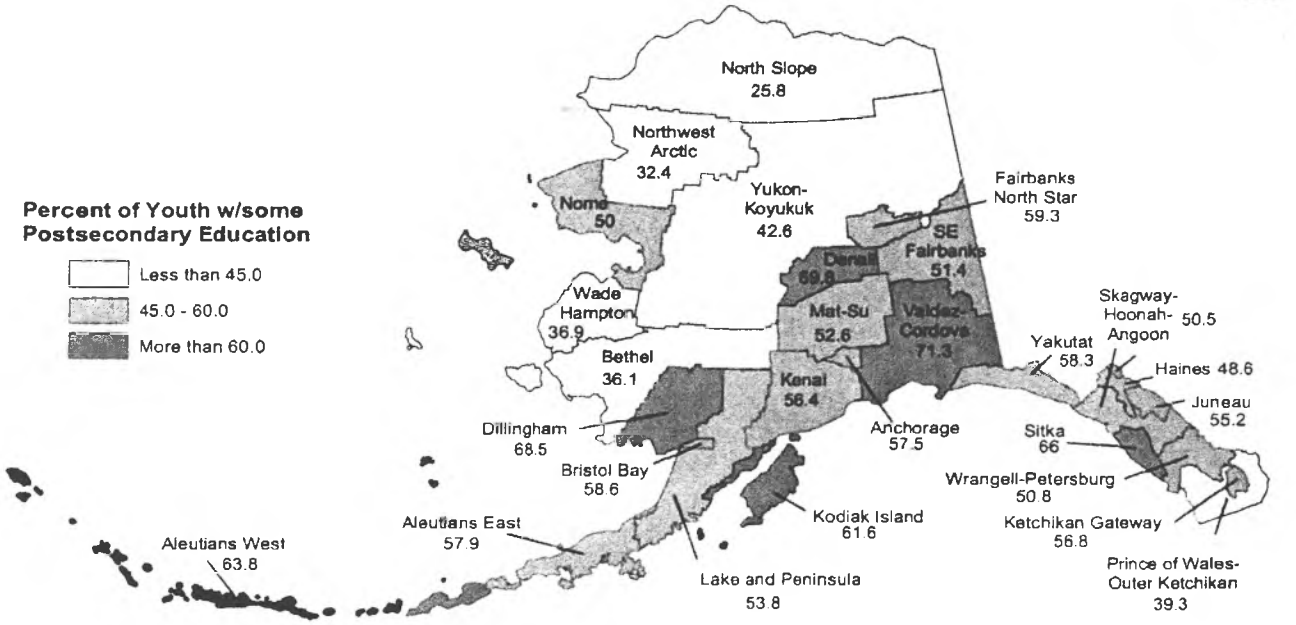
Older youth and young adults typically have the highest migration rates of any population group. This is typically the time when individuals are either continuing their education or considering a serious job or career. In order to achieve these goals, many consider moving to another location. Although the majority of Alaska's 1994 Youth

2002 Residence of 1994 Youth **4**
Age 15-16



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Percent of 1994 Youth **5**
With some postsecondary education



Source Alaska Department of Labor and Workforce Development, Research and Analysis Section

6 Where 1994 Youth Did Their Postsecondary studies And employment status

	Resident			Alaska Employed 2002	
	Total	Number	%	Number	%
No Postsecondary Reported	7,211	4,202	58.3	3,623	50.2
Alaska Only	5,537	4,679	84.5	4,207	76
Outside Alaska Only	1,190	607	51	428	36
Inside and Outside Alaska	2,176	549	25.2	400	18.4
Total	16,114	10,037	62.3	8,658	53.7

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

study group chose to continue their work and/or education close to home, approximately 38 percent chose to leave Alaska to pursue their long-term goals.

Due primarily to outmigration, there was a significant decline in the number of Alaska 1994 Youth from 1994 though 1997, when most of the students would have been old enough to graduate from high school. In 1997, 82.6% of the 1994 Youth group were still Alaska residents based upon PFD application. By 2002, only 62.3% of this population were still Alaska residents. (See Exhibit 1.)

7 Education, Residency, and Employment of youth

	Youth Age 15-16 in 1994					Youth Age 17-18 in 2000				
	Youth	Post-secondary	Degree	Alaska Resident in 2002	Alaska Employed 2002	Youth	Post-secondary	Degree	Alaska Resident in 2002	Alaska Employed 2002
Aleutians East	38	22	4	30	24	54	27	0	48	38
Aleutians West	69	44	11	42	44	75	38	1	60	48
Anchorage	6,089	3,503	843	3,695	3,146	7,587	4,207	40	6,619	5,400
Bethel	443	160	17	375	356	552	221	3	517	442
Bristol Bay	29	17	4	18	15	39	28	0	33	28
Denali	53	37	10	36	30	60	38	2	55	38
Dillingham	130	86	9	115	100	153	99	1	145	109
Fairbanks	1,982	1,176	295	1,135	971	2,413	1,418	17	2,091	1,769
Haines	74	36	8	41	42	98	53	1	80	69
Juneau	904	499	118	474	434	1,213	643	11	1,015	856
Kenai	1,409	794	192	826	693	1,838	1,191	11	1,597	1,265
Ketchikan	428	243	48	216	201	439	231	2	361	284
Kodiak	359	219	41	211	175	393	262	7	329	256
Lake and Peninsula	52	28	2	44	38	73	42	0	61	56
Mat-Su	1,682	885	198	1,088	914	2,311	1,200	24	2,008	1,582
Nome	284	141	22	244	212	318	145	2	292	246
North Slope	186	47	3	151	133	257	84	0	227	205
Northwest Arctic	210	68	9	177	159	259	84	0	241	196
POW-Outer Ketchikan	183	72	10	110	90	208	91	0	172	126
Sitka	241	157	28	137	121	273	176	2	219	183
Skagway-Hoonah-Angoon	107	54	14	65	61	100	53	2	85	72
Southeast Fairbanks	208	107	21	145	123	238	122	5	203	149
Valdez-Cordova	282	197	39	163	142	338	270	7	293	237
Wade Hampton	198	73	3	177	164	270	77	1	255	215
Wrangell-Petersburg	179	90	20	101	81	212	127	0	171	125
Yakutat	24	14	0	17	15	21	9	0	20	18
Yukon-Koyukuk	244	103	14	198	169	269	136	0	246	201
Other/Unknown	27	14	6	6	5	352	182	3	123	87
Total	16,114	8,886	1,989	10,037	8,658	20,413	11,254	142	17,566	14,300

Source Alaska Department of Labor and Workforce Development, Research and Analysis Section

Outmigration rates for Alaska youth age 17-19 and age15-16 in 1994 were the highest of any age group. Fully 37.7% of 15-16 year olds and 38.8% of 17-19 year olds no longer resided in Alaska in 2002, compared to 28.7% of all Alaska residents. (See Exhibit 2.) The migration rate for males and females was virtually the same within the 15-16 age group.

Differences in outmigration rates from Alaska by age group were significant, but they varied dramatically depending on the geographic region where the youth lived in 1994. (See Exhibit 3.) Boroughs in Southeast Alaska exhibited the largest outmigration rates for the 15-16 year old population. Only 50.5% of youth from Ketchikan, 52.5% of Juneau youth, and 57.1% of Sitka youth remained in Alaska in 2002.

Some of Alaska's rural boroughs and census areas had very low outmigration rates. Nearly 90 percent of the 1994 Youth in Wade Hampton, 88.5% of youth in Dillingham, 86.2% in Nome, and 84.9% in Bethel were still in the state through 2002.

More than 14 percent of 1994 Youth moved to another borough or census area in Alaska. (See Exhibit 3.) Rural resident youth were just as likely to move to another part of the state as to move outside Alaska. Seeking a wider variety of education or employment opportunities, most of those that moved from a rural area to other parts of Alaska moved to Anchorage or Fairbanks.

Alaska generally has one of the highest interstate migration rates of any state. Outmigration during the 1990s averaged 7.2% per year for the total population. Based upon analysis of IRS tax return data, 46.9% of gross migration (both inmigration and outmigration) was with states in the western U.S. Washington and California were the two top states for interstate migration. Alaska youth attended postsecondary schools in these same "magnet" states.

Although some of the regions in Alaska with the highest migration rates had slow growing or declining economies, this was not the entire explanation for this pattern. Some of the rural regions of Alaska with relatively low migration rates also exhibited slow growth prospects during the 1990s. Clearly, economic, cultural, and environmental factors play a part in the decision to leave Alaska for continuing education and economic opportunities.

There was very little flow from resident to nonresident status and back over the course of the nine years from 1994 through 2002. For those resident youth in 1994 that were still residents in 2002, more than 90 percent had been residents throughout the entire period. Once they left Alaska and became nonresidents, very few resumed residency in later years.

For the more recent study population of Alaska youth age 17-18 in 2000, 86.1% were still residents of Alaska in 2002, based upon Alaska PFD application.

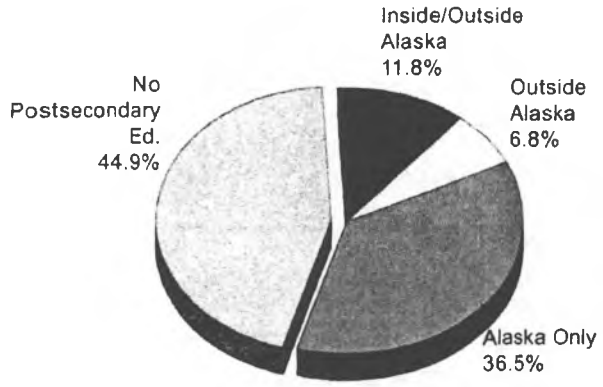
Postsecondary education rates

At least 55.3% (8,903) of the 1994 Alaska Youth population attended one or more postsecondary schools from 1996 through 2002. More than 34 percent (5,537) of these youth pursued their postsecondary education exclusively in Alaska, 7.4% (1,190) went to school exclusively outside Alaska, while 13.5% (2,176) attended postsecondary education institutions both inside and outside the state.

Nationwide, about 63 percent of high school graduates age 16 to 24, and about 43 percent of all 18 to 24-year-olds had enrolled in college in 1999.

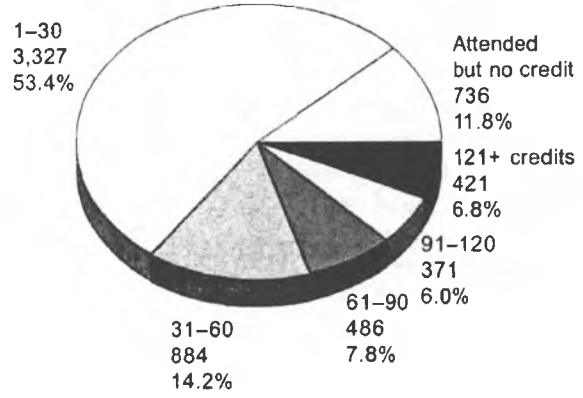
More than 6,200 of Alaska's 1994 Youth attended the University of Alaska at some time from 1996 through 2002. Credits were earned at the University of Alaska from 1996 through 2002 by 34.1% of the 1994 Youth group, with the remainder of those attending having withdrawn, received an incomplete or failed their course(s). Nearly 70 percent of the 1994 Youth that attended a postsecondary institution attended the University of Alaska.

8 Postsecondary Education
Status thru 2002—Youth 17-18 in 2000



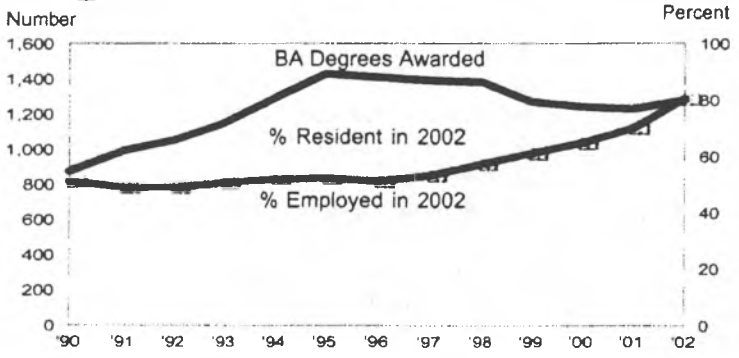
Source: Alaska Department of Labor and Workforce Development,Research and Analysis Section

9 Attended University of Alaska
By credits earned 1996-2002 – 1994 Youth



Source: Alaska Department of Labor and Workforce Development,Research and Analysis Section

10 Bachelor Degrees from U of A
Percent employed and Alaska resident 2002



Source: Alaska Department of Labor and Workforce Development,Research and Analysis Section

More than 12 percent (1,989) of the 1994 Youth group had earned one or more degrees and/or certificates as of December 2002. From 1996 through 2002, 838 of the youth earned one or more degrees and certificates of all types from the University of Alaska.

Residency and current employment status varied significantly depending upon the location of reported postsecondary education activity. Those 1994 Youth that reported both in-state and out-of-state postsecondary education had the lowest current Alaska employment and residency; only 25 percent of those youth were residents of Alaska and 18 percent reported working in the state in 2002. (See Exhibit 6.)

The percent of the 1994 Youth that attended a postsecondary institution varied significantly by place of residence. (See Exhibit 7.) While the overall postsecondary participation rate was 55 percent, the participation rate by borough/census area varied from 25 percent to 70 percent. Surprisingly, rural areas were represented among both the lowest and highest postsecondary participation groups. Lowest postsecondary participation was reported in the North Slope Borough, Northwest Arctic Borough and Bethel Census Area, while the highest rates were reported in Valdez-Cordova Census Area, Denali Borough and Dillingham Census Area.

The 1994 Youth in the urban areas of Anchorage, Fairbanks and Mat-Su attained the largest number of postsecondary degrees or certificates, and urban areas generally had higher rates of attainment. However, Aleutians West Census Area and Denali Borough both had high rates of degree attainment, but with very small total numbers. In general, rural areas fared poorly in terms of degree attainment, with the North Slope Borough and Wade Hampton having less than two percent of their youth reported as receiving a degree or certificate as of 2002.

Postsecondary education for Alaska residents age 17-18 in year 2000

The 20,413 Alaska resident youth age 17-18 in 2000 were matched with University of Alaska and

National Student Clearinghouse (NSC) files to identify their participation in postsecondary education. (See Exhibits 3 and 4.) Overall participation in postsecondary education mirrored the 1994 Youth group, with a similar 55.1% attending one or more postsecondary institutions. Longer term tracking of the 2000 Youth group will probably result in higher postsecondary education participation rates than the 1994 group.

Although only the most ambitious 17-year-old would have had time to earn a bachelor's degree by the end of 2002, more than 140 youth in this group had earned certificates or associate degrees by that time.

For those youth that had received some postsecondary education as of 2002, two-thirds had received that education exclusively in Alaska. The remainder received some postsecondary education outside the state, with 12.4% continuing their education exclusively outside Alaska.

More females in postsecondary ed

More than 50 percent (4,279) of males and 60.2% (4,602) of females in the 1994 Youth group had some reported postsecondary education. A little less than 10 percent of the males and 15 percent of the females earned a degree. Nearly 59 percent of those with degrees were female. For those attending postsecondary institutions, females were more likely to attend exclusively in Alaska.

Alaska students stay in western U.S.

The 1994 Youth group attended colleges and universities in every state in the union from 2000 to 2002, but most of them attended institutions located in the west coast states. Washington had 530 students from Alaska, Oregon 423, and California 331. Colorado had 213. Utah, Montana, Nevada, and Texas each drew between 113 and 177 of the 1994 Youth.

University of Alaska student data

Nearly 39 percent of the 1994 Youth (6,264 students) attended one or more terms at the University of Alaska from the fall of 1996 through the fall of 2002. However, a large percentage (46.7%) of them attended for three or fewer terms during the period. More than 62 percent of those youth that attended the University of Alaska at some time during the period began attending by the fall of 1997.

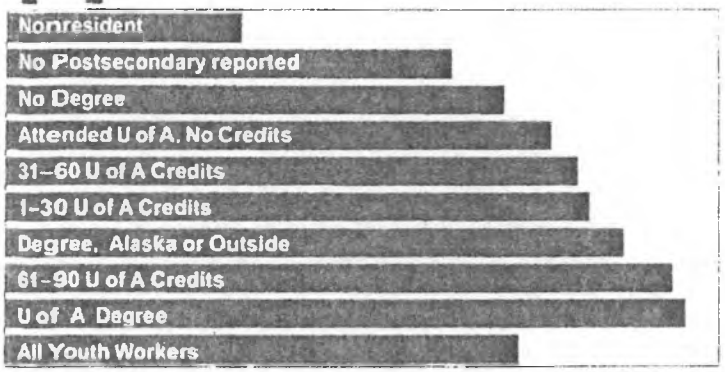
The 1994 Youth group attempted 276,866 credits and earned 207,528. The mean number of credits earned from 1996 through fall 2002 was 33, while the median credits earned was 14. More than 53 percent of the students attending the University of Alaska earned between 1 and 30 credits through the fall 2002, while an additional 11.8% of 1994 Youth attended, but earned no credits. (See Exhibit 9.)

More than 43 percent of the female 1994 Youth group and nearly 35 percent of the males attended the University of Alaska at some time from 1996-2002. Approximately 53 percent of the 1994 Youth group that attended the University of Alaska were female. The average number of credits earned by females was 35.2, while males earned on average 30.8 credits.

As of fall 2002, 838 of the youth cohort had received one or more degrees from the University of Alaska. Based upon the first reported degree awarded, 488 had earned a bachelor's degree, 308 an associate degree, and the remainder had earned advanced degrees or other certifications. Each year, the University of Alaska awards approximately 1,300 bachelor's degrees.

Exhibit 13 shows the number of students who earned degrees and the current resident and employment status for each year's degree recipients. As expected, the more recent University of Alaska graduates have the highest current Alaska residency and employment rates, but those students that earned degrees early in the decade have relatively high and stable current employment and residency rates as well. For the more recent youth cohort, those Alaskans age 17-18 in 2000, 38.6% attended the University of Alaska at some time from 1996 through 2002. Nearly 16 percent were still attending the University of Alaska as of fall 2002.

11 Average Alaska Earnings
By education, 1994 Youth–2002



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

12 Employment, Earnings, Residency
1994 Youth, U of A students–2002

	1994 Youth*	Resident in 2002	Employed in AK	Total AK Earnings	Average Earnings	Quarters Worked
Total	16,114	10,037	8,659	$149,262,715	$17,238	27,434
Attended UA, No Credits Earned	736	533	468	8,435,591	18,025	1,518
1 to 30 Credits Earned	3,327	2,458	2,143	40,589,836	18,941	7,014
31 to 60 Credits Earned	884	701	609	11,361,407	18,656	2,014
61 to 90 Credits Earned	486	431	354	7,408,458	20,928	1,160.
91 to 120 Credits Earned	371	344	307	5,256,249	17,121	1,020
121 + Credits Earned	421	391	346	6,088,189	17,596	1,113
Earned One or More Degrees	838	734	657	13,952,018	21,236	2,210
Attended University of Alaska	6,264	4,887	4,255	79,561,938	18,698	13,924
Did Not Attend U A	9,850	5,150	4,404	69,700,777	15,827	13,510

* Age 15–16 in 1994

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

13 Employment and Earnings
1994 Youth by U of A attendance, sex–2002

	Male			Female		
	1994 Youth*	Employed in AK	Avg. Total Earnings	1994 Youth*	Employed in AK	Avg. Total Earnings
Attended UA, No Credits Earned	424	272	20,064	312	196	15,194
1 to 30 Credits Earned	1,546	985	20,699	1,779	1,156	17,441
31 to 60 Credits Earned	403	284	20,473	481	325	17,068
61 to 90 Credits Earned	239	177	24,719	247	177	17,136
91 to 120 Credits Earned	152	126	18,153	219	181	16,403
121 + Credits Earned	161	123	18,065	260	223	17,337
Earned One or More Degrees	314	237	25,267	524	420	18,961
Did Not Attend University of Alaska	5,511	2,619	17,967	4,327	1,784	12,686
Total	8,458	4,605	19,098	7,642	4,051	15,123

* Age 15–16 in 1994. For some youth gender data was unavailable, causing totals to differ.

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

U of A student employment and earnings

A little more than 4,200 current and former students of the University of Alaska from the 1994 Youth cohort were employed in Alaska in 2002. This group earned more than $79 million, based upon administrative record matches with Alaska UI wage records. Students who received one or more degrees at the University of Alaska had the highest average total Alaska earnings in 2002. (See Exhibit 12.) Workers that reported earning between 61 and 90 University of Alaska credits had the second highest average earnings.

No matter the level of educational attainment, males earned more than females in Alaska in 2002. Male University of Alaska degree recipients earned significantly more than females, although females received a much larger number of degrees and many more of them were employed in Alaska in 2002. (See Exhibit 13.) Females who earned a degree at the University of Alaska had wage and salary earnings approximately 50 percent greater than those females who did not attend the University of Alaska. In 2002, males that did not attend the University had average earnings that were 94% as much as the entire male youth cohort while women earned 83.9% as much as all women in the group.

1994 Youth employment and earnings

Total wage and salary earnings in Alaska in 2002 for the 8,659 employed 1994 Youth were $149.3 million. These workers, representing 53.7% of the total 1994 Youth study group, earned on average $17,238 in 2002 compared with $25,808 average annual earnings for all workers employed at some time during the year 2002 in Alaska. The largest number of workers and the largest total earnings were in the Trade, Transportation & Utilities industry. The highest average and median earnings were paid to workers in the Natural Resource & Mining industry. (See Exhibit 15.)

Nearly 53 percent of 1994 Youth employed at some time during 2002 were employed by a single employer. An additional 28.3% of workers were employed by two employers and 12.0% were employed by three. Youth workers were employed an average of 3.2 quarters per year.

Migration and employment opportunities

The relatively high migration rate among youth from Alaska is the result of many factors. The estimated number of youth leaving the state is quite high, but the overall rate of outmigration has not increased in recent years. In fact, the percentage of 18-year-olds leaving the state in the late 1990s (about 9 percent annually) was lower than at any time during that decade.

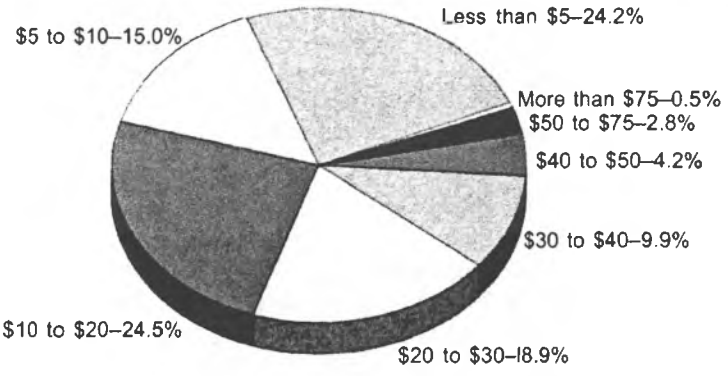
Each year during this decade, at least 11,000 Alaska youth will enter the labor force. This increase will be more than matched by a growing number of job openings. Current projections call for an increase in Alaska employment of 16.7% over the 2000 to 2010 time period. This means employment is predicted to grow from 302,255 in 2000 to 352,693 in 2010, or an average annual increase of more than 12,000 jobs over the decade. These projected openings are the combined result of employment growth and net separations from the occupations and do not include jobs resulting from employee turnover.

Positions currently filled by nonresident workers represent potential opportunities for Alaska's workers, including new entrants to the labor force. The Alaska Department of Labor and Workforce Development estimates that there were nearly 68,000 nonresidents employed at some time in Alaska in 2001. Industries, occupations, and employers that have high nonresident hire rates signal an unmet training need and a placement opportunity for Alaska's training programs.

Total Average Earnings–2002 14

1994 Youth age 15-16

$Thousands



Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Employment and Earnings 15

By industry, 1994 Youth–2002

	Total Workers	Total Earnings	Mean Earnings	Median Earnings
Local Government	932	$12,563,184	$13,480	$9,462
State Government	422	8,104,181	19,204	18,743
Unknown	9	176,494	19,610	11,298
Construction	808	19,437,983	24,057	21,488
Educational and Health Svcs	945	16,555,507	17,519	16,451
Financial Activities	451	8,155,414	18,083	17,446
Information	199	4,741,951	23,829	21,686
Leisure and Hospitality	1,175	11,782,065	10,027	7,197
Manufacturing	216	3,114,855	14,421	9,997
Natural Resources and Mining	312	10,990,562	35,226	32,650
Other Services	365	5,623,264	15,406	13,337
Professional and Business Svcs	715	11,742,102	16,423	13,514
Trade, Transportation, Utilities	2,110	36,275,154	17,192	14,840
Total	8,659	149,262,715	17,238	13,905

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Turnover in the workplace provides additional opportunities. In 2001, there were approximately 200,000 new hires, defined as a worker who had not worked for that employer at any time in the previous four calendar quarters. (See Exhibit 17.) New hires, along with other wage record transaction measures can help to identify employment opportunities for jobseekers and training needs for training providers.

Retirement is another avenue through which job openings occur. Alaska's population is aging rapidly. Assuming no significant change in the average retirement age, the quickly increasing average age of workers suggests that retirement (and death) will play an even larger role in the number of Alaska job openings during the next several years. In 2001, 16.6% of private sector workers in Alaska were age 50 and over, 8.5% age 55 and over. More than 20 percent of oil and health care industry workers are age 50 or older, and in state government, more than 28 percent of all workers are over age 50.

Summary

Alaska youth rates of attendance at postsecondary schools appear to be roughly comparable to those in the rest of the U.S. Among geographic areas in Alaska, the difference in participation rates is large. Overall migration from Alaska continues to be quite high, with the highest rates (about 38 percent) found in the older youth and young adult age groups. Just 62.3 percent of the study group of Alaska youth age 15-16 in 1994 retained their Alaska residency through 2002.

The 1990s was a period of slow economic growth, with a shift in predominant industries from resource extraction to services and retail. During the next ten years, overall employment is expected to exhibit growth, while underlying demographic shifts and turnover will provide an increasing number of job openings for the quickly growing young adult population in Alaska. Changes in the types of workers required and the number of youth seeking postsecondary education will continue to present opportunities and challenges to Alaska's educational institutions over the next ten years.

Methodology

More than 16,000 Alaskans age 15-16 in 1994 (1994 Youth) were identified based upon reported date of birth on their Alaska Permanent Fund Dividend application and matched with unemployment insurance wage records and a variety of administrative data. The group of high school age youth were tracked for the next eight years and their continuing education and employment outcomes were evaluated. No high school graduate database is available for Alaska, so this file was used as a proxy for that information. More than 12,200 high school graduates were reported in Alaska in 1996 and 1997. Another group of 20,413 17-18 year olds in 2000 was selected for tracking short-term postsecondary education choices.

The majority of the study group retained their Alaska residency during the evaluation period and had identifiable postsecondary education both within and outside Alaska. However, no information was found for some youth. No national data were used to identify those employed outside Alaska and no information is available for those that died or left the U.S. during this period. New youth arriving in Alaska after 1994 were also excluded from the group.

16 Employment and Earnings
By educational status 1994Youth–2002

	1994 Youth	Resident in 2002	Employed in AK	Total Earnings	Avg. Total Earnings	Total Qtrs Worked
Total	16,114	10,037	8,659	$149,262,715	$17,238	27,434
Postsecondary Education Status						
No Postsecondary Reported	7,211	4,202	3,623	56,633,076	15,632	11,252
AK Postsecondary Only	5,537	4,679	4,207	80,989,972	19,251	14,055
Outside AK Postsecondary Only	1,190	607	429	6,027,828	14,051	1,117
Inside and Outside AK	2,176	549	400	5,611,840	14,030	1,010
Degree Status (AK and US)						
No Degree Earned	14,125	8,803	7,635	129,034,593	16,900	24,209
One or More Degrees Earned	1,989	1,234	1,024	20,228,122	19,754	3,225

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

Administrative Data

The Alaska Permanent Fund Dividend (PFD) is money paid to each Alaska resident from earnings from the Alaska Permanent Fund, an oil revenue funded endowment. In 2002, each Alaskan was paid $1,542, a significant incentive to complete an application form that collects a few key demographic variables. Age, sex and place of residence information is collected from the file and used to identify the population, identify place of residence by year, determine continued residency and track in-state and estimate out-of-state migration.

Youth's continuing education was tracked using University of Alaska, other Alaska postsecondary education files and National Student Clearinghouse data showing education and degrees obtained in other Alaska schools and in other states. Although not all out-of-state schools and all years were available, the Clearinghouse data helped to fill a gap in information about the large number of Alaskans that pursue postsecondary education outside the state. Not all schools report, and information was not available for all years. The data provided was the best look yet at the postsecondary education activity and outcomes of Alaska youth.

Alaska UI Wage Records and the Occupational Database

In addition to industry and earnings information, Alaska's unemployment insurance (UI) wage record file contains occupation and place of work information for most wage and salary workers in the state. Employers are provided with special occupational coding manuals that assist them in coding each of their workers using the Standard Occupational Classification system. Besides being able to follow the progress of workers through a career ladder, it allows for direct comparison with other occupational information to matching an occupation with the typical education level for that occupation and looking at earnings by occupation. In addition, occupation data attached to each worker helped in determining if workers were employed in an occupation related to their education and training. This information is collectively known as Alaska's Occupational Database (ODB). The Wage Record Interchange System (WRIS) could not be used to track the employment outcomes of youth that were employed outside the state, since that file can be used only for evaluating the performance of certain federally funded training programs, primarily those associated with the Workforce Investment Act.

New Hires by Occupational Group, and quarter, 2001 17

Occupational Category	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Management	1,338	1,351	1,243	1,041
Business and Financial Operations	671	545	504	513
Computer and Mathematical	376	207	210	210
Architecture and Engineering	542	935	464	289
Life, Physical, and Social Science	325	744	331	234
Community and Social Services	645	569	567	622
Legal	107	115	171	102
Education, Training, and Library	1,553	1,784	2,337	3,025
Arts/Design/Entertainment/Sports/Media	486	704	440	504
Healthcare Practitioners and Technical	2,378	1,170	1,135	961
Healthcare Support	1,280	769	690	929
Protective Service	639	716	690	728
Food Preparation and Serving Related	4,560	8,454	5,594	4,528
Building, Grounds Cleaning, Maint.	1,627	3,547	1,682	1,347
Personal Care and Service	1,517	3,818	1,856	2,041
Sales and Related	3,992	7,198	5,153	4,188
Office and Administrative Support	6,718	7,885	6,006	5,410
Farming, Fishing, and Forestry	571	1,254	550	156
Construction and Extraction	4,113	8,935	6,131	3,400
Installation, Maintenance, and Repair	1,988	2,611	1,805	1,441
Production	3,623	4,471	2,892	1,061

Source: Alaska Department of Labor and Workforce Development, Research and Analysis Section

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- **Get Green for Going Green!** Save cash with our Green 1's discount by financing an eco-friendly *(hybrid or 25+ mpg)* current model year or newer vehicle. We'll knock off .25% from your already epically low rate for your contribution to Mother Earth!
- **Get Rewarded!** All members are automatically enrolled in our FREE One for All *Rewards* program which gives you real rewards! For instance, you could chop your rate down an additional 1.00% *(yes, that's a FULL percent)*! Rewards start as low as 5,000 points for a .25% off your rate, *and* it stays off for the life of your loan.

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Spotlight

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NCUA

ABOUT / CONTACT / EMPLOYMENT

Alaska Alternative Consolidation Loan

The Alternative Consolidation Loan allows students to consolidate all current ACPE alternative student loans into a single fixed-rate loan. Depending on when you took out your alternative loans, the interest rates you are now paying may be less than the consolidation interest rate. Compare the terms and interest rates of your current loans with the consolidation interest rate before deciding if consolidation is right for you.

2011-2012

Rates and Borrower Benefits	Interest Rate
The base note rate is fixed, but borrower benefits are variable and may change annually.[1]	
Base note rate	7.50% (APR 7.50%)[2]
Recurring online payment [3]	-0.25%
Lowest rate for qualifying term	7.25%

Student

Alaska Alternative Loans

Alaska Supplemental Education Loan

Alternative Consolidation Loan

Career-Specific Loans

Teacher Education Loan

Professional Student Exchange Loan

Winn Brindle Loan

WWAMI Loan

Family

Family Education Loan

Eligibility

To qualify for an Alternative Consolidation Loan you must:

- have a minimum of $3,500 of eligible debt to consolidate
- have a credit history that includes a FICO credit score of 680 or higher; or have made payments in full and on time for the 18 months preceding the consolidation loan application
- not be more than 29 days delinquent on any loan and voluntarily made the majority of payments

Borrowers must meet all other eligibility requirements, as stated under 20 AAC 15.174.

How to Apply

You may download and submit a paper application.

Download Application

[1] Interest rates and Borrower Benefits are subject to approval annually by the Alaska Student Loan Corporation. Interest rates on loans issued prior to the 2006/2007 academic year are variable and change annually.

[2] The Annual Percentage Rate (APR) assumes a principal loan amount of $10,000 and a repayment term of 10 years. The APR does not include the effects of borrower benefits.

[3] To receive the interest rate reduction for recurring online payment, the loan must be in repayment status.

Quick Links

Find out more about

Alaska Supplemental Education Loan

The Alaska Supplemental Education Loan (ASEL) provides funding to cover educational expenses for qualified students attending postsecondary institutions in Alaska, and qualified Alaska residents attending postsecondary institutions outside Alaska.

Origination fee - 5%

2011-2012

Rates and Borrower Benefits	Interest Rate
The base note rate is fixed, but borrower benefits are variable and may change annually.[1]	
Base note rate	7.50% (APR 7.66%)[2]
Alaska presence benefit	-0.50%
Recurring online payment [3]	-0.25%
Lowest rate for qualifying term	6.75%

2011-2012

Loan Limits [4]	Annual	Aggregate
Career Training (Vocational)	$6,500	$42,500
Undergraduate	$8,500	$42,500
Graduate	$9,500	$47,500
Combined	N/A	$60,000

Student

Alaska Alternative Loans

Alaska Supplemental Education Loan

Alternative Consolidation Loan

Career-Specific Loans

Teacher Education Loan

Professional Student Exchange Loan

Winn Brindle Loan

WWAMI Loan

Family

Family Education Loan

Eligibility Requirements

To qualify for an Alaska Supplemental Education Loan you must:

- complete the FAFSA
- have a high school diploma or equivalent (i.e., GED)
- be enrolled at minimum half-time in an eligible program
- not be delinquent or have ever defaulted on a prior student loan or be past due in child support obligations
- have a credit history that includes a FICO credit score of 680 or higher, or have a cosigner who meets the 680 FICO requirement
- be an Alaska resident or be attending an eligible school in Alaska

How to Apply

Apply online now to receive an immediate response to your credit check. You can also download and submit a paper application.

Apply Now Download Application

Cynthia Erickson

From: Colleen York <colleenknix@gmail.com>
Sent: Friday, April 06, 2012 10:16 AM
To: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Sharon Cissna; Rep. Scott Kawasaki
Subject: HB 272

I have a bachelors degree from UAF. I wouldn't have been able to go to college without student loan and I very much value my education. I know I'm contributing to the state by continuing to live and work in Alaska.

I'm an active voter, I'll be watching this bill, and I'm excited to show suport for those senators supporting it.

Sincerely,
Colleen York

Cynthia Erickson

From: Rebecca Barker <barker.rebecca@gmail.com>
Sent: Wednesday, March 28, 2012 2:10 PM
To: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson; Rep. Sharon Cissna; Rep. Scott Kawasaki
Subject: A Hearing for Student Loan Reduction Bill

Good Afternoon, Members of the House Education Committee:

I'm writing with the hope that you will schedule a hearing for the Student Loan Reduction Bill. Debt reduction and forgiveness is one of the surest ways to make life better for constituents and to stimulate local economies. Please give the Student Loan Reduction Bill its day in the sun.

Thank you for all your work.

Sincerely,

Rebecca Barker
Anchorage, AK.

Toby Smith

From: Rep. Les Gara
Sent: Sunday, March 04, 2012 9:57 AM
To: holmstrom; Toby Smith
Subject: Re: Support for Ed. Bill

Thanks. Toby pls add to bill packet

Sent from my iPhone

On Mar 4, 2012, at 9:34 AM, "holmstrom" <holmstrom@alaskalife.net> wrote:

> I fully support lowering interest rates for students who will stay in or return to Alaska for their employment.
> Now if House Finance will not gut the film bill, maybe we won't have some of our most talented young people packing up for Hollywood or New York City.
> Sincerely,
> Ron Holmstrom
> Alaska Representative for Screen Actors Guild

Toby Smith

From: Rep. Les Gara
Sent: Sunday, March 04, 2012 9:56 AM
To: Andy Holleman; Toby Smith
Subject: Re: Student Loan Rates

Thanks. Toby pls add to bill packet

Sent from my iPhone

On Mar 4, 2012, at 9:39 AM, "Andy Holleman" <andy.holleman@anchorageea.net> wrote:

> Dear Representative Gara,
>
> I know that your committee is about to consider lowering the rate charged to students in higher education. I urge you and your committee to pass this out favorably.
>
> One of the obstacles we have in middle and high school is the view of the future students have about education. For many families from lower income homes, the idea of college is getting priced out of range. While this bill doesn't affect the actual price tag, it makes managing the loans, grants, and scholarships more possible. Because it's a loan, I would hope that the Sate can still make money and the costs of Alaska students improving their standing can be held down.
>
> Thank you for working this issue.
>
> Andy Holleman
>
> ASD Classroom Teacher
>
> President-elect, Anchorage Education Association
>
>

Toby Smith

From: Rep. Les Gara
Sent: Sunday, March 04, 2012 10:51 PM
To: Amie; Toby Smith
Subject: Re: HB 272 Letter of Support

Thanks Amie. Toby pls cut and paste amd add to file.

Sent from my iPhone

On Mar 4, 2012, at 8:33 PM, "Amie" <amiestanley@gmail.com> wrote:

> Sorry- sent a draft. Here's the correct version.
>
> On Sunday, March 4, 2012, Amie <amiestanley@gmail.com> wrote:
> >Dear House Education Committee Members,
> >
> > My name is Amie Stanley and I'm writing to urge every Alaska legislator to pass HB 272 reducing student loan interest rates for Alaskans. I've been fortunate as a senior at UAA to have received scholarships from competing with the UAA Debate Team and most recently as the USUAA Vice President. However even with these scholarships as a low-income, first generation student I have had an average annual unmet financial need over $10000 and have had to take out loans or choose to work full-time, take less classes or quit my extracurriculars that I credit greatly now with my future employability and professional network I have.
> >
> > In total I have almost $20000 of loans, some from ACPE's Alaska Supplemental Loan program but a great resume and degree that will help me do great things. As a lifelong Alaskan I want to stay in Alaska and work here, but I have aspirations of law school, politics, and working in public relations all widely employable fields for somekne like me outside Alaska. The decision to stay in Alaska when the cost of living is so high would be much easier for me to make with such an incentive as the loan interest reduction plan proposed in HB 272.
> >
> > Sincerely,
> > Amie Stanley
> >
> > --
> > ~Amie
> >
>
> --
> ~Amie

Toby Smith

From: melindab@gci.net
Sent: Sunday, March 04, 2012 12:20 PM
To: Rep. Les Gara
Subject: House Bill 272 - Support

Representative Gara,

I am writing in support of House Bill 272 "Reducing Alaska Student Loan Interest Rate by 2% for Those Who Remain In or Return to Alaska:
Building a Stronger Alaska Workforce"

Reducing the interest rate for our children and future workforce for Alaska makes sense. Not only is this a benefit for our children to attend higher education but potentially these college students will have to work in Alaska for 2 years or more, which will aid our economy and provide a baseline for hiring educated workers in state vs. out of state.

The State of Alaska should support Bill 272. SOA's support would encourage college graduates to continue working in the State of Alaska and add money to our economy.

Melinda Gant
Anchorage, AK

Toby Smith

From: Gerald Peavy <docpv1st@yahoo.com>
Sent: Sunday, March 04, 2012 12:58 PM
To: Rep. Les Gara
Subject: HB 272

I support this bill. Students need a hand up at this time of their lives. Let's help them! Rev. Gerald D. Peavy

Cynthia Erickson

From: Louise Lindley <louiselindley@yahoo.com>
Sent: Saturday, March 03, 2012 1:42 PM
To: Rep. Alan Dick; Rep. Peggy Wilson; Sen. Kevin Meyer; Sen. Joe Thomas; Sen. Bettye Davis; Rep. Lance Pruitt
Cc: Janna Machalek; Louise Lindley
Subject: SSHB 272
Attachments: AlanDick.rtf

Hello from Petersburg,
Please read the attached letter regarding SSHB 272, a matter of immediate and utmost important to working Alaska families.

Thank you for your time.
D. Louise Lindley Petersburg High School math teacher, business owner and 34 year Alaskan resident

Louise Lindley
P.O. Box 1042
Petersburg, AK 99833

Rep. Alan Dick
Chairman and Committee
Education

Representative Dick and Committee Members,

I am writing to express my support for SSHB 272.
As a math teacher at Petersburg High School for the last ten years I have been rigorously preparing my students for vocational school or college. The cost of post high school education has become a huge burden for working families. My daughter recently graduated with a Masters Degree in Counseling Psychology from Pacific University and returned home to Alaska.
She is very happy to be working for JYS as a Clinician for middle school students in Juneau. She currently owes $90530.67 in loans administered through the Alaska "Advantage" program. The interest rate on most of her loans is around 7 %. I recently refinanced my house for 3.8% so that I could help her relocate and meet her loan payments. Her payments are approximately $1000.00 month and with the cost of rent in Juneau, she could not afford top ramen. SSHB 272 would give her the hope of someday saving for a house in Alaska. The Alaska Scholars program was not available for her in 2003. Many of my students who have achieved Masters Degree and beyond have global opportunities. Alaska should encourage our best and brightest to return home and work for our great state. Thank you for your time and careful consideration to this matter of utmost importance.

Sincerely, D. Louise Lindley Petersburg High School

Toby Smith

From: Rep. Les Gara
Sent: Sunday, March 04, 2012 10:57 AM
To: Kathryn Dietrich; Toby Smith
Subject: Re: House Education Committee

Thanks. Toby pls add to file

Sent from my iPhone

On Mar 4, 2012, at 10:44 AM, "Kathryn Dietrich" <dietrichak@gmail.com> wrote:

> I fully support the bill to reduce the 8 percent interest on Alaska student loan rates . Please pass this bill. Thank you.
>
> Kathy and Brian Dietrich
> 1977 Tall Timbers Drive
> Fairbanks, AK 99709

Toby Smith

From: Rep. Les Gara
Sent: Sunday, March 04, 2012 6:03 PM
To: Toby Smith
Subject: Fwd: HB 272 - Education House Committee

Sent from my iPhone

Begin forwarded message:

> **From:** Alissa Hickel <alissa.hickel@gmail.com>
> **Date:** March 4, 2012 4:55:43 PM AKST
> **To:** <Rep.les.gara@legis.state.ak.us>
> **Subject: HB 272 - Education House Committee**
>
> Dear AK Education committee:
>
> It is time to take measures to strengthen support for Alaska's past, current, and future students. Our system of borrowing needs to be reevaluated and lowering the interest rates for Alaska student loans will be one step in demonstrating that our governance cares.
>
> This program has supported me through my undergraduate studies and now to graduate school. I will be coming back to Anchorage for good in June to begin my thesis research and make my home again. I look forward to serving my community in the future knowing that my education has given me the tools I need.
>
> Lowering interest rates will be one step in showing Alaskan communities that higher education doesn't have to saddle a person in unmanageable debt.
>
> Thank you,
> Alissa Hickel

Toby Smith

From: Rep. Les Gara
Sent: Sunday, March 04, 2012 10:09 AM
To: Toby Smith
Subject: Fwd: Support House Bill 272 Lowering Student Loan Interest Rates (revision)

Pls add to packet.

Sent from my iPhone

Begin forwarded message:

> **From:** Shauna Thornton <shaunat@gci.net>
> **Date:** March 4, 2012 10:07:27 AM AKST
> **To:** <Representative_Les_Gara@legis.state.ak.us>
> **Subject: Support House Bill 272 Lowering Student Loan Interest Rates (revision)**
>
> I am writing about Student Loans, and supporting Representative Gara's House Bill 272 to lower the Student Loan interest rate for students that remain and work in Alaska. Lowering Student Loans the proposed 2 percent will make the repayment of student loans manageable rate and will improve the workforce in Alaska by keeping our graduates in Alaska. According to House Bill 272, "This legislation is one way we can lessen the financial burden on Alaskans who receive their job training or higher education in Alaska, or who move back to Alaska after receiving that education. It is aimed at strengthening the Alaskan economy, helping Alaskans prosper, and retaining more talent that is Alaskan. This bill restructures Alaska student loan interest rates as follows. As long as a student remains in Alaska, the interest on state-issued student and vocational education loans will be reduced by 2%. If a student leaves Alaska for school or job training and returns within 2 years of completing coursework, that student will receive a rebate of the additional 2% interest that accrued on the loans while they were out of state. That rebate will come in equal amounts over a 5-year period so that if the student only returns to Alaska for a short period of time, he or she only qualifies for a partial rebate. A 2% reduction in the interest rate on an average loan will reduce interest payments by roughly one-third" (Gara).
>
> House Bill 272 addresses economic stratification in Alaska by reducing student loan repayment rates to those who stay in Alaska. This also reduces other stratifications such as talent, age, gender, and many other disparities in Alaska. Those with privileged status in Alaska either gain scholarships, or have

parents that can afford to send them to college. It is imperative that the economic and class stratifications of Alaskans are reduced to ensure those with talent, and drive are kept in the state through improved economic, and equalization of privilege to benefit Alaska long term. This will improve the status of Alaska through a workforce that is comparative and competitive with other states, giving Alaska improved status in the United States. According to John Ogbu's book Minority Education and Caste, "Education is a bridge to adult status, but as already indicated in a caste like society all groups do not have equal access to same types of adult roles. Although caste like minorities is generally restricted from participating in the more desirable social, political, and economic sphere" (Ogbu 28). This shows that in any society there are restrictions. However, there should be parameters that guard against this type of discrimination and disadvantages to minds that could bring many benefits to our state. Intelligence doesn't follow social stratification rules and boundaries. Passing House Bill 272 would level the social and economic stratification for all Alaskans. Ember states in "Human Culture: Highlights of Cultural Anthropology" that, "Obtaining more education, particularly a university education, is one of the most effective ways to move upward in contemporary societies. For example, in the United States, individuals with a college bachelor's degree average 75 percent more income than those with only a high school diploma. And individuals with professional degrees earn on average 119 percent more than those with a bachelor's degree. In many countries, educational attainment predicts one's social class better than parents' occupation does.(Ember 116). This being said it is imperative Alaskans support House Bill 272 because an education dictates ones role in society, and Alaska needs educated individuals to keep our economy competitive into the future.

Shauna Thornton

Kenai, Alaska

Bibliography:

Gara, Representative Les. *House Bill 272 "Reducing Alaska Student Loan Interest Rate by 2% for Those Who Remain In or Return to Alaska: Building a Stronger Alaska Workforce".* February 2012. http://akdemocrats.org/?bill=hb272. 27 February 2012.

Ogbu, John U. *Minority Education and Caste.* New York: Academic Press Inc., 1978. PDF.

Carol R. Ember, Melvin Ember (2012-01-15). Human Culture: Highlights of Cultural Anthropology (Page 116). Pearson. Kindle Edition.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **2D SSHB272**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB2722DSS-EED-ACPE-02-28-12
Title: Student Loan Interest Reductions
Sponsor: Rep. Gara
Requester: (H)EDC

Dept. Affected: Education
Appropriation: ACPE
Allocation: Program Administration & Operations
OMB Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services	541.5		399.8	412.3	424.7	437.4	450.5
Travel							
Services	790.0		793.0	807.3	823.0	840.3	857.6
Commodities							
Capital Outlay							
Grants, Benefits	8,366.9		8,102.5	7,802.8	7,461.7	7,086.8	6,599.4
Miscellaneous							
TOTAL OPERATING	**9,698.4**	**0.0**	**9,295.3**	**9,022.4**	**8,709.4**	**8,364.5**	**7,907.5**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	9,698.4		9,295.3	9,022.4	8,709.4	8,364.5	7,907.5
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
	TOTAL	**9,698.4**	**0.0**	**9,295.3**	**9,022.4**	**8,709.4**	**8,364.5**	**7,907.5**

POSITIONS							
Full-time	**3**		3	3	3	3	3
Part-time							
Temporary	**2**						

CHANGE IN REVENUES	**(8,366.9)**		**(8,102.5)**	**(7,802.8)**	**(7,461.7)**	**(7,085.8)**	**(6,599.4)**

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs 1,300.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Revised FN dated 2/27/12 to include Change in Revenues

Prepared by: Diane Barrans, Executive Director — Phone: 465-6740
Division: Alaska Commission on Postsecondar Education — Date/Time: 2/28/12 1:00 PM
Approved by: Diane Barrans, Executive Director — Date: 2/28/2012
Alaska Commission on Postsecondary Education

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. 2D SSHB272

Analysis

This bill proposes to provide, under certain conditions, up to a 3% reduction in interest on Alaska Student Loan Corporation (ASLC) loans under the following programs: Alaska Student Loan (no longer being issued); Federal Family Education Loan (no longer being issued); and Alaska Supplemental Education Loans on existing and new loans, subject to a minimum rate floor of 3%.

Capital Costs

Implementation and Hardware/Software

ACPE will require $1.3 million in the FY13 capital budget to cover costs for design and implementation of a loan management system to support this interest reduction program as proposed in the current version of HB272:

Implementation Operating Costs

Other implementation costs include a consultant to identify IRS reporting requirements - $10,000; and, program staffing for two new long-term non-perm positions (business analyst and programmer)to integrate the new system with other systems used by the agency (accounting system, credit reporting, etc.) - $139,000

Ongoing Operating Costs

Staff

Three new full-time permanent positions (program manager, business analyst, accountant) will be needed to maintain, monitor and manage the system as well as the program.

Contractual

Rating confirmations are required by existing financing documents when characteristics of pledged loans are changed. Cash flows must be prepared for the rating agencies when requesting rating confirmations . Ongoing mainframe costs of the new servicing system will also be incurred.

Loss in Revenue/GF payment to provide rate reduction without impairing ASLC debt holders

The following method and assumptions were used to estimate the revenue losses shown herein:

*Benefit applies to the following education loan portfolios: FFELP - $175.2 million; Alternative Consolidation - $64.1 million; Alaska Student Loan - $63.1 million; and, Alaska Supplemental Education Loan - $325.3 million.

*Borrower location was assumed to be as follows: FFELP loans – 78% in state and 21% out-of-state; Alternative loans – 54% in state and 46% out-of-state.

*Eligible loan balances at 12/31/2011 were estimated to be: FFELP - $140.4 million; Alternative - $262.2 million.

*The weighted average rate for the portfolio was used as the original rate.

*Declining balance worksheet for the FFELP estimated eligible portfolio assuming an interest rate of 5.91% and a repayment period of 17 years was compared to a declining balance worksheet for the same portfolio assuming an interest rate of 2.91% and a repayment period of 17 years. Seventeen years is the weighted average years to maturity on the portfolio.

*The same comparison was done for the Alternative loan portfolio, assuming an interest rate of 5.55% and 2.55% with a repayment period of 9 years. Nine years is the weighted average years to maturity on the Alternative loan portfolio.

* The difference between the declining balance worksheets represent the cost/forgone revenue associated with the 3% rate reduction.

*The Corporation continues to issue new alternative loans; $13 million in new loans was added to the analysis for each year going forward.

HB

282

<TARGET><BILL>HB 282</BILL><SUBJECT>HB
282</SUBJECT><COMM>HEDC27</COMM></TARGET>

OUSE COMMITTEE REPOR

(7)
Date Referred to Committee: January 17, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 1-27-12

The EDUCATION Committee considered: **HB 282**

HOUSE BILL NO. 282
"An Act relating to applying military education, training, and service credit to occupational licensing and certain postsecondary education and employment training requirements; and providing for a temporary occupational license for qualified military service members."

HB 282 MILITARY TRAINING CREDIT/TEMP. LICENSE

Recommends it be replaced with [X] HCS *or* [ ] CS for HB282 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [✓] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	UA			✓
	LWF			✓
	EED			✓
	CED	$207.8		

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	CISSNA	✓			
	WILSON	✓			
	Fruit	X			
	Seaton	X			
	FEIGE	✓			
Chair:	Alan Dick	X			
Chair:					

CS FOR HOUSE BILL NO. 282(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES THOMAS, Feige, Saddler, Petersen, Austerman

A BILL

FOR AN ACT ENTITLED

"An Act relating to applying military education, training, and service credit to occupational licensing and certain postsecondary education and employment training requirements; providing for a temporary occupational license for qualified military service members; and providing for an effective date."

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

* **Section 1.** AS 08.01 is amended by adding a new section to read:

Sec. 08.01.064. Military education, training, and service credit; temporary license. (a) Notwithstanding another provision of law, the department or applicable board shall accept military education, training, and service for some or all of the qualifications otherwise required of an applicant for a license or certificate issued under this chapter if

(1) the department or applicable board determines that the military education, training, and service is equivalent to some or all of the qualifications otherwise required of an applicant for a license or certificate issued under this chapter;

and

(2) the applicant provides satisfactory evidence of successful completion of the education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

(b) If the department issues temporary licenses or certificates as authorized by the department or applicable board under AS 08.01.050(a)(9), the department or applicable board shall issue a temporary license or certificate to a person who

(1) applies to the department or applicable board in a manner prescribed by the department or board;

(2) meets the requirements in AS 08.01.063(a)(3) - (6); and

(3) while on active duty in the armed forces of the United States or any state, as described in (a) of this section,

(A) held a current license or certificate in another state, district, or territory of the United States, practiced in the area of the license or certificate, and maintained the license or certificate in active status before and at the time of application for a license or certificate under this subsection; or

(B) was awarded a diploma or certificate by a branch of the armed forces of the United States or any state, as described in (a) of this section, that met standards for an equivalent license or a certificate of technical training.

(c) The department or applicable board shall expedite the procedure for issuance of a license or certificate under (b) of this section for an applicant who is on active duty.

(d) A license or certificate issued under (b) of this section is valid for 180 days and may be extended at the discretion of the department or applicable board for one additional 180-day period if the holder of the license or certificate applies for an extension on a form approved by the department or applicable board.

(e) The department or applicable board may adopt regulations necessary to implement this section.

*** Sec. 2.** AS 14.40.210 is amended by adding a new subsection to read:

(c) The president of the University of Alaska shall implement a policy and procedure for the acceptance of academic credit toward a degree or technical program offered by the university if an applicant provides satisfactory evidence of successful completion of relevant military education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

*** Sec. 3.** AS 14.48.060(b) is amended to read:

(b) A postsecondary educational institution must be maintained and operated, or, in the case of a new institution must demonstrate that it can be maintained and operated so that

(1) the quality and content of each course or program of instruction, training, or study are such as may reasonably and adequately achieve the stated objective for which the course or program is offered;

(2) the institution has or has access to adequate space, equipment, instructional materials, and personnel where applicable to achieve the stated objective of the course or program of study and to provide education of good quality;

(3) the education or experience qualifications of directors, administrators, supervisors, and instructors are such as may reasonably ensure that the students will receive education consistent with the objectives of the course or program of study;

(4) the institution provides a catalog or brochure containing information describing the programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and other material facts concerning the institution and the program or course of instruction that are reasonably likely to affect the decision of the student to enroll, together with any other disclosures specified by the commission by regulation; and that this information is provided to prospective students before enrollment;

(5) upon satisfactory completion of training, the student is given appropriate educational credentials by the institution, indicating that the course of instruction or study has been satisfactorily completed by the student;

(6) adequate records are maintained by the institution to show attendance, progress, or grades, and that satisfactory standards are enforced relating to attendance, progress, and performance;

(7) the institution is maintained and operated in compliance with all pertinent ordinances and laws relating to the safety and health of persons upon the premises of the institution;

(8) the institution is financially sound and capable of fulfilling its commitments to students;

(9) neither the institution nor its agents engage in advertising, sales, collection, credit, or other practices which are false, deceptive, misleading, or unfair;

(10) the chief executive officer, trustees, directors, owners, administrators, supervisors, staff, and instructors of the institution are of good reputation and character and have not been convicted of a violation of AS 14.48.020 or 14.48.150 or AS 45.50.471 - 45.50.561 or a comparable law in another state or province;

(11) the student housing owned, maintained, or approved by the institution is appropriate, safe, and adequate;

(12) the institution has a fair and equitable cancellation and refund policy; [AND]

(13) the charges set by the institution for tuition, fees, books, and supplies are fair and equitable**; and**

(14) the institution accepts military education, training, or service credit or hours toward a degree or technical program offered by the institution if

(A) the institution otherwise accepts transfer credits or hours; and

(B) the credit or hours transfer process meets the requirements of the accrediting body of the institution or the commission.

* **Sec. 4.** AS 23.15.820(a) is amended to read:

(a) The Alaska Workforce Investment Board shall

(1) administer the Alaska technical and vocational education program established in AS 23.15.820 - 23.15.850;

(2) facilitate the development of a statewide policy for a coordinated and effective technical and vocational education training system in this state and, to the extent authorized by federal and state law, plan and coordinate federal, state, and local efforts in technical and vocational education programs;

(3) adopt regulations under AS 44.62 (Administrative Procedure Act) to carry out the purposes of AS 23.15.820 - 23.15.850, including regulations that set standards for the percentage of a grant that may be used for administrative costs; the regulations must clearly identify and distinguish between expenses that may be included in administrative costs and those that may not be included in administrative costs; the percentage allowed for administrative costs may not exceed the lesser of five percent or the amount permitted under the requirements of a federal program, if applicable;

(4) administer the grant program under AS 23.15.840 and establish grant administration requirements including accounting procedures that apply to qualified entities and their grantees**;**

(5) facilitate the development and implementation of a statewide policy and procedure that provides for the acceptance of credit or hours toward a degree or technical program offered by a vocational or technical training center in the state for an applicant who provides satisfactory evidence of successful completion of relevant military education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

*** Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

MILITARY EDUCATION, TRAINING, AND SERVICE CREDIT: TRANSITION. The Department of Commerce, Community, and Economic Development and applicable boards may immediately promulgate regulations necessary to implement AS 08.01.064, added by sec. 1 of this Act, except that the effective date of the regulations may not be earlier than the effective date of secs. 1 - 4 of this Act.

*** Sec. 6.** Sections 1 - 4 of this Act take effect December 31, 2013.

* **Sec. 7.** Section 5 of this Act takes effect immediately under AS 01.10.070(c).

HOUSE EDUCATION 1/27/12
HB 282 - MILITARY CREDIT

CHRIS CHRISTENSEN
ASSOCIATE VICE PRESIDENT FOR STATE RELATIONS
UNIVERSITY OF ALASKA

FOR THE RECORD, I AM CHRIS CHRISTENSEN, ASSOCIATE VICE PRESIDENT FOR STATE RELATIONS AT THE UNIVERSITY OF ALASKA. IT FEELS VERY STRANGE TO INTRODUCE MYSELF THAT WAY, AFTER 21 YEARS OF REPRESENTING THE JUDICIARY IN THIS BUILDING. AFTER THREATENING TO DO SO FOR A NUMBER OF YEARS, WENDY REDMAN FINALLY RETIRED SEVERAL MONTHS AGO. REALISTICALLY, IT'S IMPOSSIBLE TO REPLACE THE 40 YEARS OF INSTITUTIONAL MEMORY AND THE UNPARALLELED KNOWLEDGE OF HIGHER EDUCATION THAT WENDY MADE AVAILABLE TO YOU. I HAVE A STEEP LEARNING CURVE BUT I WILL DO MY BEST NOT TO SLOW YOU DOWN. I DO APPRECIATE YOUR INDULGENCE.

I'M HERE TODAY TO TALK ABOUT SECTION 2 OF THIS BILL, WHICH DIRECTS THE UNIVERSITY'S PRESIDENT TO ADOPT POLICIES AND PROCEDURES TO AWARD CREDIT FOR MILITARY TRAINING, EDUCATION, AND SERVICE.

I'D LIKE TO BEGIN BY NOTING THAT THE UNIVERSITY IS COMMITTED TO OFFERING QUALITY EDUCATIONAL EXPERIENCES TO ACTIVE MILITARY, VETERANS, AND THEIR DEPENDENTS. *GIJOBS*, WHICH IS A MAGAZINE AND WEB PORTAL THAT EXISTS SPECIFICALLY TO SERVE PEOPLE WHO ARE TRANSITIONING FROM THE MILITARY BACK TO CIVILIAN LIFE, HAS DESIGNATED BOTH UAA AND UAF AS "GI JOBS MILITARY FRIENDLY SCHOOLS". ONLY 15% OF ALL THE COLLEGES, UNIVERSITIES, AND VOCATIONAL SCHOOLS IN THE COUNTRY HAVE EARNED THIS DISTINCTION, WHICH IS BASED ON AN INSTITUTION'S FINANCIAL AND NON-FINANCIAL COMMITMENT TO RECRUIT

AND RETAIN MILITARY AND VETERAN STUDENTS. IT IS A PRETTY SAD COMMENTARY ON THE LOWER 48 THAT ONLY 15% OF SCHOOLS ARE RATED "MILITARY FRIENDLY." THAT'S PROBABLY WHY THE DEPARTMENT OF DEFENSE IS PROMOTING THIS LEGISLATION AROUND THE COUNTRY. THE WEB PORTAL "GUIDE TO ONLINE SCHOOLS.COM," WHICH BILLS ITSELF AS THE MOST COMPREHENSIVE AUTHORITY ON DISTANCE EDUCATION AND ONLINE LEARNING, JUST RELEASED ITS 2012 RANKINGS OF THE MOST MILITARY-FRIENDLY ONLINE COLLEGES IN THE COUNTRY, AND OUT OF THE MULTITUDE OF SCHOOLS THAT OFFER ONLINE EDUCATION, UA WAS RATED #5. WE'RE PROUD OF THAT, AND AS THE ENTITY THAT MADE THAT RATING POSSIBLE BY YOUR FUNDING DECISIONS AND OTHER SUPPORT, YOU HAVE EVERY RIGHT TO BE PROUD, TOO.

WHILE TRYING TO LEARN THE UNIVERSITY OVER THE LAST FEW MONTHS, THE SINGLE ISSUE I HAVE HEARD ABOUT THE MOST IS TRANSFER OF CREDIT. EVERYBODY'S GOT A STORY. IT IS A SUBJECT THAT AROUSES GREAT PASSION, AND MILITARY TRANSFER CREDIT IS A PIECE OF THIS BIGGER ISSUE.

THE BOARD OF REGENTS HAS ADOPTED A WRITTEN POLICY THAT THE CAMPUSES MUST ACCEPT IN TRANSFER AS MUCH CREDIT AS IS APPROPRIATE TO A STUDENT'S NEW DEGREE AND GRADUATION REQUIREMENTS. ALL THREE CAMPUSES HAVE ESTABLISHED TRANSFER CREDIT POLICIES DESIGNED TO GIVE MAXIMUM CREDIT FOR COURSES AND TRAINING TAKEN ELSEWHERE, INCLUDING IN THE MILITARY. KEEP IN MIND THAT A DEGREE FROM AN INSTITUTION IS A REPRESENTATION TO POTENTIAL EMPLOYERS AND TO OTHERS THAT THE HOLDER HAS ACTUALLY LEARNED WHAT THE DEGREE INDICATES THEY HAVE LEARNED AND THAT THEY CAN DO EVERYTHING THE DEGREE INDICATES THEY CAN DO. THE CREDIT TRANSFER POLICIES HAVE EVOLVED OVER TIME TO MAKE THE PROCESS AS STREAMLINED AS POSSIBLE WHILE STILL PROTECTING THE INTEGRITY OF

THE DEGREES THAT ARE AWARDED.

WE BELIEVE THAT AWARDING APPROPRIATE CREDIT FOR MILITARY TRAINING IS ONE OF THE UNIVERSITY'S RESPONSIBILITIES, AND ANOTHER WAY WE CAN SHOW OUR COMMITMENT TO RECRUIT AND RETAIN MILITARY AND VETERAN STUDENTS.

THERE ARE APPARENTLY A LOT OF MISCONCEPTIONS ABOUT WHAT WE DO FOR MILITARY STUDENTS, SO I WOULD LIKE TO GIVE THE COMMITTEE A BRIEF RECAP.

TRANSFER CREDIT PROCESSES AT THE UNIVERSITY ARE MANAGED AT THE CAMPUS LEVEL, ALTHOUGH THERE IS INTENTIONALLY A GREAT DEAL OF UNIFORMITY IN THE SYSTEM. WITH RESPECT TO CREDIT FOR MILITARY TRAINING, ALL THREE CAMPUSES TRANSFER CREDIT BASED ON RECOMMENDATIONS MADE BY "ACE," WHICH IS THE ACRONYM FOR THE AMERICAN COUNCIL OF EDUCATION. FOR OVER 65 YEARS, ACE HAS HAD AN AGREEMENT WITH THE DEFENSE DEPARTMENT TO REVIEW MILITARY TRAINING AND EXPERIENCE FOR THE AWARD OF EQUIVALENT COLLEGE CREDITS. ITS RECOMMENDATIONS ON EQUIVALENT COLLEGE CREDITS ARE UTILIZED BY THOUSANDS OF COLLEGES AND UNIVERSITIES ACROSS THE COUNTRY. OUR THREE CAMPUSES HAVE WRITTEN AGREEMENTS WITH THE DEFENSE DEPARTMENT TO USE THE ACE RECOMMENDATIONS.

OUR THREE CAMPUSES ARE ALSO MEMBERS OF THE SOC CONSORTIUM. "SOC" STANDS FOR THE SERVICEMEMBERS OPPORTUNITY COLLEGES. THIS IS A CONSORTIUM OF OVER 1,000 COLLEGES AND UNIVERSITIES THAT ENROLL MILITARY, VETERANS, AND DEPENDENTS IN SPECIAL DEGREE PROGRAMS, BOTH ON-CAMPUS AND THROUGH DISTANCE LEARNING. ITS PURPOSE IS TO LET THE MILITARY GET DEGREES, RATHER THAN JUST ACCUMULATE CREDITS AS THEY MOVE FROM BASE TO BASE. TO BE PART OF SOC, OUR CAMPUSES

SIGNED WRITTEN AGREEMENTS TO, AMONG OTHER THINGS, FOLLOW SPECIFIC GUIDELINES TO EASE TRANSFERABILITY OF CREDIT BETWEEN THE MEMBER INSTITUTIONS AND TO LIMIT THE NUMBER OF CREDITS MILITARY STUDENTS HAVE TO EARN AT UA, IN ORDER TO GET A UA DEGREE. FOR EXAMPLE, MILITARY STUDENTS WORKING ON AN ASSOCIATES DEGREE AT UAA ONLY NEED 3 UAA CREDITS TO EARN THE DEGREE; UAA WILL TAKE ALL THE REST OF THE CREDITS FROM OTHER SCHOOLS IN THE SOC CONSORTIUM.

UAA IS CURRENTLY ACCEPTING APPROXIMATELY 51 CREDITS PER STUDENT FROM THOSE MILITARY STUDENTS WHO ATTENDED THE COMMUNITY COLLEGE OF THE AIR FORCE, THE SERVICE ACADEMIES, AND OTHER REGIONALLY ACCREDITED MILITARY INSTITUTIONS.

AT UAF, A MILITARY STUDENT CAN USE APPROXIMATELY 3O CREDITS OF TYPICAL TRAINING FOR THE BACHLEOR OF EMERGENCY MANAGEMENT DEGREE, OR 90 CREDITS FOR A GENERAL STUDIES BA THAT DOESN'T REQUIRE SATISFYING PARTICULAR MAJOR REQUIREMENTS.

NEITHER UAA NOR UAF HAVE ANY LIMITATION ON THE NUMBER OF MILITARY TRANSFER CREDITS THEY WILL AWARD. THEY USED TO; THEY'VE DONE AWAY WITH IT, UAA AS RECENTLY AS LAST YEAR, AS PART OF OUR CONTINUAL PROCESS TO REVIEW THE SYSTEM AND MAKE IT MORE STUDENT-FRIENDLY. RIGHT NOW, FOR EXAMPLE, UAF IS IN THE PROCESS OF DEVELOPING A MINOR BASED ON TYPICAL MILITARY CREDITS, WHICH WILL SATISFY 18 CREDITS TOWARDS ANY BA DEGREE.

I COULD GO ON, BUT WHAT IS THE BOTTOM LINE? I DON'T HAVE FIGURES FOR THE ENTIRE SYSTEM, BUT LAST YEAR, UAA ALONE AWARDED OVER 15,000 HOURS OF MILITARY TRANSFER CREDIT FOR TRAINING, FOR EDUCATION, AND EVEN FOR TIME SPENT IN THE SERVICE. APPROXIMATELY 99.5% OF THE

STUDENTS WHO REQUESTED MILITARY TRANSFER CREDITS RECEIVED THOSE CREDITS.

ALASKA IS WIDELY KNOWN TO SERVICEMEMBERS AS A STATE THAT WELCOMES AND APPRECIATES THE MILITARY. I THINK THAT ALASKA'S UNIVERSITY, AS DEMONSTRATED BY OUR EXISTING CREDIT TRANSFER POLICIES, REFLECTS THOSE PREVAILING SOCIAL VALUES PRETTY DARN ACCURATELY.

REPRESENTATIVE BILL THOMAS
ALASKA STATE LEGISLATURE DISTRICT 5
e-mail: Representative.Bill.Thomas@legis.state.ak.us
webpage: www.akrepublicans.org/thomas/

State Capitol
Juneau AK, 99801-1182
907-465-3732
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FAX 907-465-2652

List of Witnesses for HB 282

Mark San Souci
Regional State Liaison Office
Office of the Deputy Assistant Secretary of Defense
DASD (Military Community and Family Policy)
-Telephone

Crystal Koeneman, Legislative Liaison (or delegate)
Department of Commerce, Community, & Economic Development
-In person

Diane Barrans, Executive Director (or delegate)
Commission of Post-Secondary Education
-In person

Paula Scavera, Legislative Liaison (or delegate)
Department of Labor and Workforce Development
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Chris Christensen, Legislative Liaison (or delegate)
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REPRESENTATIVE BILL THOMAS
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Summary of Changes HB 282

Page 1, Line 9

DELETE: Relevant

Page 1, Paragraph (a)

SECTION REORGANIZED

ADDS SUBSECTION 1: "the department or applicable board determines that education, training, and service is equivalent to some or all of the qualifications otherwise required of an applicant for a license or certificate issued under this chapter:"

-stronger/clearer language

ADDS SECTION 2: "The applicant provides satisfactory evidence of successful completion of the education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state."

-restates language from Section 1 of version B which deals w/ occupations who issue temporary licenses.

Page 2, Paragraph (b)- ADDS: citation AS 08.01.050(a)(9)

Page 2, Line 11

ADDS: citation for subparagraphs 2-5

-Language refers licensing practices already in statute

Page 2, Subparagraph (A)

ADDS: maintained the license or certification in active status before and at the time of application

-Makes clear that the license needs to be current when they apply for a temporary license.

Page 2, Subparagraph (B)

REWORDED TO: "was awarded a diploma or certificate by a branch of the armed forces of the United States or any state, as described in (a) of this section, that met standards of an equivalent license or a certificate of technical training."

-Recognizes military certificates of technical training

Page 2, Paragraph (c)

ADDS: for an applicant who is on active duty

-Expedited licenses only apply to individuals who already hold a license and are on active duty.

Page 3, Line 12

DELETES: paragraph (d)
-Was not appropriate guidance for the Postsecondary Education Commission.

Page 4, Paragraph (b)

ADDS: Institution accepts military education if the institution already accepts transfer credits and is approved by their accrediting body.

-Language suggested by the Postsecondary Education Commission.
-Protects the institution from jeopardizing their accreditation.

Page 5, Section 5-

ADDS- Guidance for DCCED and applicable boards to immediately promulgate necessary regulations.

Page 5, Section 6-

ADDS: Effective date of December 31, 2013 for section 1-4.

-Gives department time to research military training and promulgate regulations.

Page 6, Section 7-

ADDS: Immediately effective for Sec 5

27-LS1116\E
Mischel
1/25/12

CS FOR HOUSE BILL NO. 282( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES THOMAS, Feige, Saddler, Petersen, Austerman

A BILL

FOR AN ACT ENTITLED

"An Act relating to applying military education, training, and service credit to occupational licensing and certain postsecondary education and employment training requirements; providing for a temporary occupational license for qualified military service members; and providing for an effective date."

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

*** Section 1.** AS 08.01 is amended by adding a new section to read:

Sec. 08.01.064. Military education, training, and service credit; temporary license. (a) Notwithstanding another provision of law, the department or applicable board shall accept military education, training, and service for some or all of the qualifications otherwise required of an applicant for a license or certificate issued under this chapter if

(1) the department or applicable board determines that the military education, training, and service is equivalent to some or all of the qualifications otherwise required of an applicant for a license or certificate issued under this chapter;

and

(2) the applicant provides satisfactory evidence of successful completion of the education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

(b) If the department issues temporary licenses or certificates as authorized by the department or applicable board under AS 08.01.050(a)(9), the department or applicable board shall issue a temporary license or certificate to a person who

(1) applies to the department or applicable board in a manner prescribed by the department or board;

(2) meets the requirements in AS 08.01.063(a)(3) - (6); and

(3) while on active duty in the armed forces of the United States or any state, as described in (a) of this section,

(A) held a current license or certificate in another state, district, or territory of the United States, practiced in the area of the license or certificate, and maintained the license or certificate in active status before and at the time of application for a license or certificate under this subsection; or

(B) was awarded a diploma or certificate by a branch of the armed forces of the United States or any state, as described in (a) of this section, that met standards for an equivalent license or a certificate of technical training.

(c) The department or applicable board shall expedite the procedure for issuance of a license or certificate under (b) of this section for an applicant who is on active duty.

(d) A license or certificate issued under (b) of this section is valid for 180 days and may be extended at the discretion of the department or applicable board for one additional 180-day period if the holder of the license or certificate applies for an extension on a form approved by the department or applicable board.

(e) The department or applicable board may adopt regulations necessary to implement this section.

*** Sec. 2.** AS 14.40.210 is amended by adding a new subsection to read:

(c) The president of the University of Alaska shall implement a policy and procedure for the acceptance of academic credit toward a degree or technical program offered by the university if an applicant provides satisfactory evidence of successful completion of relevant military education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

*** Sec. 3.** AS 14.48.060(b) is amended to read:

(b) A postsecondary educational institution must be maintained and operated, or, in the case of a new institution must demonstrate that it can be maintained and operated so that

(1) the quality and content of each course or program of instruction, training, or study are such as may reasonably and adequately achieve the stated objective for which the course or program is offered;

(2) the institution has or has access to adequate space, equipment, instructional materials, and personnel where applicable to achieve the stated objective of the course or program of study and to provide education of good quality;

(3) the education or experience qualifications of directors, administrators, supervisors, and instructors are such as may reasonably ensure that the students will receive education consistent with the objectives of the course or program of study;

(4) the institution provides a catalog or brochure containing information describing the programs offered, program objectives, length of program, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and other material facts concerning the institution and the program or course of instruction that are reasonably likely to affect the decision of the student to enroll, together with any other disclosures specified by the commission by regulation; and that this information is provided to prospective students before enrollment;

(5) upon satisfactory completion of training, the student is given appropriate educational credentials by the institution, indicating that the course of instruction or study has been satisfactorily completed by the student;

(6) adequate records are maintained by the institution to show attendance, progress, or grades, and that satisfactory standards are enforced relating to attendance, progress, and performance;

(7) the institution is maintained and operated in compliance with all pertinent ordinances and laws relating to the safety and health of persons upon the premises of the institution;

(8) the institution is financially sound and capable of fulfilling its commitments to students;

(9) neither the institution nor its agents engage in advertising, sales, collection, credit, or other practices which are false, deceptive, misleading, or unfair;

(10) the chief executive officer, trustees, directors, owners, administrators, supervisors, staff, and instructors of the institution are of good reputation and character and have not been convicted of a violation of AS 14.48.020 or 14.48.150 or AS 45.50.471 - 45.50.561 or a comparable law in another state or province;

(11) the student housing owned, maintained, or approved by the institution is appropriate, safe, and adequate;

(12) the institution has a fair and equitable cancellation and refund policy; [AND]

(13) the charges set by the institution for tuition, fees, books, and supplies are fair and equitable**; and**

(14) the institution accepts military education, training, or service credit or hours toward a degree or technical program offered by the institution if

(A) the institution otherwise accepts transfer credits or hours; and

(B) the credit or hours transfer process meets the requirements of the accrediting body of the institution or the commission.

*** Sec. 4.** AS 23.15.820(a) is amended to read:

(a) The Alaska Workforce Investment Board shall

(1) administer the Alaska technical and vocational education program established in AS 23.15.820 - 23.15.850;

(2) facilitate the development of a statewide policy for a coordinated and effective technical and vocational education training system in this state and, to the extent authorized by federal and state law, plan and coordinate federal, state, and local efforts in technical and vocational education programs;

(3) adopt regulations under AS 44.62 (Administrative Procedure Act) to carry out the purposes of AS 23.15.820 - 23.15.850, including regulations that set standards for the percentage of a grant that may be used for administrative costs; the regulations must clearly identify and distinguish between expenses that may be included in administrative costs and those that may not be included in administrative costs; the percentage allowed for administrative costs may not exceed the lesser of five percent or the amount permitted under the requirements of a federal program, if applicable;

(4) administer the grant program under AS 23.15.840 and establish grant administration requirements including accounting procedures that apply to qualified entities and their grantees;

(5) facilitate the development and implementation of a statewide policy and procedure that provides for the acceptance of credit or hours toward a degree or technical program offered by a vocational or technical training center in the state for an applicant who provides satisfactory evidence of successful completion of relevant military education, training, or service as a member of the armed forces of the United States, the United States Reserves, the National Guard of any state, the Military Reserves of any state, or the Naval Militia of any state.

*** Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to read:

MILITARY EDUCATION, TRAINING, AND SERVICE CREDIT: TRANSITION. The Department of Commerce, Community, and Economic Development and applicable boards may immediately promulgate regulations necessary to implement AS 08.01.064, added by sec. 1 of this Act, except that the effective date of the regulations may not be earlier than the effective date of secs. 1 - 4 of this Act.

*** Sec. 6.** Sections 1 - 4 of this Act take effect December 31, 2013.

* **Sec. 7.** Section 5 of this Act takes effect immediately under AS 01.10.070(c).

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Sponsor Statement HB 282
"An Act applying military education, training, and service credit to occupational licensing and certain postsecondary education requirements; and providing for a temporary occupational license for a qualified military service members."

According to the Department of Defense, the June 2011 jobless rate for post-9/11 veterans was 13.3%, with young male Veterans (ages 18 to 24) experiencing an unemployment rate of 21.9%. Last year, Alaska had over 1200 service members separate from the military from our posts and bases. These are 1200 potential workers who could contribute to our state's economy. It is our responsibility to assist their transition into our work force swiftly and appropriately.

Our nation's military is one of the most highly trained in the world. These men and women who undertake this challenge face unique challenges and sacrifice many things that the general population does not. We owe it to our men and women to ensure that their distinctive set of skills do not go to waste once they separate from the military. These highly trained individuals deserve to remain productive members of society and to be able to provide for their families.

HB 282 requires the Division of Professional Licensing, University of Alaska and vocational educational facilities to examine the credentials of related military experience. Relevant military experience would be credited for licensing requirements and educational credit would be granted for appropriate training.

In the last 10 years our military has seen record numbers of deployments. HB 282 is one way we can show our thanks and allow our service members the opportunity to create positive and productive futures for themselves.

I would appreciate your support for House Bill 282.

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Sectional HB 282

"An Act applying military education, training, and service credit to occupational licensing and certain postsecondary education requirements; and providing for a temporary occupational license for a qualified military service members."

Section 1: Military education, training, and service credit; temporary license.

(a) Credit will be given for military education and training to an applicant who is applying for an occupational license if determined by the applicable board.

(b) Requires the department to issue a temporary license if the applicant meets current statutory requirements and while on active duty:

a. held a current license in another state and has maintained that license, or
b. holds an equivalent military license or certificate of technical training

(c) Applications for active duty members who hold a current license will be expedited.

(d) temporary licenses will be valid for 180 days and maybe extended once with the approval of the department

Sec. 2: Adds a new subsection: University of Alaska

(c) The president of the University of Alaska shall implement a policy to accept academic credit toward a degree or technical program if an applicant provides satisfactory evidence of relevant military education, training or service.

Sec. 3: Adds a new subsection: Post-Secondary Education Commission

(d)The commission shall implement policies and procedures that require a postsecondary education institution to accept academic credit toward a degree or technical program if an applicant provides satisfactory evidence of relevant military education, training or service.

Sec. 4: Adds a new subsection: Alaska Workforce Investment Board

(5) The Alaska Workforce Investment Board shall implement a statewide policy that requires a vocational training center to accept academic credit toward a degree if an applicant provides satisfactory evidence of relevant military education, training or service.

Sec. 5: Adds a new Subsection:

Department of Commerce, Community, and Economic Development may promulgate regulations immediately.

Sec. 6.

Sections 1-4 regulations take effect December 31, 2013

Sec. 7.

Section 5 takes effect immediately

REPRESENTATIVE BILL THOMAS

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Professions Licensed by the Department of Licensing

1. Acupuncturists
2. Architects, Engineers, and Land Surveyors
3. Audiologists and Speech-Language Pathologists
4. Barbers and Hairdressers
5. Big Game Commercial Services Board
6. Chiropractic Examiners
7. Collection Agencies
8. Concert Promoters
9. Construction Contractors
10. Dental Examiners
11. Dietitians and Nutritionists
12. Dispensing Opticians
13. Electrical Administrators
14. Euthanize Domestic Animals
15. Geologists
16. Guardians and Conservators
17. Hearing Aid Dealers
18. Home Inspector
19. Marine Pilots
20. Marital and Family Therapy
21. Mechanical Administrators
22. Medical Board
23. Midwives
24. Morticians
25. Naturopathy
26. Nurse Aide Registry
27. Nursing
28. Nursing Home Administrators
29. Optometry
30. Pawnbrokers
31. Pharmacy
32. Physical Therapy and Occupational Therapy
33. Professional Counselors
34. Psychologist and Psychological Associate
35. Public Accountancy
36. Real Estate Appraisers
37. Real Estate Commission
38. Social Work Examiners
39. Underground Storage Tank Worker
40. Veterinary Examiners

HOUSEHOLD DATA

Table A-5. Employment status of the civilian population 18 years and over by veteran status, period of service, and sex, not seasonally adjusted

[Numbers in thousands]

Employment status, veteran status, and period of service	Total		Men		Women	
	Dec. 2010	Dec. 2011	Dec. 2010	Dec. 2011	Dec. 2010	Dec. 2011
VETERANS, 18 years and over						
Civilian noninstitutional population	21,833	21,429	20,039	19,622	1,794	1,807
Civilian labor force	11,534	11,072	10,390	10,010	1,144	1,062
Participation rate	52.8	51.7	51.8	51.0	63.8	58.8
Employed	10,576	10,215	9,509	9,244	1,067	972
Employment-population ratio	48.4	47.7	47.5	47.1	59.5	53.8
Unemployed	957	857	881	766	77	90
Unemployment rate	8.3	7.7	8.5	7.7	6.7	8.5
Not in labor force	10,299	10,357	9,649	9,612	650	745
Gulf War-era II veterans						
Civilian noninstitutional population	2,242	2,341	1,897	1,984	345	356
Civilian labor force	1,794	1,899	1,558	1,668	236	230
Participation rate	80.0	81.1	82.1	84.1	68.3	64.6
Employed	1,584	1,650	1,374	1,469	210	181
Employment-population ratio	70.7	70.5	72.4	74.1	60.8	50.7
Unemployed	210	248	184	199	26	50
Unemployment rate	11.7	13.1	11.8	11.9	10.9	21.6
Not in labor force	448	442	339	316	109	126
Gulf War-era I veterans						
Civilian noninstitutional population	2,924	2,986	2,470	2,489	454	497
Civilian labor force	2,530	2,512	2,163	2,158	367	354
Participation rate	86.5	84.1	87.6	86.7	80.9	71.3
Employed	2,395	2,371	2,039	2,029	356	342
Employment-population ratio	81.9	79.4	82.5	81.5	78.5	68.8
Unemployed	136	141	125	128	11	13
Unemployment rate	5.4	5.6	5.8	6.0	3.0	3.6
Not in labor force	394	474	307	332	87	142
World War II, Korean War, and Vietnam-era veterans						
Civilian noninstitutional population	10,796	10,207	10,448	9,886	348	321
Civilian labor force	3,847	3,309	3,718	3,215	129	94
Participation rate	35.6	32.4	35.6	32.5	37.2	29.3
Employed	3,516	3,097	3,395	3,003	122	94
Employment-population ratio	32.6	30.3	32.5	30.4	34.9	29.3
Unemployed	331	212	323	212	8	0
Unemployment rate	8.6	6.4	8.7	6.6	6.1	0.0
Not in labor force	6,949	6,898	6,730	6,671	219	227
Veterans of other service periods						
Civilian noninstitutional population	5,871	5,895	5,224	5,262	647	633
Civilian labor force	3,362	3,352	2,951	2,969	412	383
Participation rate	57.3	56.9	56.5	56.4	63.6	60.5
Employed	3,081	3,097	2,701	2,742	380	355
Employment-population ratio	52.5	52.5	51.7	52.1	58.7	56.1
Unemployed	281	255	249	227	32	28
Unemployment rate	8.4	7.6	8.5	7.6	7.8	7.3
Not in labor force	2,508	2,543	2,273	2,293	235	250
NONVETERANS, 18 years and over						
Civilian noninstitutional population	208,058	210,477	91,143	92,807	116,915	117,670
Civilian labor force	139,806	140,627	70,228	71,182	69,578	69,446
Participation rate	67.2	66.8	77.1	76.7	59.5	59.0
Employed	127,220	129,218	63,082	65,018	64,138	64,200
Employment-population ratio	61.1	61.4	69.2	70.1	54.9	54.6
Unemployed	12,586	11,409	7,146	6,163	5,440	5,246
Unemployment rate	9.0	8.1	10.2	8.7	7.8	7.6
Not in labor force	68,252	69,850	20,915	21,625	47,338	48,225

NOTE: Veterans served on active duty in the U.S. Armed Forces and were not on active duty at the time of the survey. Nonveterans never served on active duty in the U.S. Armed Forces. Veterans could have served anywhere in the world during these periods of service: Gulf War era II (September 2001-present), Gulf War era I (August 1990-August 2001), Vietnam era (August 1964-April 1975), Korean War (July 1950-January 1955), World War II (December 1941-December 1946), and other service periods (all other time periods). Veterans who served in more than one wartime period are classified only in the most recent one. Veterans who served during one of the selected wartime periods and another period are classified only in the wartime period. Updated population controls are introduced annually with the release of January data.

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Army Commissioned Officer Career Information

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- Army OCS
- West Point

Officer Basic Course (OBC). Upon commissioning, an officer is assigned a career branch in which the emphasis for training and development during the officer's first 7 to 8 years of active duty occurs. Graduates of all commissioning sources receive training in their assigned or detailed branch at an OBC immediately after commissioning. The OBC prepares newly commissioned officers for their first duty assignments with instruction on methods for training individuals, teams, squads and platoons. In addition, the course includes sufficient instruction to provide officers with an under-standing of the environment of the company, battery or troop including tactics, organization and administration. Officers receive training on most lieutenant common and branch tasks in the OBC. There is no active duty service obligation for OBC attendance.

Branch detail program. Upon commissioning, selected lieutenants branched Signal, Quartermaster, Ordnance, Transportation and Finance are detailed to a combat arms branch for 2 years. Selected Military Intelligence and Adjutant General officers are detailed for 4 years. Lieutenants under the branch detail program attend the OBC and participate in branch specific training for the branch to which they are detailed. On completing the 2-year detail, officers attend a 4-week branch transition course before they return to their designated branch. Officers in the 4-year program receive transition branch training in conjunction with their enrollment in the Captains Career Course. All officers continue to participate in branch specific training once they are reassigned back to their designated branches.

Captains Career Course. The branch Captains Career Course prepares company grade officers to command and train at the company, battery or troop level and to serve as staff officers at battalion and brigade levels. There is a 1-year active duty service obligation for attendance at a branch Captains Career Course. The course is divided into two phases.

(1) The first phase provides advanced branch training and common core instruction. The branch specific courses provide selected company grade officers an opportunity to acquire the skills and attributes required to lead company-sized units and serve on battalion and brigade staffs. This instruction prepares students to:

(a) Establish and maintain a disciplined command climate.

(b) Execute the unit's assigned missions.

(c) Command, control, lead, supervise, discipline, train, develop and mentor subordinate leaders and care for subordinates and their families.

(d) Develop the unit's Mission Essential Task List (METL) and training plan.

(e) Schedule, resource, supervise, execute and evaluate unit and sub-unit individual and collective training.

(f) Plan, supervise and evaluate unit leader training and development, and personnel, administration, supply, maintenance, safety and security actions.

(g) Plan, supervise, and evaluate the safe use, maintenance, security, storage and accountability of unit material.

(h) Administer the Uniform Code of Military Justice (UCMJ) at the company level.

(i) Advise the battalion commander and staff on the status of company, platoon and squad-level training, equipment, and personnel readiness.

(2) The second phase provides staff process training. It uses battalion, brigade, division and installation scenarios to train officers to serve on battalion and brigade level staffs. It develops officers to function effectively as staff officers by improving their abilities to analyze and solve military problems, communicate, interact as staff members, and broaden their understanding of Army operations, organizations and procedures. This course is unique in that it provides an officer's first integrated instruction with officers from different branches of the Army. The phase provides the skills necessary for success in Army, joint and multinational environments.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **CSHB 282 (EDC)**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB282-DCCED-CBPL-01-20-12
Title: Military Training Credit/Temp. License
Sponsor: Representative Thomas
Requester: House Finance

Dept. Affected: DCCED
Appropriation: Corps, Bus & Professional Licensing
Allocation: Corps, Bus & Professional Licensing
OMB Component Number: 2360

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services	0.0		0.0	0.0	0.0	0.0	0.0
Travel	0.0		0.0	0.0	0.0	0.0	0.0
Services	0.0		0.0	0.0	0.0	0.0	0.0
Commodities	0.0		0.0	0.0	0.0	0.0	0.0
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1156	Rcpt Svcs (DGF)	0.0		0.0	0.0	0.0	0.0	0.0
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

This fiscal note reflects the changes made by the CS passed out of House Education Committee.

Prepared by: Don Habeger, Director — Phone: 465-2536
Division: Division of Corporations, Business and Professional Licensing — Date/Time: 1/28/2012 11:30am
Approved by: JoEllen Hanrahan, Director Administrative Services Division — Date: 1/28/2012
Commerce, Community, and Economic Development

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSHB 282 (EDC)

Analysis

HB 282 would require the department or board to accept relevant experience, training or service acquired while serving in the armed forces. The bill would allow greater flexibility for those exiting military service to become temporarily licensed in Alaska.

This bill has zero fiscal impact.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **HB282**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB282-UA-SYSBRA-01-27-12
Title: Military Training Credit/Temp. License
Sponsor: REPRESENTATIVE(s) THOMAS, Feige, Saddler
Requester: House Education

Dept. Affected: University of Alaska
Appropriation: Budget Reductions/Additions-Systemwid
Allocation: Budget Reductions/Additions-Systemwid
OMB Component Number: 1296

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by: Michelle Rizk
Phone: 907-450-8187
Division: University of Alaska
Date/Time: 1/20/12 5:00 PM
Approved by: Michelle Rizk
Date: 1/20/2012

(Revised 11/28/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB282
2012 LEGISLATIVE SESSION

Analysis

HB282 will not have a fiscal impact on the University of Alaska (UA).

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **HB 282**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB282-DCCED-CBPL-01-20-12
Title: Military Training Credit/Temp. License
Sponsor: Representative Thomas
Requester: House Education

Dept. Affected: DCCED
Appropriation: Corps, Bus & Professional Licensing
Allocation: Corps, Bus & Professional Licensing
OMB Component Number: 2360

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services	157.3		75.5	75.5	75.5	75.5	75.5
Travel	0.0		0.0	0.0	0.0	0.0	0.0
Services	50.0		15.0	15.0	15.0	15.0	15.0
Commodities	0.5		0.5	0.5	0.5	0.5	0.5
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**207.8**	**0.0**	**91.0**	**91.0**	**91.0**	**91.0**	**91.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1156	Rcpt Svcs (DGF)	207.8		91.0	91.0	91.0	91.0	91.0
TOTAL		**207.8**	**0.0**	**91.0**	**91.0**	**91.0**	**91.0**	**91.0**

POSITIONS							
Full-time	**2**		1	1	1	1	1
Part-time							
Temporary							

CHANGE IN REVENUES	**207.8**		**91.0**	**91.0**	**91.0**	**91.0**	**91.0**

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial Version

Prepared by: Don Habeger, Director — Phone: 465-2536
Division: Division of Corporations, Business and Professional Licensing — Date/Time: 1/21/2012 4:30pm
Approved by: Susan K. Bell, Commissioner — Date: 1/21/2012
Commerce, Community, and Economic Development

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB 282

Analysis

HB 282 would require the department or board to accept relevant experience, training or service acquired while serving in the armed forces. The bill would allow greater flexibility for those exiting military service to become temporarily licensed in Alaska.

The following is a detailed cost analysis:

Personal Services consist of a long term non-perm Regulations Specialist I (Range 13) and an Administrative Assistant (Range 14). The Regulation Specialist I will work with boards, commissions, and staff to create regulations for new "temporary license" types for all licenses, and will craft clarifying regulations for programs with existing temporary licenses. The Administrative Assistant II will work with the Regulations Specialist and existing Publications Specialist II to draft correspondence to boards and commissions, create new forms and applications, liaison with the Department of Law regarding these regulations changes, and ensure timelines are maintained. This position will administer the military licensing program, including the receiving and tracking of military applications to ensure they are expedited, providing administrative support to licensing staff, customer support to military personnel, and organizing an accurate structure of the new license types into the licensing database. Once these regulations are in place, updates can be managed by existing staff and the Regulations Specialist position will be eliminated.

Services include the initial legal and start up costs, and ongoing support services.

Commodities include general supply costs.

Under the self-sufficiency statue of AS 08.01.065, regulatory programs are required to pay the cost of regulation through licensing fees. The funding source in establishing this position is Receipt Supported Services funded entirely from licensing fees.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **HB282**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB282-ACPE-EED-01-20-12
Title: Military Training Credit
Sponsor: Representative Thomas
Requester: (H)EDC

Dept. Affected: Education
Appropriation: ACPE
Allocation: Program Administration & Operations
OMB Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version.

Prepared by: Diane Barrans, Executive Director — Phone: 907-465-6740
Division: Alaska Commission on Postsecondary Education — Date/Time: 1/20/12 11:30 AM
Approved by: Diane Barrans, Executive Director — Date: 1/20/2012
Alaska Commission on Postsecondary Education

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB282

Analysis

This bill, as it relates to the Commision, directs the Commission to require authorized institutions to accept military education, training, or service for program credit under specified conditions. There are no associated increased costs to the Commission to develop, through regulation, guidelines for authorized institutions to equate military education, training, or service for credit. The Commission would implement by providing due notice to Alaska institutions and including this requirement within its institutional authorization compliance review program.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version **HB282**
Fiscal Note Number
() Publish Date

Identifier (file name) HB282-DOLWD-WIB-1-20-12
Title Military Training Credit/Temp. License
Sponsor Representative Thomas
Requester House Education

Dept. Affected Labor and Workforce Development
Appropriation Business Partnerships
Allocation Workforce Investment Board
OMB Component Number 2659

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version.

Prepared by Jeff Selvey, Executive Director, Workforce Investment Board
Phone 907-269-3569
Division Business Partnerships
Date/Time 1/20/12 4:30 PM
Approved by Click Bishop, Commissioner
Date 1/20/2012
Department of Labor and Workforce Development

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB282
2012 LEGISLATIVE SESSION

Analysis

The proposed legislation requires the Workforce Investment Board to facilitate a statewide policy to determine credit towards a degree or program offered by a vocational or technical center in the state of Alaska for a member of the nation's armed forces. This will be conducted via teleconferences between the state's applicable training center organizations.

There is no fiscal impact to the department as a result of this legislation.

HB 313

<TARGET><BILL>HB 313</BILL><SUBJECT>HB 313</SUBJECT><COMM>HEDC27</COMM></TARGET>

OUSE COMMITTEE REPOR

(7)
Date Referred to Committee: February 3, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3-2-12

The EDUCATION Committee considered: **HB 313**

HOUSE BILL NO. 313
"An Act relating to student counts and estimates for public school funding; and providing for an effective date."
HB 313-STUDENT COUNT ESTIMATES

Recommends it be replaced with [ ] HCS *or* [X] CS *for* HB 313 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [✓] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	**Printed Last Name**	**DP**	**DNP**	**NR**	**AM**
Peggy Wilson	WILSON	X			
Paul Seaton	SEATON	X			
	FEIGE	X			
Chair:	J Dick	X			
Chair:					

CS FOR HOUSE BILL NO. 313(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVE FEIGE

A BILL

FOR AN ACT ENTITLED

"An Act relating to student counts, unreserved school operating fund balances, restrictions on school district money, and estimates for public school funding; and providing for an effective date."

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

*** Section 1.** AS 14.11.100(o) is amended to read:

(o) The total amount of school construction projects approved for reimbursement by the department under (a)(10) of this section

(1) may not exceed $190,644,901; and

(2) after June 30, 1998, and until July 1, 2006, shall be allocated as follows:

(A) $77,897,000 to projects in a municipality with a public school enrollment of 25,000 or more students in fiscal year 2000, as determined under **former** AS 14.17.500;

(B) $14,571,000 to projects in a municipality with a public

school enrollment of at least 15,000 but less than 25,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(C) $14,143,000 to projects in a municipality with a public school enrollment of at least 10,000 but less than 15,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(D) $7,429,000 to projects in a municipality with a public school enrollment of at least 7,500 but less than 10,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(E) $20,712,912 to projects in a municipality with a public school enrollment of at least 5,000 but less than 7,500 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(F) $2,660,000 to projects in a municipality with a public school enrollment of at least 2,750 but less than 3,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(G) $454,000 to projects in a municipality with a public school enrollment of at least 2,400 but less than 2,750 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(H) $46,869,989 to projects in a municipality with a public school enrollment of at least 2,050 but less than 2,400 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(I) $329,000 to projects in a municipality with a public school enrollment of at least 1,700 but less than 1,750 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(J) $286,000 to projects in a municipality with a public school enrollment of at least 650 but less than 725 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(K) $519,000 to projects in a municipality with a public school enrollment of at least 500 but less than 525 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(L) $2,224,000 to projects in a municipality with a public school enrollment of at least 425 but less than 482 students in fiscal year 2000,

as determined under **former** AS 14.17.500;

(M) $2,550,000 to projects in a municipality with a public school enrollment of at least 290 but less than 305 students in fiscal year 2000, as determined under **former** AS 14.17.500.

* **Sec. 2.** AS 14.11.100(p) is amended to read:

(p) The total amount of school construction projects approved for reimbursement by the department under (a)(13) and (a)(14) of this section

(1) may not exceed $177,256,000;

(2) after June 30, 1999, and until October 31, 2006, shall be allocated as follows:

(A) $61,925,000 to projects in a municipality with a public school enrollment of 45,000 or more students in fiscal year 2005, as determined under **former** AS 14.17.500;

(B) $40,570,000 to projects in a municipality with a public school enrollment of at least 14,600 but less than 20,000 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(C) $20,000,000 to projects in a municipality with a public school enrollment of at least 10,000 but less than 14,600 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(D) $2,588,000 to projects in a municipality with a public school enrollment of at least 7,500 but less than 10,000 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(E) $5,995,000 to projects in a municipality with a public school enrollment of at least 4,000 but less than 6,000 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(F) $1,237,000 to projects in a municipality with a public school enrollment of at least 2,400 but less than 2,800 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(G) $1,100,000 to projects in a municipality with a public school enrollment of at least 2,200 but less than 2,400 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(H) $7,164,000 to projects in a municipality with a public school enrollment of at least 1,300 but less than 1,500 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(I) $1,260,000 to projects in a municipality with a public school enrollment of at least 740 but less than 757 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(J) $608,000 to projects in a municipality with a public school enrollment of at least 650 but less than 700 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(K) $32,000,000 to projects in a municipality with a public school enrollment of at least 500 but less than 600 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(L) $2,809,000 to projects in a municipality with a public school enrollment of at least 370 but less than 390 students in fiscal year 2005, as determined under **former** AS 14.17.500.

*** Sec. 3.** AS 14.11.100(q) is amended to read:

(q) The total amount of school construction projects approved for reimbursement by the department under (a)(15) of this section

(1) may not exceed $14,644,000;

(2) after June 30, 1999, and until October 31, 2006, shall be allocated as follows:

(A) $6,522,000 to projects in a municipality with a public school enrollment of at least 1,925 but less than 2,025 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(B) $8,122,000 to projects in a municipality with a public school enrollment of at least 398 but less than 400 students in fiscal year 2005, as determined under **former** AS 14.17.500.

*** Sec. 4.** AS 14.14.060(c) is amended to read:

(c) Except as otherwise provided by municipal ordinance, the borough school board shall submit the school budget for the following school year to the borough assembly by May 1 for approval of the total amount. Within 30 days after receipt of

the budget, the assembly shall determine the total amount of money to be made available from local sources for school purposes and shall furnish the school board with a statement of the sum to be made available. If the assembly does not, within 30 days, furnish the school board with a statement of the sum to be made available, the amount requested in the budget is automatically approved. Except as otherwise provided by municipal ordinance, by June 30, the assembly shall appropriate the amount to be made available from local sources from money available for the purpose. **The assembly may not reallocate or reappropriate for another purpose the amount appropriated from local sources to the district for school purposes unless the unrestricted portion of the year-end balance in the district's school operating fund exceeds the amount set in AS 14.17.505(a).**

*** Sec. 5.** AS 14.16.050(a) is amended to read:

(a) The following provisions apply with respect to the operation and management of a state boarding school as if it were a school district:

(1) requirements relating to school district operations:

(A) AS 14.03.030 - 14.03.050 (defining the school term, day in session, and school holidays);

(B) AS 14.03.083 - 14.03.140 (miscellaneous provisions applicable to school district operations);

(C) regulations adopted by the board under authority of AS 14.07.020(a) that are applicable to school districts and their schools, unless the board specifically exempts state boarding schools from compliance with a regulation;

(D) AS 14.12.150 (authorizing school districts to establish and participate in the services of a regional resource center);

(E) AS 14.14.050 (imposing the requirement of an annual audit);

(F) AS 14.14.110 (authorizing cooperation with other school districts);

(G) AS 14.14.140(b) (establishing a prohibition on employment of a relative of the chief school administrator);

(H) AS 14.18 (prohibiting discrimination based on sex in public education);

(2) requirements relating to the public school funding program and the receipt and expenditure of that funding:

(A) [AS 14.17.500 (RELATING TO STUDENT COUNT ESTIMATES);

(B)] AS 14.17.505 (relating to school operating fund balances);

(B) AS 14.17.505 - 14.17.910 [(C) AS 14.17.500 - 14.17.910] (setting out the procedure for payment of public school funding and imposing general requirements and limits on money paid);

(3) requirements relating to teacher employment and retirement:

(A) AS 14.14.105 and 14.14.107 (relating to sick leave);

(B) AS 14.20.095 - 14.20.215 (relating to the employment and tenure of teachers);

(C) AS 14.20.220 (relating to the salaries of teachers employed);

(D) AS 14.20.280 - 14.20.350 (relating to sabbatical leave provisions for teachers);

(E) AS 23.40.070 - 23.40.260 (authorizing collective bargaining by certificated employees), except with regard to teachers who are administrators and except that the board may delegate some or all of its responsibilities under those statutes;

(F) AS 14.25 (provisions regarding the teachers' retirement system);

(4) requirements relating to students and educational programs:

(A) AS 14.30.180 - 14.30.350 (relating to educational services for children with disabilities);

(B) AS 14.30.360 - 14.30.370 (establishing health education program standards);

(C) AS 14.30.400 - 14.30.410 (relating to bilingual and bicultural education).

* **Sec. 6.** AS 14.17.410(b) is amended to read:

(b) Public school funding consists of state aid, a required local contribution, and eligible federal impact aid determined as follows:

(1) state aid equals basic need minus a required local contribution and 90 percent of eligible federal impact aid for that fiscal year; basic need equals the sum obtained under (D) of this paragraph, multiplied by the base student allocation set out in AS 14.17.470; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by applying the school size factor to the student count as set out in AS 14.17.450;

(B) the number obtained under (A) of this paragraph is multiplied by the district cost factor described in AS 14.17.460;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420(a)(1) and the high school vocational education factor set out in AS 14.17.420(a)(3);

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph;

(E) notwithstanding (A) - (C) of this paragraph, if a school district's ADM adjusted for school size under (A) of this paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

(i) for the first fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 75 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the first fiscal year after the base fiscal year;

(ii) for the second fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted

for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 50 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the second fiscal year after the base fiscal year;

(iii) for the third fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 25 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the third fiscal year after the base fiscal year;

(F) the method established in (E) of this paragraph is available to a school district for the three fiscal years following the base fiscal year determined under (E) of this paragraph only if the district's ADM adjusted for school size determined under (A) of this paragraph for each fiscal year is less than the district's ADM adjusted for school size in the base fiscal year;

(G) the method established in (E) of this paragraph does not apply to a decrease in the district's ADM adjusted for school size resulting from a loss of enrollment that occurs as a result of a boundary change under AS 29;

(H) notwithstanding (A) - (C) of this paragraph, if a district's ADM adjusted for school size under (A) of this paragraph increases by the lesser of 200 students or three percent or more from one fiscal year to the next fiscal year, the department shall provide supplemental funding that is equal to the increase in the adjusted ADM for the current fiscal year; however, if a district is otherwise unable to meet current fiscal year funding needs and the district does not qualify for supplemental funding under this subparagraph, the district may apply to the department for, and the department may provide, supplemental funding for the current fiscal year;

(2) the required local contribution of a city or borough school district is the equivalent of a four mill tax levy on the full and true value of the taxable real and

personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110, not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

*** Sec. 7.** AS 14.17.505(a) is amended to read:

(a) A district may not accumulate in a fiscal year an unreserved portion of its year-end fund balance in its school operating fund, as defined by department regulations, that is greater than **15** [10] percent of its expenditures for that fiscal year.

*** Sec. 8.** AS 14.17.600(a) is amended to read:

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that count period and other student count information that will aid the department in making a determination of its state aid **for the succeeding fiscal year following the count period** under the public school funding program. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

*** Sec. 9.** AS 14.17.600 is amended by adding new subsections to read:

(c) A student count shall be adjusted for the current fiscal year as provided under AS 14.17.410(b)(1).

(d) Part-time students shall be included in the student count data in accordance with regulations adopted by the department.

(e) When reporting a district's ADM, a part-time student who is a correspondence student may not be counted as more than one full-time equivalent student.

*** Sec. 10.** AS 14.17.500 is repealed.

*** Sec. 11.** This Act takes effect July 1, 2014.

CONCEPTIONAL AMENDMENT HB 313 Version M

Change Sec. 6 AS 14.17.410(b)(1)(H) by deleting [FIVE] and inserting **three**.

increase by the lesser of 200 students or three percent...

Adopted as amended

(2)

CONCEPTIONAL AMENDMENT HB 313 Version M

- subsection H

Add a ~~new~~ section to read: "If a district is unable to meet current year funding ~~needs~~ and is not protected by the provisions of AS 14.17.410(b)(1)(H), the district may apply to the department for supplemental funding for the current fiscal year."

student if District out of reserves, and only if they find themselves without reserve because of a change in student count; can apply for supplemental funding for the current year.

adds new Section I ? → total change to ADM

not relating to H

* subsection H only applies to the 3%

only applies to districts w/ school count change

* relating to ADM *

REPRESENTATIVE
ERIC FEIGE
House District 12

House Resources Committee Co-Chair
Education Committee
Transportation Committee
Joint Armed Services Committee

Alaska State Legislature

During Session:
State Capitol Room 126
Juneau, Alaska 99801-1182
(907) 465-4859
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House of Representatives

Sectional Analysis/CS Comparison

HB 313 – Version A/M

Title Change – Incorporates new provisions in Version M that are not in Version A.

Sec. 1, Sec. 2, Sec. 3 – Necessary conforming language pertaining to previous school construction funding caused by repealing AS 14.17.500 – Student Count Estimate in Sec. 10 Version M (Sec. 8 Version A). Statute placed limits on the funding based upon the student count estimate. It now applies to the actual account.

Sec. 4 – Adds a provision to the bill prohibiting a municipal assembly from taking funds away from a school district after having allocated the funding to the district. (Not in Version A of the bill).

Sec. 5 – (Sec. 4 Version A) Necessary conforming language due to the repeal of AS 14.17.500 – Student Count Estimate in Sec. 10 Version M (Sec. 8 Version A). Statute required boarding schools to provide the state a student count estimate for funding purposes, which is no longer needed.

Sec. 6 – (Sec. 5 Version A) Amends AS 14.17.410(b) adding a part (H) to provide a hold harmless provision providing supplemental funding to a district that has a one year increase of five percent in enrollment based upon the average daily membership count adjusted for the school size factor.

Sec. 7 – Amends AS 14.17.505(a) to increase the amount of funds a district may retain in its unrestricted reserve account from 10 percent to 15 percent. (Not in Version A of the bill).

Sec. 8 – (Sec. 6 Version A) Amends AS 14.17.600(a) to apply the student count to funding for the succeeding fiscal year.

Sec. 9 – (Sec. 7 Version A) Amends AS 14.17.600 to replace provisions of AS 14.17.500 that are repealed by the bill but necessary to properly apply the student count to school funding, moving the provisions from AS 14.17.500 to AS 14.17.600.

Email: Representative.Eric.Feige@legis.state.ak.us

Sec. 10 – (Sec. 8 Version A) Repeals AS 14.17.500 – Student Count Estimates because they are no longer necessary under the new application of the student count data to the succeeding fiscal year.

Sec. 11 – (Sec. 9 Version A) Makes the bill effective with funding for FY 2015 funding.

Prepared by the office of Rep. Eric Feige, March 2, 2012

27-LS1223\M
Kirsch/Mischel
3/1/12

CS FOR HOUSE BILL NO. 313( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE FEIGE

A BILL

FOR AN ACT ENTITLED

"An Act relating to student counts, unreserved school operating fund balances, restrictions on school district money, and estimates for public school funding; and providing for an effective date."

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

* **Section 1.** AS 14.11.100(o) is amended to read:

(o) The total amount of school construction projects approved for reimbursement by the department under (a)(10) of this section

(1) may not exceed $190,644,901; and

(2) after June 30, 1998, and until July 1, 2006, shall be allocated as follows:

(A) $77,897,000 to projects in a municipality with a public school enrollment of 25,000 or more students in fiscal year 2000, as determined under **former** AS 14.17.500;

(B) $14,571,000 to projects in a municipality with a public

school enrollment of at least 15,000 but less than 25,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(C) $14,143,000 to projects in a municipality with a public school enrollment of at least 10,000 but less than 15,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(D) $7,429,000 to projects in a municipality with a public school enrollment of at least 7,500 but less than 10,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(E) $20,712,912 to projects in a municipality with a public school enrollment of at least 5,000 but less than 7,500 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(F) $2,660,000 to projects in a municipality with a public school enrollment of at least 2,750 but less than 3,000 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(G) $454,000 to projects in a municipality with a public school enrollment of at least 2,400 but less than 2,750 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(H) $46,869,989 to projects in a municipality with a public school enrollment of at least 2,050 but less than 2,400 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(I) $329,000 to projects in a municipality with a public school enrollment of at least 1,700 but less than 1,750 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(J) $286,000 to projects in a municipality with a public school enrollment of at least 650 but less than 725 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(K) $519,000 to projects in a municipality with a public school enrollment of at least 500 but less than 525 students in fiscal year 2000, as determined under **former** AS 14.17.500;

(L) $2,224,000 to projects in a municipality with a public school enrollment of at least 425 but less than 482 students in fiscal year 2000,

as determined under **former** AS 14.17.500;

(M) $2,550,000 to projects in a municipality with a public school enrollment of at least 290 but less than 305 students in fiscal year 2000, as determined under **former** AS 14.17.500.

* **Sec. 2.** AS 14.11.100(p) is amended to read:

(p) The total amount of school construction projects approved for reimbursement by the department under (a)(13) and (a)(14) of this section

(1) may not exceed $177,256,000;

(2) after June 30, 1999, and until October 31, 2006, shall be allocated as follows:

(A) $61,925,000 to projects in a municipality with a public school enrollment of 45,000 or more students in fiscal year 2005, as determined under **former** AS 14.17.500;

(B) $40,570,000 to projects in a municipality with a public school enrollment of at least 14,600 but less than 20,000 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(C) $20,000,000 to projects in a municipality with a public school enrollment of at least 10,000 but less than 14,600 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(D) $2,588,000 to projects in a municipality with a public school enrollment of at least 7,500 but less than 10,000 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(E) $5,995,000 to projects in a municipality with a public school enrollment of at least 4,000 but less than 6,000 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(F) $1,237,000 to projects in a municipality with a public school enrollment of at least 2,400 but less than 2,800 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(G) $1,100,000 to projects in a municipality with a public school enrollment of at least 2,200 but less than 2,400 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(H) $7,164,000 to projects in a municipality with a public school enrollment of at least 1,300 but less than 1,500 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(I) $1,260,000 to projects in a municipality with a public school enrollment of at least 740 but less than 757 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(J) $608,000 to projects in a municipality with a public school enrollment of at least 650 but less than 700 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(K) $32,000,000 to projects in a municipality with a public school enrollment of at least 500 but less than 600 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(L) $2,809,000 to projects in a municipality with a public school enrollment of at least 370 but less than 390 students in fiscal year 2005, as determined under **former** AS 14.17.500.

*** Sec. 3.** AS 14.11.100(q) is amended to read:

(q) The total amount of school construction projects approved for reimbursement by the department under (a)(15) of this section

(1) may not exceed $14,644,000;

(2) after June 30, 1999, and until October 31, 2006, shall be allocated as follows:

(A) $6,522,000 to projects in a municipality with a public school enrollment of at least 1,925 but less than 2,025 students in fiscal year 2005, as determined under **former** AS 14.17.500;

(B) $8,122,000 to projects in a municipality with a public school enrollment of at least 398 but less than 400 students in fiscal year 2005, as determined under **former** AS 14.17.500.

*** Sec. 4.** AS 14.14.060(c) is amended to read:

(c) Except as otherwise provided by municipal ordinance, the borough school board shall submit the school budget for the following school year to the borough assembly by May 1 for approval of the total amount. Within 30 days after receipt of

the budget, the assembly shall determine the total amount of money to be made available from local sources for school purposes and shall furnish the school board with a statement of the sum to be made available. If the assembly does not, within 30 days, furnish the school board with a statement of the sum to be made available, the amount requested in the budget is automatically approved. Except as otherwise provided by municipal ordinance, by June 30, the assembly shall appropriate the amount to be made available from local sources from money available for the purpose. **The assembly may not reallocate or reappropriate for another purpose the amount appropriated from local sources to the district for school purposes,** unless the U reserve acct is @ the max amount

* **Sec. 5.** AS 14.16.050(a) is amended to read: unrestricted portion

(a) The following provisions apply with respect to the operation and management of a state boarding school as if it were a school district:

U= Unrestricted

(1) requirements relating to school district operations:

(A) AS 14.03.030 - 14.03.050 (defining the school term, day in session, and school holidays);

(B) AS 14.03.083 - 14.03.140 (miscellaneous provisions applicable to school district operations);

(C) regulations adopted by the board under authority of AS 14.07.020(a) that are applicable to school districts and their schools, unless the board specifically exempts state boarding schools from compliance with a regulation;

(D) AS 14.12.150 (authorizing school districts to establish and participate in the services of a regional resource center);

(E) AS 14.14.050 (imposing the requirement of an annual audit);

(F) AS 14.14.110 (authorizing cooperation with other school districts);

(G) AS 14.14.140(b) (establishing a prohibition on employment of a relative of the chief school administrator);

(H) AS 14.18 (prohibiting discrimination based on sex in public education);

(2) requirements relating to the public school funding program and the receipt and expenditure of that funding:

(A) [AS 14.17.500 (RELATING TO STUDENT COUNT ESTIMATES);

(B)] AS 14.17.505 (relating to school operating fund balances);

(B) AS 14.17.505 - 14.17.910 [(C) AS 14.17.500 - 14.17.910] (setting out the procedure for payment of public school funding and imposing general requirements and limits on money paid);

(3) requirements relating to teacher employment and retirement:

(A) AS 14.14.105 and 14.14.107 (relating to sick leave);

(B) AS 14.20.095 - 14.20.215 (relating to the employment and tenure of teachers);

(C) AS 14.20.220 (relating to the salaries of teachers employed);

(D) AS 14.20.280 - 14.20.350 (relating to sabbatical leave provisions for teachers);

(E) AS 23.40.070 - 23.40.260 (authorizing collective bargaining by certificated employees), except with regard to teachers who are administrators and except that the board may delegate some or all of its responsibilities under those statutes;

(F) AS 14.25 (provisions regarding the teachers' retirement system);

(4) requirements relating to students and educational programs:

(A) AS 14.30.180 - 14.30.350 (relating to educational services for children with disabilities);

(B) AS 14.30.360 - 14.30.370 (establishing health education program standards);

(C) AS 14.30.400 - 14.30.410 (relating to bilingual and bicultural education).

* **Sec. 6.** AS 14.17.410(b) is amended to read:

(b) Public school funding consists of state aid, a required local contribution,

and eligible federal impact aid determined as follows:

(1) state aid equals basic need minus a required local contribution and 90 percent of eligible federal impact aid for that fiscal year; basic need equals the sum obtained under (D) of this paragraph, multiplied by the base student allocation set out in AS 14.17.470; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by applying the school size factor to the student count as set out in AS 14.17.450;

(B) the number obtained under (A) of this paragraph is multiplied by the district cost factor described in AS 14.17.460;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420(a)(1) and the high school vocational education factor set out in AS 14.17.420(a)(3);

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph;

(E) notwithstanding (A) - (C) of this paragraph, if a school district's ADM adjusted for school size under (A) of this paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

(i) for the first fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 75 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the first fiscal year after the base fiscal year;

(ii) for the second fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 50 percent of the

difference in the district's ADM adjusted for school size between the base fiscal year and the second fiscal year after the base fiscal year;

(iii) for the third fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 25 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the third fiscal year after the base fiscal year;

(F) the method established in (E) of this paragraph is available to a school district for the three fiscal years following the base fiscal year determined under (E) of this paragraph only if the district's ADM adjusted for school size determined under (A) of this paragraph for each fiscal year is less than the district's ADM adjusted for school size in the base fiscal year;

(G) the method established in (E) of this paragraph does not apply to a decrease in the district's ADM adjusted for school size resulting from a loss of enrollment that occurs as a result of a boundary change under AS 29;

(H) notwithstanding (A) - (C) of this paragraph, if a district's ADM adjusted for school size under (A) of this paragraph increases by five percent or more from one fiscal year to the next fiscal year, the department shall provide supplemental funding that is equal to the increase in the adjusted ADM for the current fiscal year;

(2) the required local contribution of a city or borough school district is the equivalent of a four mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110, not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

* **Sec. 7.** AS 14.17.505(a) is amended to read:

(a) A district may not accumulate in a fiscal year an unreserved portion of its

year-end fund balance in its school operating fund, as defined by department regulations, that is greater than **15** [10] percent of its expenditures for that fiscal year.

* **Sec. 8.** AS 14.17.600(a) is amended to read:

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that count period and other student count information that will aid the department in making a determination of its state aid **for the succeeding fiscal year following the count period** under the public school funding program. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully finance the public school funding program for the current fiscal year.

* **Sec. 9.** AS 14.17.600 is amended by adding new subsections to read:

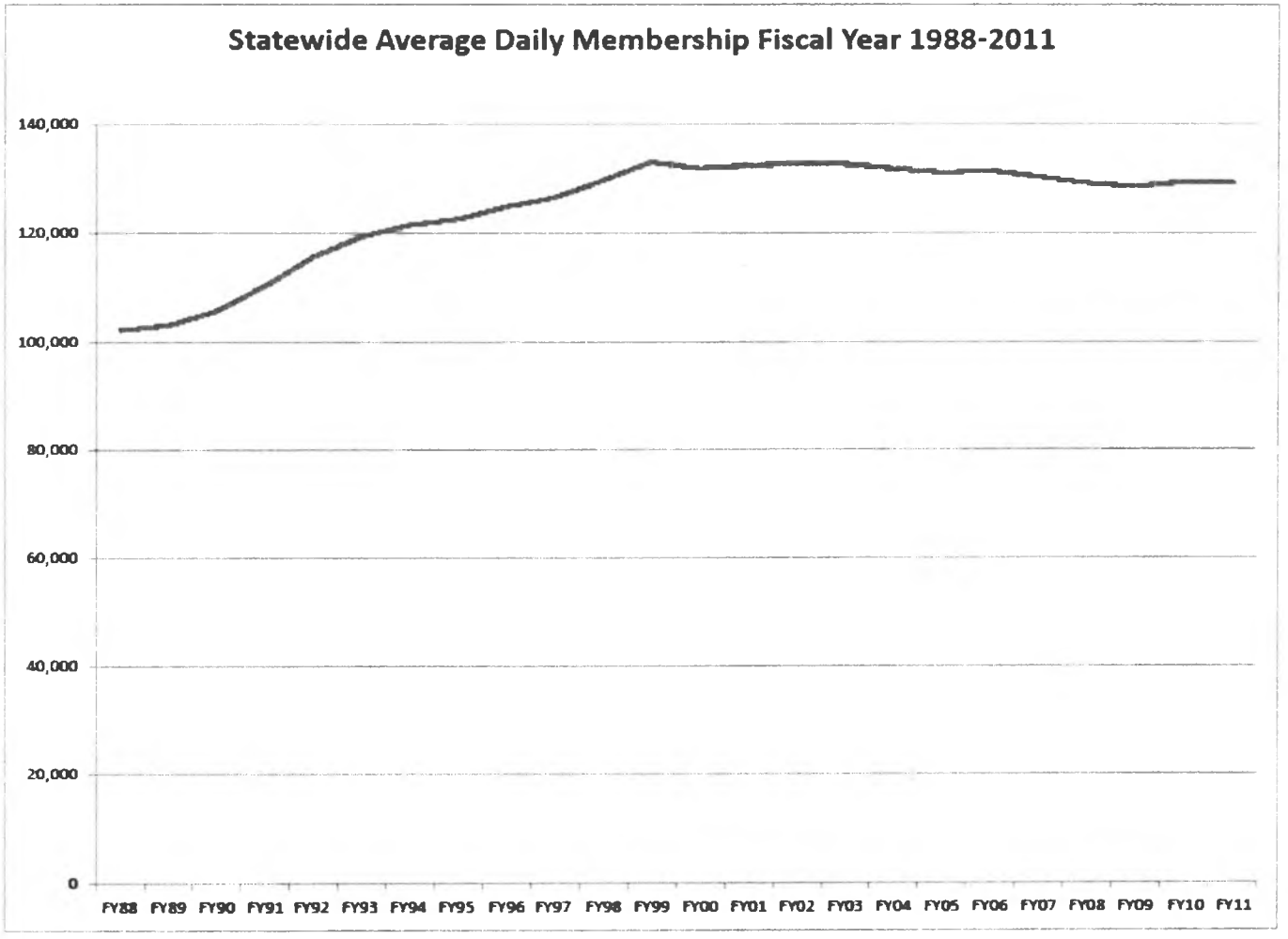
(c) A student count shall be adjusted for the current fiscal year as provided under AS 14.17.410(b)(1).

(d) Part-time students shall be included in the student count data in accordance with regulations adopted by the department.

(e) When reporting a district's ADM, a part-time student who is a correspondence student may not be counted as more than one full-time equivalent student.

* **Sec. 10.** AS 14.17.500 is repealed.

* **Sec. 11.** This Act takes effect July 1, 2014.


Statewide Average Daily Membership Fiscal Year 1988-2011
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
FY88 FY89 FY90 FY91 FY92 FY93 FY94 FY95 FY96 FY97 FY98 FY99 FY00 FY01 FY02 FY03 FY04 FY05 FY06 FY07 FY08 FY09 FY10 FY11

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY12-17 Total	FY13-18 Total
ADM	64	67	68	70	73	73	75		
% CHANGE		4.69%	1.49%	2.94%	4.29%	0.00%	2.74%		
BSA=$5,680									
Current Method	$363,520	$380,560	$386,240	$397,600	$414,640	$414,640	$426,000	**$2,357,200**	
Proposed Method		$363,520	$380,560	$386,240	$397,600	$414,640	$414,640		**$2,357,200**
Difference		-$17,040	-$5,680	-$11,360	-$17,040	$0	-$11,360		

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY12-17 Total	FY13-18 Total
ADM	64	61	60	58	56	54	52		
% CHANGE		-4.69%	-1.64%	-3.33%	-3.45%	-3.57%	-3.70%		
BSA=$5,680									
Current Method	$363,520	$346,480	$340,800	$329,440	$318,080	$306,720	$295,360	**$2,005,040**	
Proposed Method		$363,520	$346,480	$340,800	$329,440	$318,080	$306,720		**$2,005,040**
Difference		$17,040	$5,680	$11,360	$11,360	$11,360	$11,360		

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY12-17 Total	FY13-18 Total
ADM	64	61	60	55	54	53	51		
% CHANGE		-4.69%	-1.64%	-8.33%	-1.82%	-1.85%	-3.77%		
BSA=$5,680									
Current Method	$363,520	$346,480	$340,800	$333,700	$320,920	$308,140	$289,680	**$2,013,560**	
Proposed Method		$363,520	$346,480	$340,800	$333,700	$320,920	$308,140		**$2,013,560**
Difference		$17,040	$5,680	$7,100	$12,780	$12,780	$18,460		

half year increase w/ hold harmless

Return to cover Fesc: extent to entire year

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY12-17 Total	FY13-18 Total
ADM	64	66	68	72	73	75	78		
% CHANGE		3.13%	3.03%	5.88%	1.39%	2.74%	4.00%		
BSA=$5,680									
Current Method	$363,520	$374,880	$386,240	$408,960	$414,640	$426,000	$443,040	**$2,374,240**	
Proposed Method		$363,520	$374,880	$397,600	$408,960	$414,640	$426,000		**$2,385,600**
Difference		-$11,360	-$11,360	-$11,360	-$5,680	-$11,360	-$17,040		

hold harmless

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY12-17 Total	FY13-18 Total
ADM	64	66	70	72	68	67	64		
% CHANGE		3.13%	6.06%	2.86%	-5.56%	-1.47%	-4.48%		
BSA=$5,680									
Current Method	$363,520	$374,880	$397,600	$408,960	$403,280	$391,920	$369,200	**$2,340,160**	
Proposed Method		$363,520	$386,240	$397,600	$408,960	$403,280	$391,920		**$2,351,520**
Difference		-$11,360	-$11,360	-$11,360	$5,680	$11,360	$22,720		

Senator:
Any way to maintain hold harmless? Hold Harmless delays ↓ in stays.
75% funding

SKJ means 100%

REPRESENTATIVE
ERIC FEIGE
House District 12

House Resources Committee Co-Chair
Education Committee
Transportation Committee
Joint Armed Services Committee

Alaska State Legislature

Ho :sentatives

During Session:
State Capitol Room 126
Juneau, Alaska 99801-1182
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1-888-465-4859

Sponsor Statement – HB 313

"An Act relating to student counts and estimates for public school funding; and providing for an effective date."

Our school districts need effective tools to plan and budget for the education of our children.

Under HB 313 -- subject to the hold harmless provisions, changes in the Base Student Allocation, or other legislative changes -- districts will be able to complete the budget process and determine staffing levels earlier, eliminate unnecessary layoff notices, and execute employment contracts to improve the stability of the education climate in the state.

The purpose of the bill is to base the funding for each school district in the state on the count under A.S. 14.17.600 for the preceding fiscal year. For example, the count conducted in October 2012 will establish the funding level for the district for the 2014 Fiscal Year.

The new funding formula will not change the "hold harmless" clause currently in existence. If a decrease in enrollment of five percent or more occurs, the district will continue to receive funding based upon the Average Daily Membership plus the 75/50/25 percent addition over the next three years. Other provisions of the foundation formula will remain as well.

If a district has an actual increase in student count of greater than five percent, this legislation will require the Department of Education to provide supplemental funding to the district for the current fiscal year equal to Average Daily Membership for the current year. For example, if the October 2013 count is five percent larger than the October 2012 count, the Department will provide supplemental funding to the district for Fiscal Year 2014 equal to the increase in the Average Daily Membership between the October 2012 count and the October 2013 count.

The new funding method will implement with the FY 2014 year. Thus, the count conducted in the fall of 2012 will provide the funding level for both FY 2013 and FY 2014, subject to the hold harmless provisions.

An important consideration in this legislation is, except for Fiscal Year 2014, the actual funding given a district will not change, only the timing of the funding.

Email: Representative.Eric.Feige@legis.state.ak.us

HB 313

School Count Changes

The purpose of the proposed legislation is to base the funding for each school district in the state on the count under A.S. 14.17.600 for the proceeding fiscal year. For example, the count conducted in October 2012 will establish the funding level for the district for the 2014 Fiscal Year.

These changes pertain to the use of the student count and do not provide changes to the funding calculations, allocation, or other factors.

The motivation for implementing this change is to provide a better budgeting tool for school administration and boards to help reduce the uncertainty in determining staffing levels for the upcoming school year. Under the proposed legislation -- subject to the hold harmless provisions, changes in the Base Student Allocation, or other legislative changes -- districts will be able to complete the budget process and determine staffing levels earlier, eliminate unnecessary layoff notices, and execute employment contracts to improve the stability of the education climate in the state.

The new funding formula will not change the "hold harmless" clause in A.S. 14.17.410(E). If a decrease in enrollment of five percent or more occurs, the district will continue to receive funding based upon the ADM plus the 75/50/25 percent addition over the next three years. Provisions of 14.17.410(F) and (G) will also remain.

If a district has an actual increase in student count of greater than five percent, legislation will require the Department of Education to provide supplemental funding to the district for the current fiscal year equal to Average Daily Membership for the current fiscal year. For example, the October 2013 count, if five percent larger than the October 2012 count, the Department will provide supplemental funding to the district for Fiscal Year 2014 equal to the increase in the Average Daily Membership between the October 2012 count and the October 2013 count.

The proposed legislation will repeal the requirements of A.S. 14.17.500 requiring a student count estimate.

The new funding method will implement with the FY 2014 year. Thus, the count conducted in the fall of 2012 will provide the funding level for both FY 2013 and FY 2014, subject to the hold harmless provisions.

An important consideration in this legislation is, except for Fiscal Year 2014, the actual funding given a district will not change, only the timing of the funding.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **HB313**
Fiscal Note Number
Publish Date

Identifier (file name) HB313-EED-ESS-2-14-12
Title "An Act relating to student counts and estimates for public school funding; and providing for an effective date."
Sponsor Representative Feige
Requester House Education

Dept. Affected Education & Early Development
Appropriation K-12 Support
Allocation Foundation Program
OMB Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	0.0	0.0	0.0	1,005.0	1,005.0	1,005.0	1,005.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**1,005.0**	**1,005.0**	**1,005.0**	**1,005.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	0.0	0.0	0.0	1,005.0	1,005.0	1,005.0	1,005.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**1,005.0**	**1,005.0**	**1,005.0**	**1,005.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable initial version

Prepared by Elizabeth Nudelman, Director — Phone 465-8679
Division School Finance & Facilities — Date/Time 2/14/12 12:00 AM
Approved by Mike Hanley — Date 2/14/2012
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB313
2012 LEGISLATIVE SESSION

Analysis

HB 313 repeals AS 14.17.500 Student count estimates.

This bill would base school districts current year public school funding entitlement on the prior year's October count. Currently the law provides that the current year October count provides the current year entitlement. For example, under this bill, the October count during the FY2014 school year would be the funding that districts receive for the FY2015 school year.

In addition, the bill provides supplemental funding when a district's average daily membership for school size increases five percent or more from the prior year. For example, FY2014 sets the FY2015 funding entitlement; when a district's FY2015 ADM for school size increases by 5% or more over the FY2014 October count, the district would receive a supplemental for FY2015. The increase incorporated in the FY2015 count that created the supplemental would also be used for the FY2016 funding. Therefore, this provision would increase the public school funding expenditures to the extent that districts were paid for this provision both as a supplemental in the year of the change, and as funding in following year when the count was used to generate entitlement dollars.

This bill would repeal AS 14.17.500 student count estimates that were previously used to project for the following year.

The bill takes effect July 1, 2014.

Based on a comparison from FY2012 to FY2011 the supplemental provision would cost $1,005.0. Actual costs for the supplemental provision would be dependent on annual counts.

AS 14.17.610(a) which currently refers to recomputing state aid based on the student count and other data reported for the current fiscal year. This language could be used to distribute the supplemental.

This bill also creates a subsection to add back in the language that part-time students shall be included in the count and that a correspondence student shall not exceed one full-time equivalent which was previous stated in the repealed AS 14.17.500.

Any supplemental funding would require a General Fund transfer to the Public Education Fund.

HB 330

<TARGET><BILL>HB 330</BILL><SUBJECT>HB 330</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS1100\E
Mischel
3/20/12

CS FOR HOUSE BILL NO. 330( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVE DICK

A BILL

FOR AN ACT ENTITLED

"An Act establishing a Joint Legislative Task Force on Sustainable Education; establishing state education standards; amending the authority of the Department of Education and Early Development to adopt education standards; and providing for an effective date."

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

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

EDUCATION FUNDING AND STANDARDS; LEGISLATIVE FINDINGS. The legislature finds that

(1) state education funding support for public education in grades kindergarten through 12 is increasing at a significant rate and real dollar value;

(2) education standards are developed for a small percentage of students who earn a four-year college degree that may be inappropriate for instructing and preparing a student for vocational or other career goals;

(3) state revenue, including revenue paid for education, is almost entirely dependent on revenue generated by oil production on state-owned land;

(4) production of oil on state-owned land is forecast to continue to decline at an average rate of six percent a year;

(5) the implementation of education standards has significant downstream effects on school districts, teachers, and students;

(6) implementation of new education standards influences capital and operational costs for public education funding;

(7) local school districts achieve varying levels of success, as indicated by drop-out and graduation rates;

(8) the high school graduation qualifying examination may discourage students from reaching their highest potential in the third and fourth years of high school;

(9) the public school funding formula under AS 14.17 may mask the effect of energy, health care, pupil transportation, and other inflationary factors that erode the amount of instructional dollars available to classrooms;

(10) continued increases in public school funding under AS 14.17 restrict the flexibility of both the legislature and local school districts to respond to changing funding needs for public schools in the state.

* **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to read:

ESTABLISHMENT OF JOINT LEGISLATIVE TASK FORCE ON SUSTAINABLE EDUCATION; COMPOSITION; DUTIES. (a) A Joint Legislative Task Force on Sustainable Education is established in the legislative branch of state government for the purpose of examining the efficiency and effectiveness of public education delivery in the state, with a focus on

(1) matters pertaining to education standards for students in grades kindergarten through 12 in the state;

(2) all aspects of public education funding in the state; and

(3) the ability to prepare students in the state for various rewarding careers;

(b) The duties of the task force established under this section include

(1) creation of a process for vetting proposed education standards before the

standards are adopted by the state Board of Education and Early Development;

(2) proposal of separate education tracks for postsecondary vocational and college readiness;

(3) evaluation of school district challenges that result from implementation of federal education laws;

(4) evaluation of the efficacy, cost-effectiveness, and redundancies of various education assessments, including the high school graduation qualifying examination, and the submission of recommendations to the legislature, the governor, and the state Board of Education and Early Development for improvement of assessments;

(5) performance of an analysis of public education funding that includes

(A) a determination of the adequacy of public school funding provided under AS 14.17.410 for coverage of appropriate education expenses;

(B) a determination of the appropriate uses of the base student allocation;

(C) alternative methods of addressing fluctuating energy, health, insurance, personnel, and pupil transportation costs;

(D) a calculation of the total amounts of state, local, and federal funding available to each district and for each category of special needs service area;

(E) a comparison of the allocation of administrative and instructional personnel among districts;

(F) a determination as to whether the allocation of administrative and instructional personnel affects the ability of each district to provide effective instructional services;

(G) a calculation of the effect of pension and health care expenses on total education costs;

(6) evaluation of the availability of courses that meet core academic curriculum requirements under AS 14.43.820(a)(3) in each district; and

(7) submission of a report of its findings and proposed legislation to the governor, the Department of Education and Early Development, and the legislature by September 30, 2013, and of additional reports the task force considers advisable.

(c) The task force established under this section consists of

(1) three members of the senate, one of whom shall be the chair of the senate committee having jurisdiction over education, appointed by the president of the senate;

(2) three members of the house of representatives, one of whom shall be the chair of the house committee having jurisdiction over education, appointed by the speaker of the house of representatives; and

(3) eight members appointed jointly by the president of the senate and the speaker of the house of representatives, as follows:

(A) a representative of the Department of Education and Early Development;

(B) a small business owner in the state;

(C) a local school board member in the state;

(D) a superintendent of a public school district in the state;

(E) a public member; and

(F) three representatives of major career destinations of high school graduates in the state, jointly nominated by the commissioner of labor and workforce development and the commissioner of commerce, community, and economic development.

(d) A majority of the members of the task force constitutes a quorum. A vacancy on the task force shall be filled in the same manner as the original selection or appointment.

(e) Members of the task force serve without compensation but are entitled to per diem and travel expenses authorized for boards and commissions under AS 39.20.180. The staff of the legislative members of the task force shall serve as staff for the task force.

(f) The task force shall meet at the call of the chair. The president of the senate and the speaker of the house of representatives shall jointly appoint the chair and vice-chair of the task force.

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

BOARD OF EDUCATION AND EARLY DEVELOPMENT; EDUCATION STANDARDS. (a) Notwithstanding the authority in AS 14.07.020(b), the state Board of Education and Early Development shall adopt content and performance education standards, including grade level expectations, only after the standards have been vetted under a process

created by the Joint Legislative Task Force on Sustainable Education under sec. 1 of this Act.

(b) Until education standards are adopted by the state Board of Education and Early Development as provided under (a) of this section, the education standards for the state public schools serving students in grades kindergarten through 12 are as follows:

(1) the content standards for the subjects listed in this subsection, as set out in the department's publication entitled Alaska Standards: Content and Performance Standards for Alaska Students, as revised on March 2006, are adopted by reference; the subjects are

(A) English/language arts;

(B) mathematics;

(C) science;

(D) geography;

(E) government and citizenship;

(F) history;

(G) skills for a healthy life;

(H) arts;

(I) world languages;

(J) technology; and

(K) employability;

(2) the content standards for physical education, as set out in the department's publication entitled Alaska Physical Education Standards, as revised on March 9, 2010, are adopted by reference;

(3) the performance standards for reading, writing, mathematics, science, and Alaska history for grades three through 10, as set out in the department's publication entitled Alaska Standards: Content and Performance Standards for Alaska Students, as revised on March 2006, are adopted by reference;

(4) the performance standards for reading, writing, and mathematics for grades kindergarten through two, as set out in the department's publication entitled Alaska Performance Standards (Grade Level Expectations) Kindergarten - Grade 2, as revised on September 28, 2006, are adopted by reference.

* **Sec. 4.** This Act is repealed July 1, 2014.

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

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version **HB 330**
Fiscal Note Number
() Publish Date

Identifier (file name) HB330-LEG-COU-3-2-12
Title "Establishing the Joint Legislative Task Force on Education Standards; requiring DOL to provide information & ..."
Sponsor Representative Dick
Requester Education

Dept. Affected Alaska Legislature
Appropriation Legislative Council
Allocation Council & Subcommittees
OMB Component Number 783

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel	40.1						
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**40.1**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	40.1						
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**40.1**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial Version

Prepared by Jessica Geary, Finance Manager — Phone 465-6626
Division Legislative Affairs Agency — Date/Time 3/2/12 4:21 PM
Approved by Pamela Varni, Executive Director — Date 3/2/2012
Legislative Affairs Agency

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** HB 330
2012 LEGISLATIVE SESSION

Analysis

HB330 establishes the Joint Legislative Task Force on Education Standards within the Legislative Branch. The Task Force consists of ten members, comprised of two Legislators, one member from the Department of Labor and Workforce Development, one member from the Department of Education and Early Development, and six public members. It is anticipated that the Task Force will hold four meetings, to be held in Anchorage, Barrow and Fairbanks. Travel funding for non-Executive Branch members is included in this fiscal note. Meetings will be held in existing LIO sites, with no additional cost to the Task Force. The Task Force will be staffed by the Department of Labor and Workforce Development and existing legislative staff. The Task Force shall create a process for vetting proposed education standards before the standards are adopted by the Board of Education and Early Devlopment. Costs to teleconference meetings and print subject matter will be absorbed in the existing Legislative Affairs Agency Budget.

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Representative Alan Dick

House District 6

Sponsor Statement
CS HB 330 ( ) Version E: State Standards

State education funding support for public K-12 education is increasing at a significant rate and yet, many districts are struggling to maintain instructional programs to meet student needs. Additionally, proposed State education standards are on the brink of adoption, without significant private sector input. The stakes and costs for rushing to adoption are high. The standards must be rigorous, but meaningful.

CS HB 330 creates a Joint Legislative Sustainable Education Task Force to:

- examine the efficiency and effectiveness of education delivery in Alaska, with a specific focus on:
  - education funding and educational standards, and
  - the ability to prepare students for significant careers.
- The Task Force will submit a report of its findings and proposed legislative changes to the governor, the legislature and the Board of Education and Early Development by September 30, 2013 and make any additional reports it considers advisable.

Members of the Task Force will represent:

- The Legislature
- The Department of Education & Early Development
- Small business
- Local school officials
- Major Alaska career destinations of high school graduates

The Task Forces' specific duties include:

1. Creating a process for vetting proposed education standards before the standards are adopted by the state board of Education and Early Development
2. Discussing separate education tracks for college bound and vocation bound;
3. Evaluating school district challenges that result from implementation of federal education laws;
4. Evaluating the efficacy, cost-effectiveness, and redundancies of various education assessment, including the high school graduation qualifying examination;
5. Conducting an analysis of public education funding that including:
   A. The adequacy of public school funding for coverage of appropriate education expenses;

B. A determination of the appropriate uses of the base student allocation;

C. Alternative methods of addressing fluctuating energy, health, insurance, personnel, and pupil transportation costs;

D. The total amounts of state, local, and federal funding available to each district and for each category of special needs service area;

E. A comparison of the allocation of administrative and instructional personnel among districts;

F. Whether the allocation of administrative and instructional personnel has an effect on the ability to provide effective instructional services in each district; and

G. The effect of pension and health care expenses on total state education costs

6. Evaluate the availability of courses meeting core academic curriculum requirements under the Alaska Merit Scholarship in each district.

The State educational content and performance standards are the foundation of our educational system. Upon them are built a massive superstructure:

- The writing of the Grade Level Expectations (GLE's);
- The choice of expensive curricula in 53 different districts;
- Thousands of teacher hours aligning new curricula to the new standards;
- Hundreds of thousands of dollars of professional development;
- $7.0 million of new assessment tools;
- Over $1.2B annual funding supporting the system driven by the new standards; and
- The quality of instruction for over 130,000 students.

The cost-to-date of producing the standards the Department of Education & Early Development is proposing for adoption has been $270,886. The standards were created in eight separate meetings attended by a sliver of stakeholders. The superstructure built upon them as well as annual maintenance will cost multiple billions of dollars and directly impact every facet of instruction statewide.

Educational funding and student performance are under continual intense scrutiny. These subjects are the source of great consternation for parents, educators and policy makers. It only makes sense that the foundation of our educational system for the next six-year cycle should be of the highest quality and directed at fulfilling our mission statements.

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Representative Alan Dick

House District 6

Sectional Analysis
CS HB 330 ( ) Version E
State Education Standards

Section 1:

Sets out the findings substantiating the creation of the Jt. Legislative Task Force on Sustainable Education.

Section 2:

The purpose of the Task Force is to:

- examine the efficiency and effectiveness of education delivery in Alaska, with a specific focus on
  - education funding and educational standards, and
  - the ability to prepare students for significant careers.
- The Task Force will submit a report of its findings and proposed legislative changes to the governor, the legislature and the Board of Education and Early Development by September 30, 2013 and make any additional reports it considers advisable.

The duties of the task force begin at Page 2, Line 30:

1. Create a process for vetting proposed education standards before the standards are adopted by the state board of Education and Early Development
2. Propose separate education tracks for postsecondary vocational and college readiness;
3. Evaluate school district challenges that result from implementation of federal education laws;
4. Evaluate the efficacy, cost-effectiveness, and redundancies of various education assessment, including the high school graduation qualifying examination, and make recommendations to the legislature, the governor and the state Board of Education and Early Development for improvement or restructuring of assessments;

Prepared By: A. Kreitzer, Staff to
Representative Alan Dick, Sponsor
CS HB 330 Version E March 20, 2012

5. Conduct an analysis of public education that funding that includes:

A. A determination of the adequacy of public school funding for coverage of appropriate education expenses;

B. A determination of the appropriate uses of the base student allocation;

C. Alternative methods of addressing fluctuating energy, health, insurance, personnel, and pupil transportation costs;

D. The total amounts of state, local, and federal funding available to each district and for each category of special needs service area;

E. A comparison of the allocation of administrative and instructional personnel among districts;

F. Whether the allocation of administrative and instructional personnel has an effect on the ability to provide effective instructional services in each district; and

G. The effect of pension and health care expenses on total state education costs

6. Evaluate the availability of courses meeting core academic curriculum requirements under AS 14.43.820(a)(3) in each district.

The membership of the Task Force begins on Page 3, Line 31:

The Task Force members are appointed by the Senate President and House Speaker and represent:

a. Six members of the Legislature including chairmen of the Education Committees

b. Eight members as follows:

i. a representative of the Department of Education and Early Development

ii. a small business owner

iii. a superintendent

iv. a school board member

v. a public member

vi. three representatives of major career destinations of high school graduates in the state, jointly nominated by the commissioner of labor and workforce development and the commissioner of commerce, community, and economic development.

The task force meets at the call of the chair. The Senate President and House Speaker shall jointly appoint the chair and vice chair of the task force.

Section 3:

The existing content and performance standards will remain in effect until the new process is developed and the newly vetted standards are adopted.

Section 4:

The task force is repealed on July 1, 2014. The temporary law in Section 3 is also repealed July 1, 2014.

Section 5:

The bill has an immediate effective date.

HB 330: State Education Standards

HB 330 asks for a meaningful conversation regarding the purpose of education with all stakeholders before adopting and implementing the proposed State standards.

Standards should not be adopted because:

- Their adoption is a six-year irreversible path with an indeterminate fiscal note for all communities throughout Alaska.
- If we do not act, DEED and the BOE, by regulation and default, will adopt the proposed State standards. The Legislature will be obligated to fund the transition and BSA increases. Textbooks, curriculum development and alignment, annual assessment development, and professional development could exceed $100 million.
- There are several questions needing answering:
  1) Who are the standards for? Should we consider dual tracks? College/Vocational Education?
  2) Do we want aspirational or essential standards? How will they be assessed?
- The *Brown Center for Education at the Brookings Institute* says the Common Core standards will **not** produce meaningful improvement. There is no data to refute the Brookings' assertion. Adoption will necessitate a huge cost to school districts with no measurable results.

THE MYTH AND THE LEMMINGS
Common Core ≠ Common Sense

By Ray Mayer

For a brief moment, the Alaska State Legislature is in a position to prevent a massive blunder that is empowered by myth and emotion. If we do not review the proposed State Educational Standards, which are the foundation of education in Alaska, we will enter into another cycle of frustration and failure.

There is a solution.

The fundamental problem is that our educational system is not aligned with the reality students will face after graduation.

The solution is simple. Professionals in the major career paths must have a solid seat at the table, and not be token representatives.

Our current State Educational Standards fall far short. However, they were created by the exact same flawed process by which the proposed State of Alaska Standards (ASA) and the Common Core (CC) standards were created. A flawed process will *always* create a flawed product. Careful comparison shows that only superficial differences exist between the Common Core standards and the proposed State of Alaska Standards.

Rushing to judgment in adopting the Common Core (CC) and proposed State of Alaska Standards (SAS) is unwise for several reasons:

1) **Irreversible.** Adoption of the education standards is an irreversible 6-year process. Standards are the foundation of the educational system. If they are flawed, six years of education will be flawed.

2) **Conclusive data.** The Brown Center of Education under the prestigious Brookings Institute clearly says p.14 *"Don't let the ferocity of the oncoming debate fool you... the Common Core will have little effect on American students' achievement. The nation will have to look elsewhere for ways to improve its schools."* Despite this irrefutable conclusion, with no contrary evidence, Anchorage has chosen to adopt the Common Core Standards. ASB spent less than two hours in discussion before lunging to judgment. What is the cost? Where is the research? Worse yet, where is the evidence that the standards serve anyone other than the elite 7% who will eventually complete a 4-year degree program? In the blind rush, the career/tech students have been sacrificed on the altar.

3) **Rigor Myth.** The myth that more rigorous standards will cause students to perform better is driving the lemmings. The *Brown Center/Brookings Report* clearly refutes this myth. High teacher expectations cause students to perform better. More rigorous standards are *NOT* the same as high teacher expectations!

   Read the Brookings report p.4. Raising standards will NOT improve performance. Standards are not a vacuum hose that sucks students upward.

4) **Lid myth.** We are told that our current standards are holding students back. The misconception borders on deception. Our current standards only determine what our state assessment tests. Schools can raise the bar as high as they want now. Schools are already

teaching algebra II, trig and pre-calc. Our current Alaskan Standards are *NOT* a lid holding students down. The cause for low student performance lies in other variables hidden by denial.

5) **No fiscal note.** There has been *NO* cost analysis for adopting the standards for the State. Will the legislature commit to something for which there is no accurate fiscal note? This alone should stop the CC and SAS movement in its tracks. A reputable Alaskan source has stated the cost of adopting the CC or SAS is "incalculable."

While schools debate whether to adequately heat their buildings or lay off teachers, will the State make a commitment that could easily cost >$100M for new textbooks and curriculum, new assessment tools, teacher time aligning the new curriculum to standards, and professional development? The cost will be staggering, and the improvement to education will be zero!

Texas estimates that it would cost $3B to convert to Common Core Standards.

Educational designers are desperate for a way to improve the struggling system. Expensive fads like the Common Core Standards arise to meet the demand. The Legislature trusts the designers. Four years later, District representatives come to Juneau asking for more money and wonder why the Legislature is "rude."

Only real change will evoke real change.

6) **Stakeholders.** The proposed SAS were modified from the CC by 224 educators and 4 non-educators. Representatives of the career destinations of our students *were not and must be major* stakeholders. The vast majority of CC and SAS high school math standards have *NO* real life applications. If schools are to prepare students for real life, then ALL standards should have a real life application! This, and this alone will repair our broken system.

On-the-ground-educators are doing their best to make the system work, but until the standards are aligned with reality and not the exclusive interests of the intellectual elite, the system will struggle.

7) **Dumbing down.** Those who challenge CC and SAS are accused of dumbing down the standards. The accusers lack real life application skills to envision the obvious. We must redirect rigor from academic abstraction to real life applications.

8) **Elemental or aspirational standards.** The next concept is difficult, but imperative to understand. Standards are either a) elemental, that is, what all students should know, or b) aspirational, that is, what we wish most students would know.

The CC and proposed SAS are aspirational. Since all students will NOT be taking the courses necessary to study the aspirational standards, and our assessments will measure those aspirational standards, we will NEVER know whether students are performing poorly on something they have studied, or whether they have just not taken the courses necessary to learn the aspirational standards.

All we will know is that a majority of students are performing poorly. Districts will get a big "ding" and educational designers will be looking for another fad.

9) **Esoteric language.** The language of the CC and SAS is esoteric and their form inconsistent. What good is public comment if the public cannot read the standards? Additionally, the language and math standards are inconsistent with each other. The language standards are written with a broad brush, the math standards with an ultra-fine Sharpie. Standards are supposed to represent concepts, not curriculum. Some math standards are so specific they better resemble a spare problem on the bottom of a page.

10) **No field testing.** The standards have not been field tested in Alaska. Do Alaskan teachers understand the standards well enough to design comparable lessons? Should we make a $multi-million move to CC or SAS with no field testing? Will we follow the Lower 48 lemmings over another destined-to-fail cliff?

11) **Abandonment.** For those who are able to read the standards, it is obvious: the standards are written for those students going to a 4-year degree program.

The tragic fact is that 93% of our current 9th graders will *NOT* finish a 4-year degree program.

1/3 of our 9th graders will not graduate from high school.

1/3 of our 9th graders will graduate from high school and go on to "life."

1/3 of our 9th graders will go on to a 2-year, a 4-year or a certificated program.

The proposed CC and SAS cater to the upper1/3 and abandon the needs of the lower 2/3.

12) **Definition of insanity.** The state has been through the standards creation and adoption process many times, and seems to have little institutional memory. The identical process of standards development brought us the flawed system we now have. Will repeating the same process on a more stringent level produce a different result? Only when stakeholders from career destinations are major players and when standards are aligned with real life will the system be meaningfully reformed. The simplicity of the solution is overwhelming.

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HB 330: State Standards

Testimony to Committee

2/24/2012

Peggy Cowan

I'm Peggy Cowan, superintendent of schools for the North Slope Borough School District.

Good morning Chairman Dick, members of the committee, thank you for inviting me to speak today and for your consideration of HB 330 and other education issues. I am grateful for your dedication to the education of the children of our state. I know you have a busy agenda and I will try to be brief.

I reviewed HB 330: State Standards, Representative Dick's sponsor statement and the material distributed to school districts by the Department of Education and Early Development inviting comment on the current draft of the standards. I agree with Representative Dick's emphasis on the importance of the investment in state standards and their effects on and use by the districts. Our district is in a five year process of comprehensive curriculum development, alignment, integration and mapping and the state standards and grade level expectations are at the heart of rigorous academic content for this curriculum. We are relying on a locally developed Inupiaq Learning Framework for the relevance and integration of local language, history and culture into our curriculum. We turn to the state standards and grade level expectations for guidance on academics.

I also agree with Representative Dick's sponsor statement's emphasis on a thorough vetting process for state standards. The Department of Education and Early Development was right in extending the time between introduction to the State Board of Education and adoption rather than the typical cycle of the next meeting. This is a step in the right direction to allow thorough vetting. As Representative Dick explained industry representatives and employers are important in the review of the standards. Industry and employers are not likely to review the state standards without the state being intentional. As a point of reference, let me summarize the process in the North Slope Borough School

District. The district's Director of Curriculum, Instruction, and Assessment is reviewing them herself and getting teams within the district to review them and provide recommendations for our district's feedback to the Department of Education and Early Development. These teams are made up primarily of members of our district's own curriculum committees who are guiding the work on our curriculum and are for the most part teachers. We do include what we call 'steering committees' which are made up of parents, businesses and community members in the review of our own curriculum, but we are not including these people in the district's review of the state's standards. I do not know, but expect that the review by others districts is similar, so the district's review of the standards will not elicit industry review. To get that review, the state will need to invite and solicit it intentionally.

Thank you again for your service on this committee and to the students in our state. I'd be happy to answer any questions.

Box 169 Barrow, Alaska 99723 (907) 852-5311 Fax (907) 852-9503

Thank you Mr. Chairman and Committee for allowing me to testify,

For the record, my name is Grant Funk. I have lived in Western Alaska for nearly 20 years and in the village of Hooper Bay for the past 13 years. I have raised 5 of our 6 children in this region. Several of our children are currently raising their families in Western Alaska. My kids have had the best of both the public school system as well as a homeschool education. I am an Emergency Medical Instructor as well as an Aviation Instructor. I have volunteered in the local school teaching these skills for 10 years as well as teaching aviation to the middle school and high school students full time for two years. I currently teach an after school aviation class as well as direct a local teen center. Overall, I have been involved in education on various levels for 26 years. I am an Advisory School Board member. I am also the 2012 Alaska Air Carriers Association Community Service Award winner for my work in aviation education in our community.

I am requesting today that the State take the necessary time to provide educational standards that lay the foundation for the future success of all students. We have entered a technological age that has presented new opportunities and challenges for this generation. Their foundational years in elementary, middle school and high school need to be the trailhead for a successful future.

We have much cultural and geographical diversity. That diversity should be reflected in the state educational standards. This diversity is reflected in my own children. Three of our six kids completed a course of study in college. Two completed technical training. One is still in high school but planning on college. As an educator and as a parent, I want to provide the best avenues of success for my students as individuals. They need a set of standards to act as a guiding boundary into the future they desire to pursue.

With that in mind I would like to request that the new standards take a step in a direction that would eliminate the "one size fits all" approach. We have students that are hoping to go to college following graduation and a greater majority of students that will go into the skilled labor force. There needs to be at least two sets of standards to better prepare these students for productive careers in their areas of interest.

A career technical education track (CTE) would give students the opportunity to learn applicable skills for jobs that are more readily available in rural Alaska. Aviation, health care, commercial fishing and construction have opportunities that do not require a college degree. There is also a need in this category for small business training as well as classes in small government. College students often leave the rural areas and enter the job markets appropriate to their degree. That leaves others to start the small businesses and sit on the various local councils and boards. The middle and high school education system could go a long way toward preparing students as lifelong learners and leaders in their local communities through a CTE track standard.

One Western Alaska CTE teacher I met with gave me the example of six of his former students. They were hired in various capacities right after high school and are averaging $40,000 each annual income. These students will not be a part of the welfare system. They will have the opportunity to fund further

training or have their employer provide advancement training. They are becoming productive local citizens without a college education.

If there are CTE standards, the system is freed up for a college track set of standards that will challenge and prepare the college bound high school students with advanced math and science classes. The upper level students are often the neglected group in the education process in rural schools. They need guidelines that will provide realistic challenges better preparing them for college studies.

Bringing in a vocational track as well as a college track would not only benefit the student, but the state in the years to come. When a person has a job, they are less likely to wind up on the welfare system or in the court system. At a recent seminar on international business the speaker said, "Worldwide, one of the best things you can do for a person is to give them meaningful work."

That brings me to my final thoughts on plotting the course for the future direction of education in the state. One of our embarrassing statistics as a state is the high suicide rate. Students graduating ill prepared for the job force or even for a subsistence lifestyle are left to wander the streets of our cities or the rural communities looking for something to do. Hopelessness takes over and lives, that could have made a difference in this world, are lost.

One school teacher, who has also been in Hooper Bay 13 years, told me that she has lost 40 students or former students to suicide or tragic death. Even as I write, our community is again dealing with a suicide of a young man. It takes its toll on families and friends, as well as teachers and staff. The education system suffers as students and teachers are emotionally functioning at less than optimum performance.

The education system is not responsible for the high suicide rate. I do feel, however, that it can go a long way toward prevention by providing standards that allow a student to learn the relevance of an education. Vocational math, applied "hands on" science, and technical reading all connect them to a future with hope of becoming productive. These type of classes give the non-college bound student a reason to succeed in math and science because they understand how it relates to the world they live in.

As an aviation instructor I have had the joy of watching kids connect math to life skills as they calculate take off performance of an aircraft on a flight simulator. Students disinterested in science became consumed by science fair projects that utilized aviation issues. Their eyes were opened to applications of vocational math that encouraged them to learn because it had immediate applications in their world.

In conclusion, I ask the legislature to pass HB 330 allowing time to gain insights from the education industry. In doing so we will prepare a generation with a measure of hope for future jobs that will provide income for their families as well as boost self -confidence and self- reliance. Anything done to improve the family has the potential of decreasing the suicide rates.

Thank you for this opportunity to address this critical issue.

May God bless our state!

Grant Funk

Testimony of Chip McMillan
Ass't Professor of Education, UAS
2-24-12 House Education Committee

AK State Standards for K-12 are not STEM Compliant

I prepare K-8 teachers to teach math and science in Alaska.

What I am about to say will appear critical of our State Standards. It is important that you know that I participated in the writing of the science content standards, the performance standards and the science SBA items. I am as responsible as anyone for any deficiencies in these documents.

I also believe any deficiencies in these documents are not the result of negligence or malfeasance on anyone's part. As we say, hindsight is 20/20.

US students not keeping up with other nations in math and science.
AK cannot afford to lag behind the rest of the country or the rest of the world in math/science.

We are currently falling behind in an even more important area: STEM Education.
Science Technology Engineering Math

"We're doing students, parents and America's competitiveness a disservice by not demanding higher standards for STEM learning," Craig Barrett, former CEO of Intel and current chair of Change the Equation, a group of 110 business executives from Exxon, Lockheed Martin, Google, Dow Chemical, etc,.

"It turns out the most common educational background for the Fortune 500 CEOs in the US is not business or law but engineering."

42 out of the 50 highest paying jobs in Alaska are in STEM fields.
The problem is ⅓ of all engineering jobs in Alaska are done by people who live down south.

Every state I have looked at has some kind of statewide STEM initiative.

We have no engineering standards today. The word "engineering" does not appear anywhere in any of our content standards.

The Science and Technology GLEs have an implied focus on engineering but never call for actually touching or manipulating anything.

I have been unable to find any science SBA items referencing engineering.

The irony is
we used to have engineering and technology standards for K-12 in AK.
we used to have an engineering and technology curriculum for K-12 in AK.

It was mandatory for all children in Alaska!

The technologies include
Alutiiq kayak
Athabascan snowshoe
Tlingit fish trap
Aleut basketry

Even today these are marvels of technology and they resulted from true engineering.

Problem solving, innovation, designing, then testing, refining, optimizing those designs; demonstrating grit, working cooperatively. These are engineering attributes.

These are what our resource and communication industries are looking for in the workforce.

We should infuse these engineering skills and dispositions into the current math, science, technology standards.

We should seek input from business and industry, e.g., ARCO, Greens Creek Mine, GCI, NOAA.

Teachers in AK will not teach to STEM without leadership.

We need STEM in our standards, our curriculum, our SBAs, our teacher evaluations.

It seems to me that passage of this bill will assist in the appearance of STEM in our state standards, GLEs, SBAs, district math and science curricula, and thus our K-12 classrooms.

To: Chair, House Education Committee

Ref: HB330

Thank you for the opportunity to offer testimony today in support of HB 330 creating a Task Force on Education Standards. I am Joe Banghart, interim Superintendent, Denali Borough School District, Healy. Over the past fourteen years I have had the opportunity of serving on various standards committees. These committees have always been composed of educators that have volunteered to help design standards. Our state is fortunate to have these professionals give of valuable time for the process. Our state standards are vital for the continued educational progress of children in Alaska. HB330 would offer the involvement of the Department of Labor and Workforce, Department of Education and Early Development, small business owners, subsistence lifestyle, parents, and three representatives of major career destinations. This type of partnership could be the very foundation that would provide a consistent state network of business, education, parents, and other partners for career technical training, continued high academic standards, and the Department of Labor and Workforce guidance. Our state stands in vital need of this type of Task Force for the vetting of all future educational standards. This Task Force could provide information for resources available across our state. This link will build a firm foundation for future grant potential, partnerships, and the combination of state educational standards in English/language art, mathematics, science, geography, government, history, healthy life styles, arts, world languages, technology, and employability. All the consistent and professional work that has been given towards the development of state standards would benefit from this Task Force.

How can we not afford to stop and evaluate our current educational standards and properly align them with clear pathways to successful careers in Alaska. Accountability is best found in the involvement of multiple partners that design not only assessments for each Performance Standard but consider the application of these skills into actual practice. Accountability measures in this process would include academic growth and employment skills and successful job placement. True accountability is being tested by all our legislatures in consideration of this Task Force. This approach would help lower unemployment, provide future employees across the state, and encourage accountability at every level. If we ignore this vetting of our standards we are turning our backs on the future of Alaska and our children.

Joe Banghart, Supt Tr-Valley (Denali) School District

Annette Kreitzer

From: Herman, Marcy J (EED) <marcy.herman@alaska.gov>
Sent: Tuesday, March 20, 2012 12:15 PM
To: Annette Kreitzer
Cc: Morse, Les (EED); Hanley, Michael S (EED)
Subject: HEDC 3.15.12 Follow up
Attachments: HEDC ESEA Waiver Summary-Edited 3.19.12 follow up.pdf; HEDC NCLB Report 3.19.12 Follow up.pdf; HEDC Ed Standards Response 3.19.12 Follow up..pdf; HEDC Standards Comparison_old_Proposed 3.19.12 follow up.pdf; HEDC Math Standards Organization with Domain Progression 3.19.12 follow up.pdf; HEDC ELA Standards Organization chart 3.15.12 follow up.pdf

Annette,

Attached are several responses to questions from the HEDC hearing on Monday, March 19, 2012. Please let us know if members have any related questions or would like additional information. Commissioner Hanley will be referring to these handouts/responses in Wednesday's hearing on HB330.

Committee Questions:

1) Rep. Wilson asked about additional ESEA Waiver deadlines after September 2012. The U.S. Department of Education has not disclosed further dates, however they have indicated that there will be more rolling deadlines. Included as an attachment is a one-page briefing on the ESEA Waiver – first attachment
2) Rep. Cissna asked about research on the successes and failures of NCLB. Included is a report that EED found on the Center for Education Policy (CEP) website that should suffice. Additionally, within the body of this email, we are including the CEP webpage. Center for Education Policy (CEP) studies – CEP is a reputable group - http://www.cep-dc.org/index.cfm?DocumentSubSubTopicID=9 – second attachment
3) Rep. Seaton asked for an explanation of the comparison to proposed Alaska Standards and the Common Core – third attachment
4) Rep. Seaton asked for a side-by-side comparison – fourth attachment
5) Additionally, we are provided two documents that layout the structure of the Mathematics and ELA standards which the Commissioner will use for explanation purposes on Wednesday – fifth and sixth attachments

Thanks Annette, please let me know if you have any questions.

Marcy

Marcy Herman
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Alaska Department of Education & Early Development

ESEA Waiver Flexibility Summary to Date

March 14, 2012

The US Department of Education is offering states the flexibility to waive certain provisions of the current Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind, in exchange for following another set of requirements. The major provisions that would be waived would be the current proficiency targets for Adequate Yearly Progress (AYP) and the labeling and consequences for Title I schools in improvement, corrective action, or restructuring.

Requirements and Flexibility

The waiver would last through the 2013-2014 school year and could be extended if ESEA is not reauthorized by then.

In exchange, Alaska would have to implement an accountability system of its own design that addresses the U.S. Department of Education's principles for improving student achievement and increasing the quality of instruction. Those principles are:

1. Adopt college-ready and career-ready standards and assessments, including for English language learners.

2. Develop a system of differentiated recognition, accountability and support for schools.
    - Each school could have its own annual proficiency targets that are ambitious but achievable.
    - Each year, Alaska would have to identify the lowest-performing 5% of Title I schools and apply specific consequences as required by the U.S. Department of Education.

3. Use student achievement, as shown in state assessments or on other measures, as a significant factor in evaluating teachers and principals.
    - Alaska would set the guidelines for evaluations, and districts would implement the systems.

Current Status

In November, 11 states applied for waivers, and all have now received them. Another 26 states just recently applied for waivers to take effect in the 2012-2013 school year. The next deadline to apply is Sept. 6, 2012; those states would begin to implement the waiver's requirements in the 2013-2014 school year. We anticipate that there will be additional deadlines following the one in September.

NationalJournal

EDUCATION

Report Card

With help from education experts, NJ grades the landmark No Child Left Behind Act 10 years after its enactment.

by Fawn Johnson

Updated: January 8, 2012 | 7:26 a.m.
December 8, 2011 | 2:00 p.m.

AP PHOTO/SETH PERLMAN

Mixed results: No Child Left Behind has not dramatically boosted student performance

Jan. 8, 2012, will mark the 10-year anniversary of President George W. Bush's signature on his top domestic priority, the No Child Left Behind Act. The standards-setting education law was unquestionably groundbreaking, even though a decade of experience has revealed deep flaws in its measurement systems. Undaunted, its defenders stand by its original premise—that public schools should take responsibility for the academic achievement of all their students.

The law was a product of political circumstances that would be impossible to replicate today. Unapologetic liberals teamed with conservatives in Congress and the White House to craft a monitoring system for schools that for the first time provided comparable data about students' abilities in math and reading. The law required all students to take standardized tests once a year, and it mandated that schools show they were improving their performance from year to year.

The measure passed the House and Senate with sweeping bipartisan majorities, a feat that reflected a year of in-depth and difficult negotiations between the administration and Congress. At certain points, the legislation stayed alive only because the authors stubbornly refused to give up. The Democratic sponsors fended off teachers unions, and the Republicans deflected conservatives railing against bigger government. The sponsors forged

compromises across the aisle and then cajoled their constituencies into backing their efforts.

It worked. In the House, the vote on the final conference report was 381-41. The Senate vote was 87-10.

"The fundamental principle of this bill is that every child can learn, we expect every child to learn, and you must show us whether or not every child is learning," Bush told a cheering crowd at a high school in Hamilton, Ohio, on the day he signed the bill. "Every school has a job to do, and that's to teach the basics and teach them well. If we want to make sure no child is left behind, every child must learn to read. And every child must learn to add and subtract."

As a country, we have not come close to achieving that goal, but No Child Left Behind has greatly informed our understanding of how far we have to go. School districts and states are now accustomed to giving their students standardized tests and reporting the results. Just as importantly, achievement among minorities and disadvantaged kids is disaggregated, or examined separately, highlighting potential problem areas in schools and communities. Forty-five states, two territories, and the District of Columbia have adopted new state-determined Common Core standards for education.

The results from all of that testing are not very encouraging. In global comparisons, 15-year-olds in the United States rank 14th in reading and 25th in math. Scores have increased slowly and steadily over the past 20 years, but No Child Left Behind did not cause a noticeable uptick.

The law had problems from the beginning. Administrators spent much of their time trying to get their schools in compliance on paper rather than implementing the kind of radical changes the sponsors envisioned. The paperwork burdens were tremendous. The teacher-certification requirements were pretty much a waste of time. Loopholes in the funding provisions had the practical effect of ensuring that financially poor schools still got less money than those in well-off areas. Some states lowered their academic standards to "improve" their performance.

The failure at all levels of government to deliver promised resources to ailing schools made it impossible to give disadvantaged students all the benefits to which they were entitled. It's a matter of debate where the blame lies for the lack of funding, but it's fair to say that the education statute is not the sole cause.

Now, No Child Left Behind's chapter in history is about to close. Lawmakers are proposing to dismantle the law, citing complaints about its one-size-fits-all approach and its effect of encouraging schools to "teach to the test." Because thousands of schools could lose funding for falling short of the law's achievement levels, the Education Department is offering to waive some requirements for states that meet certain criteria.

Against this backdrop, *National Journal* asked 21 education experts—the law's authors, other lawmakers, school officials, academics, and advocates with a variety of perspectives—to evaluate No Child Left Behind's effectiveness based on its original goals.

"Very few [school districts] stepped up and said, 'Whoa, we've really got to do things differently here.'" —Rep. George Miller, an author of No Child Left Behind

It is no simple task to judge a law, particularly one that was enacted after a year of intense bipartisan negotiations in which everyone involved gave up something they cared about. The deal they reached, letting the states set many of the benchmarks, was imperfect from the get-go.

About half of the participants in *NJ*'s survey declined to give letter grades to the individual components of No Child Left Behind, saying that state implementation was so varied that nationwide judgments were impossible. The experts' struggle to assess the law mirrors the statute's own contradictions which labels schools as "blue ribbon" or "failing" even though its report cards miss broad components of learning and despite the fact that states have learned to game the system.

Nevertheless, participants were in striking agreement on what worked and what didn't. Based on their assessments, *NJ* rendered its own judgment of the law's individual components—positive, mixed, and negative.

THE RESULTS IN BRIEF

Of the seven objectives that *NJ* identified, the experts considered the law's spotlight on student achievement its only success.

Collectively, they found no net positive effect from any of No Child Left Behind's primary goals:

• The law did not achieve its defining goal—accountability—but it spurred states and school boards to rethink how they assess and run their education systems. Some called this an achievement in itself.

• The law failed to close the achievement gap between well-off white children and minority or low-income students. But that goal was always more of an aspiration than a realistic objective.

• No Child Left Behind was an outright failure at ensuring teacher effectiveness. Its certification requirements were ineffective; but, at minimum, it focused educators on evaluating teachers.

• On perhaps its most basic goal, improving overall student performance, the law did not dramatically boost students' scores, but neither did it inhibit their progress.

NJ identified three secondary goals of No Child Left Behind. The experts considered these less important, but many saw them as key elements in achieving one or more of the primary goals.

• The spotlight on student achievement is the law's one undisputed success. The intense focus on students' reading and math

proficiency within different subgroups is the game-changer that will endure into the next chapter of education policy.

• Observers hotly debate the law's effect on research and data. Some experts told *NJ* that the more frequent use of data has made a big difference in helping schools understand student progress. Others said that the data don't add up to a coherent picture of student achievement.

• No Child Left Behind failed to improve school choice. Children stuck in failing schools still have little, if any, chance of transferring to better ones.

Full disclosure: *NJ*'s own measuring tool misses some of the education law's key achievements. It does not fully capture the jump in public awareness about student achievement and teacher credentials, and it doesn't reflect the impact of the state-led effort to craft Common Core achievement standards, a direct reaction to No Child Left Behind.

(Mixed results) ACCOUNTABILITY
Assessments Consistent, But States Game the System

The goal behind the accountability provisions in the No Child Left Behind Act was simple: Show parents and teachers whether schools are teaching children to read and write, and hold the schools accountable if they aren't. The law grades schools based on how well they are progressing toward those goals. Test data are broken out by race, gender, and other socioeconomic factors.

No Child Left Behind got about halfway there in getting schools to account for the achievement, or failure, of their students. We know a lot more than we did 10 years ago about students' math and reading abilities. As states have implemented annual standardized tests in reading and math for children in grades three through eight, assessments have become more consistent. Because schools report scores by subgroups, administrators can no longer hide behind their top students to mask the failing ones.

The mandated assessments have prompted a flurry of kindergarten-12 activity at the state level. All states now have academic standards and sophisticated devices for measuring student progress. Before No Child Left Behind, only a smattering of states had such programs in place.

But the law fumbled its measurement and enforcement mechanisms. It allowed states to create their own assessment tools, thus fragmenting the system and making it impossible to tell from state to state how students were performing. School administrators supplanted the initial goal of boosting student achievement with a more benign one—simple regulatory compliance. Achieving compliance became a paper game to jerry-rig the benchmarks so that more schools could meet them.

Because low achievement led to sanctions, some school districts did everything they could to avoid letting the true story of their failures come out. "Very few stepped up and said, 'Whoa, we've really got to do things differently here.' They were managing it.

That's why they were pushing the kids so hard, teaching to the test," said Rep. George Miller, D-Calif., one of the law's authors.

To ensure that some federal teeth survived in the state-determined assessment system, the law's authors inserted a 2014 deadline by which *all* public-school students should be at grade level. Schools that don't achieve that goal face punitive consequences. Under that measure, more than 80 percent of the nation's schools could be labeled as failing next year.

That looming measurement of overwhelming failure offers the best example of where the accountability feature of No Child Left Behind crumbled. "Failure" was only supposed to occur in isolated instances and was supposed to signal to states and the federal government where they needed to intervene with more management—and, importantly, more money.

The federal money didn't materialize, and states skirted their interim proficiency targets by tinkering with their standards. "Expectations, in the form of state-set standards and assessments, were too varied and, for the most part, too low," said Kati Haycock president of the Education Trust, an education-reform group.

The law inserted, a new device—the prospect of penalties—into five decades of K-12 policy; the result was curricula that closely focused on easily measurable outcomes. "Tests become high stakes when we attach sanctions," said Kevin Welner, director of the National Education Policy Center at the University of Colorado (Boulder). "We see the now-familiar signs of goal displacement—narrowed curriculum, teaching to the test, cheating, etc."

The harshest critics of No Child Left Behind say that the proficiency requirements are both meaningless and restrictive. "No Child Left Behind established unrealistic targets, failed to provide schools with resources to meet those targets, and labeled and punished schools based on flawed indicators," said Dennis Van Roekel, president of the National Education Association, the nation's largest teachers union.

The law's defenders acknowledge these shortcomings, but they stand by its central premise that schools should face consequences when their students aren't functioning at grade level.

Report Card: **No Child Left Behind**

The law has succeeded in exposing problems in public schools but has done little to solve them.

Primary Goals of No Child Left Behind

⊗ Symbol meaning failure ✓ Symbol meaning success ⊖ Symbol meaning mixed results

	Did it work?	Goal	Outcome
Accountability for Student Achievement	⊖	Measure and report by disaggregated groups whether students are at grade level on reading and math.	Assessments are more consistent, but states game the system and lower standards to avoid embarrassment.
Closing Achievement Gaps	⊖	Provide school choice and supplemental services for children who are not performing at grade level.	Attention is now focused on disadvantaged groups. Gap still remains, but all scores are up.
Overall Student Improvement	⊖	Improve academic achievement of all students.	Reading and math scores have risen modestly, but there is little evidence that the law had any effect on those outcomes.
Teacher Effectiveness	⊗	Put highly qualified teachers in every public school.	Created certification that was little more than a paper shuffle.

Secondary Goals of No Child Left Behind*

	Did it work?	Goal	Outcome
Spotlight on Student Achievement	✓	Empower citizens with information about students' achievement and progress, disaggregated by subgroup.	This is the real game-changer. The law succeeded in shining a light on achievement gaps and disparities among subgroups.
Use of Research and Data	⊖	Focus learning where it is needed with research-proven methods.	Far more data are available now than before NCLB, but there is little sense of what to do with this info.
Flexibility and Choice	⊗	Create meaningful options for children trapped in failing schools.	Parents face insurmountable hurdles to school transfers even when the opportunities exist.

*NJ ident fied these goals as secondary because they are intended to facilitate one or more of the primary goals.

"Yes, we can get a new speedometer. I'm not opposed to that. But will it close the achievement gap in and of itself? Hell, no. It just moves the goalposts," said Margaret Spellings, who as Bush's Education secretary helped to implement No Child Left Behind. "If it's just information for information's sake, that's a nothing burger. It just is."

(Mixed results) ACHIEVEMENT GAP
Gap Remains, but Educators Now See It

The law's name alone spotlights its fundamental goal of bringing all children up to grade level, regardless of race, disability, or poverty. Those who fall behind are supposed to get supplemental services to help them catch up. If their school can't provide those services, students should have access to one that can.

When No Child Left Behind was being written, black and Hispanic students lagged far behind white students in reading and math. They still do, although the achievement gap has narrowed slightly in some areas, according to the Education Department's National Assessment of Educational Progress. Hispanic eighth-graders this year nudged 2 points closer than they were in 2009 to white students' scores in reading.

The disparity is still big. Hispanics' scores of 252 in reading are now 22 points lower than their white peers' scores of 274. If the 2-point gain doesn't seem like much, consider this: It equals the improvement that Hispanics made from 1992 to 2009.

Leaving aside the comparison with whites, minority students have made dramatic improvements over the past two decades. Math scores among African-American fourth-graders and Hispanic fourth-graders are up three full grade levels since 1990. In reading, both groups have advanced about one grade level higher since 1992. Among eighth-graders, Hispanics and blacks advanced more than two grade levels in math and one grade level in reading. It isn't clear, however, that No Child Left behind had much to do with those improvements.

The education law can claim a major, if somewhat disquieting, success in letting people know just how far behind some students lag. "No Child Left Behind was enormously successful in spotlighting the significant, persistent achievement gaps at the school, district, state, and national level," said Patrick Riccards, who heads ConnCAN, an education-reform group in Connecticut that has inspired sister chapters in several other states.

No Child Left Behind came along at the midpoint of the achievement trend for students, and it didn't alter that momentum in any significant way. Most experts agree, however, that the law didn't hurt either. "White students are not standing in place while minority students gain ground," said Dan Domenech, executive director of the American Association of School Administrators.

Eliminating the achievement gap will require more than just highlighting the disparities, Domenech said. Fully addressing the problem requires the kind of commitment to improving poor performers that many schools can't or won't undertake. It would mean longer school days, a longer school year, and more support services.

"What would happen if every kid who was eligible actually got tutoring? What would that look like?" former Secretary Spellings asked. Implicit in her question is an acknowledgement that even though No Child Left Behind starkly outlined the magnitude of the challenge, it couldn't by itself bring poor and minority children up to grade level.

"If a major component of No Child Left Behind was closing the achievement gaps between subgroups of students, it is hard to claim that it was successful," said Sen. Michael Enzi, R-Wyo., the ranking member on the Senate Health, Education, Labor, and Pensions Committee.

(Mixed results) STUDENT IMPROVEMENT
Scores Have Risen Modestly

The authors of No Child Left Behind envisioned a system in which all students would be given the chance to improve. If provided that opportunity, the reasoning went, all children would improve.

And they have, slowly.

Student reading and math scores have trended upward since 1990. Public schools' academic performance is at its highest point ever. Math scores, in particular, have shown a small but distinct increase in recent years. That is no small accomplishment, given the budget shortfalls in school districts around the country.

Achievement levels still aren't anything to crow about, however. The National Assessment for Educational Progress puts math proficiency for fourth-graders at 40 percent. For eighth-graders, it is 35 percent. Reading proficiency is at 34 percent in both grades. Unless you're grading on a pretty sharp curve, that's an F. No evidence shows that No Child Left Behind affected student scores in either direction. In reading and math, the law probably didn't do any harm and quite possibly propelled acceleration where it otherwise might have slowed.

One undisputed bright spot shines. No Child Left Behind requires a Nation's Report Card every two years from the National Assessment of Educational Progress, which is widely considered to have the most reliable data on student achievement. (Before the 2002 law, the national assessments were done on an ad hoc basis as time and money permitted.)

The Nation's Report Card makes for uncomfortable reading because it doesn't lie. It is a reality check on the halfhearted testing schemes that some states and school districts have used to artificially elevate their students' scores.

"Yes, we can get a new speedometer. I'm not opposed to that. But will it close the achievement gap in and of itself? Hell, no." — Former Education Secretary Margaret Spellings

Critics say that the real damage from No Child Left Behind comes from curricula too focused on reading and math, coupled with standardized tests that don't measure comprehension. Under the law, testing became its own game, which further narrowed the focus within math and reading instruction. Not surprisingly, this trend occurred most frequently in the poorest schools that were most in danger of sanctions under the law. Allowing the states to implement No Child Left Behind, a major concession by its congressional authors, has been detrimental to student achievement in some places, because states have lowered their standards so that fewer schools will be labeled as failing.

"When schools with multiple goals are held accountable only for basic skills in math and reading, they rationally shift emphasis away from history, the sciences, the arts, civic participation, character development, physical fitness, and health," said Richard Rothstein, an education researcher at the Economic Policy Institute. "The more inexpensive the tests, the more they focus on recall rather than reasoning." Tests that can be electronically graded, for example, don't measure reasoning ability as well as, say, essay tests.

State implementation also hurt some students because they suddenly had to do less to be considered proficient. The law "inadvertently and perversely created incentives for states to lower

standards while giving school systems opportunities to take only token steps to fix failing schools," said Thomas Toch, an education journalist who cofounded the research group Education Sector.

That outcome is most definitely not what educators or the law's drafters intended, which makes it difficult to say that No Child Left Behind succeeded in improving students' performance. "The reason we're doing all of this is to 'dramatically' improve student outcomes. That adverb is so important. It means we can't be satisfied with a little bit of progress," said Gene Wilhoit, executive director of the Council of Chief State School Officers.

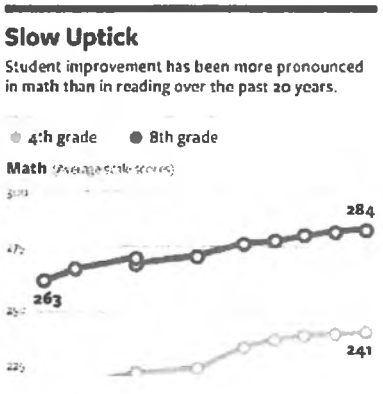
(Failure) EFFECTIVE TEACHERS
Certification Is a Paper Shuffle

No Child Left Behind was intended to ensure high-quality teachers in every school, regardless of poverty level or neighborhood. It aimed to prevent school districts from concentrating low-performing teachers in poor areas where parents were less likely to complain.

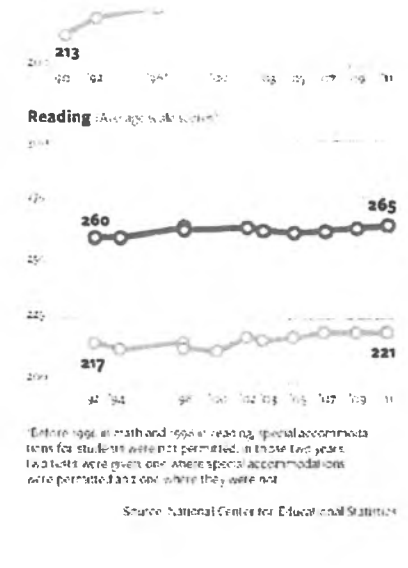
The law didn't even get out of the starting gate in rectifying that situation. Faced with a torrent of protests from teachers unions and schools, the authors stopped short of mandating an ultimate "effectiveness" goal and settled for requiring teacher certifications. To be considered "highly qualified" under the law, teachers need two things—a bachelor's degree in the subject they teach and a teaching credential.

Teachers and school administrators describe the law's certification requirements as ludicrous and time-consuming, causing bureaucratic headaches while doing nothing to indicate a teacher's abilities. Teacher evaluations and professional-development efforts continue on an ad hoc basis depending on the state and the district, but they have little to do with the check-the-box credentialing.

In poor areas, boosting teacher quality is largely a problem of resources. The law requires states to distribute money evenly, but they often find a way out. "The law contains several loopholes that are big enough to drive a truck through," said Haycock, the Education Trust president, who is a staunch defender of many of its provisions. "District budgeting practices end up favoring schools serving the fewest poor children, in some cases by as much as $1 million a year."



Among the experts *NJ* polled, the term "failure" popped up most frequently when referring to this part of the statute. "The highly qualified teacher provision, in particular, has meant merely one more paper shuffle. Indeed, it has proven a distraction," said Frederick Hess, director of education-



policy studies at the American Enterprise Institute.

The law's teacher-effectiveness provisions exist largely because of Rep. George Miller of California, the ranking Democrat on the House Education and the Workforce Committee. Before Miller began negotiating No Child Left Behind in 2001, he had already spent 10 years fighting for teacher-certification mandates. He was mostly on his own. In 1994, he lost a House floor vote, 424-1, on his proposal to require states to certify all teachers and set aside funds to pay exceptional teachers higher salaries.

Miller hoped to eradicate a practice in California in which teachers with temporary certificates were spending six or seven years on the job in bad schools.

"As the lead negotiator for the House Democrats, I can tell you that these [teacher] provisions were hard fought," said Charles Barone, federal-policy director at Democrats for Education Reform. Barone, who worked for Miller when No Child Left Behind was being drafted, said that Democrats wound up giving worried naysayers "the benefit of the doubt" by allowing states to come up with their own teacher-evaluation systems. That concession effectively torpedoed the provision's goals.

"We now know that just because teachers are certified in their core subject matter, it doesn't mean they are actually 'effective,' " said House Speaker John Boehner, who chaired the House Education panel in 2001 and wrote No Child Left Behind with Miller.

Then and now, the unions are the harshest critics of the law's teacher-effectiveness provisions. "The approach relied on arbitrary and narrow measures," said American Federation of Teachers President Randi Weingarten. At the same time, she added, the law did little to provide teachers with what they needed to improve, such as in-service training and job-embedded professional development.

(Success) SPOTLIGHT ON ACHIEVEMENT
School Data Is a Public Commodity

The law's drafters wanted to take a snapshot of schools and broadcast students' skills (or lack thereof) to the world. On that objective, No Child Left Behind succeeded.

In the history of the laws governing K-12 public education, the focus on student achievement has never been as intense as it has been since 2002. The law's simple requirement that schools make public their reading and math test results and show disparities

among different groups of students has changed the way educators and parents view their school systems.

The civil-rights community cheers the requirement that schools must report test data for girls, boys, Caucasians, Latinos, African-Americans, special-needs students, low-income children, and English-language learners. The No Child Left Behind Act is the current reauthorization of the Elementary and Secondary Education Act, first enacted in 1965 and reauthorized every five years. The disaggregation mandate by itself underscores the original law's core purpose as a civil-rights law. "The law has also brought to light rampant education disparities for students of color, students living in poverty, English-language learners, and students with disabilities," a coalition of civil-rights groups declared in an April letter to members of the Senate Health, Education, Labor, and Pensions Committee.

"We've never had this attention to student achievement during the whole history of the Elementary and Secondary Education Act," said Sandy Kress, the senior education adviser in the Bush administration who helped write the law and is now a lawyer at Akin Gump Strauss Hauer & Feld.

(Mixed results) RESEARCH AND DATA
Data Use Is Up; Results Are Unclear

The law's authors wanted schools and states to base their curricula and teaching policies on scientifically proven methods. After all, the ultimate aim of school assessments is to replicate the techniques that work and junk the ones that don't.

Schools' use of data is varied, but all of them know more now than they did 10 years ago about how to administer standardized tests and analyze that data in their schools. The Education Department's Institute of Education Sciences, created after No Child Left Behind, supports and disseminates research on education practices and publicizes statistics on the condition of education in the United States. The institute has significantly boosted the availability of data on student outcomes.

So we know more about what's happening in schools, but we don't necessarily know how to fix the lingering problems. Or, if we do know how, we aren't willing. "This is not something that can be mandated by law," said Barone, of the Democrats for Education Reform. "Regrettably, what we have now are too many state and local policymakers who are either disinclined or unable ... to let research and data drive the continuous improvements that are needed to transform our education systems."

(Failure) SCHOOL CHOICE
Options Are Limited or Nonexistent

For the conservatives who helped write No Child Left Behind, the prospect of enhanced school choice was an essential element. Bona fide choices for families would ensure that the government-run school system would be forced to answer to community and neighborhood concerns, they believed. Families would keep the government in check. "There must be a moment in which parents

can say, 'I've had enough of this school,' " Bush said when he signed the bill.

That moment has yet to come. The logistical difficulties of offering students at failing schools a chance to move to a better place have ensured that the "choice" mandated by law exists on paper only.

The number of charter schools has ticked up, and some systems try to provide parents more flexibility. But demand invariably exceeds availability, and school districts that engage in other turnaround activities can get waivers from the flexible-enrollment mandates to sidestep school-choice requirements. "Choice and supplemental services should *never* have been left in the hands of districts," said Kress, the White House education specialist under Bush.

"WE'VE COME LIGHT-YEARS"

To appreciate the philosophical shift that No Child Left Behind achieved, it is useful to step back and look at where the education debate was before. In the 1980s and '90s, policymakers were fully aware that American students were falling behind in the global marketplace. But the policy negotiations were stubbornly mired in how states should distribute school resources. Then, as now, states sought waivers from requirements about where their federal dollars should go. Testing was all over the place. Curriculum was haphazard.

After No Child Left Behind mandated that school systems test 95 percent of public-school students and publicize the results, the harsh, new light revealed the breadth and depth of the nation's education problems.

"No Child Left Behind established unrealistic targets [and] failed to provide schools with resources to meet those targets." —Dennis Van Roekel, president, National Education Association

"People were stunned at the test scores," Miller said. "We took a snapshot of schools all across the country and said, 'This is what it looks like. Six percent of these kids are reading at grade level; 50 percent of kids are being taught by a qualified teacher under this stupid little definition we have.' They went, 'What the hell is going on in this school?' That's now a discussion over ongoing professional development of teachers and ongoing evaluation of teachers and administrators. We've come light-years, and that's a given. It's resisted. But it's a given."

Ten years ago, policymakers wanted to put schools on the hook for results, any results. "You do what you do based on what you know at the time," Spellings said. "And when you know more, you change it."

We definitely know more. The education conversation currently revolves around defining K-12 academic benchmarks, agreeing on how to measure them, and deciding who the judges should be. That discussion may be the best testament to the impact of No Child Left Behind.

"My law has accomplished all that it can accomplish. I'm very proud of it. It's done," Miller said. "Hello, America—it's time for the next iteration. But don't lose your focus."

Congress is ignoring Miller's plea. The Senate's current reauthorization proposal, which is four years overdue, does not spell out what will happen to schools that don't measure up. (Probably nothing, some education-reform advocates grumble.) No one questioned, though, that the Senate rewrite would maintain the law's once-controversial requirement that annual reports be broken down by race, gender, poverty level, and disability.

Senate Health, Education, Labor, and Pensions Committee Chairman Tom Harkin, D-Iowa, is sponsoring the No Child Left Behind reauthorization bill. "We must be willing to shift to new approaches when the old ones aren't working," he said in a floor speech defending the measure.

In response to *NJ*'s request, Harkin said this of No Child Left Behind: "One-size-fits-all sanctions and the 2014 deadline for 100 percent proficiency, though well-intentioned, have proven to be ineffective."

Like most education policymakers, he wants to rectify the unfair benchmarks that measure schools. His bill simply gets rid of them, raising the hackles of No Child Left Behind supporters. But Harkin has no choice if he wants the measure to go anywhere. To win support from Enzi, the Education Committee's chief Republican, Harkin was forced to abandon any achievement targets. As currently written, the bill would subject schools to benchmarks with no teeth.

Harkin's bill stands to get even weaker in the current political climate. Only three committee Republicans grudgingly supported it, and a Senate floor vote has been delayed indefinitely. Even though the bill greatly weakens the massive federal oversight of states, Republicans think it is still too invasive.

House Republicans, for their part, aren't willing to put together a large rewrite of No Child Left Behind, preferring to nick away at it with smaller, incremental measures. Rep. John Kline, R-Minn., the chairman of the House Education and the Workforce Committee, is keen on local control for schools. He has pushed a charter-school bill and a federal funding flexibility measure to accomplish that. "We need to place more emphasis on the progress being made at the state and local levels," Kline said.

Supporters of Harkin's efforts say that times have changed since No Child Left Behind was passed and that his approach just recognizes a new era for education. Concrete benchmarks, if they worked at all, are no longer needed, these experts say. States have made significant progress in how they assess schools, and they all are moving toward the Common Core state standards.

Those standards have the benefit of being generated outside of Washington as a consensus document from multiple stakeholders. They suffer from being more complex and far-reaching than the

simple grade-level reading and math requirements of No Child Left Behind. They are akin to a five-star restaurant being offered as a replacement for a fast-food burger joint.

Still, the Common Core effort reinserts the "state laboratory" element to public education that some fault No Child Left Behind for squelching. "It gives us a formula for a different kind of accountability," said Wilhoit, the executive director of the Council of Chief State School Officers who helped to craft the Common Core standards.

Wilhoit characterizes No Child Left Behind as a necessary wake-up call to the states to raise their game on education. And now, he says, the law "has run its course."

The Judges

***NJ* consulted the following experts in assessing No Child Left Behind:**

THE AUTHORS

- Rep. George Miller, D-Calif., a lead cosponsor
- House Speaker John Boehner, a lead cosponsor
- Sandy Kress, lead White House negotiator
- Margaret Spellings, former Education secretary

THE REAUTHORIZERS

- Rep. John Kline, R-Minn., chairman, House Education and the Workforce Committee
- Sen. Tom Harkin, D-Iowa, chairman, Senate Health, Education, Labor, and Pensions Committee
- Sen. Michael Enzi, R-Wyo., ranking member, HELP Committee

THE PRACTITIONERS

- Dan Domenech, executive director, American Association of School Administrators
- Gene Wilhoit, executive director,Council of Chief State School Officers
- National School Boards Association

THE ADVOCATES

- American Civil Liberties Union
- Patrick Riccards, CEO of ConnCan
- Kati Haycock, president, Education Trust
- Charles Barone, federal policy director, Democrats for Education Reform
- Dennis Van Roekel, president, National Education Association
- Randi Weingarten, president, American Federation of Teachers

THE ACADEMICS

- Frederick Hess, director of education policy studies, American Enterprise Institute
- Richard Rothstein, education research associate, Economic Policy Institute

• Thomas Toch, education journalist and cofounder of the Education Sector
• Kevin Welner, director of the National Education Policy Center at the University of Colorado (Boulder)
• Sherman Dorn, education professor, University of South Florida

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Department of Education & Early Development

Office of the Commissioner

March 20, 2012

House Education Committee,

In response to your request to compare Alaska's proposed standards to the Common Core, I have gathered research done by an outside reviewer. As background, the Common Core was heavily referenced in the development of our own standards as I felt that it was important that the rigor of Alaska's education system at least match that of the rest of the country. I believe it is critical that our students can compete with their peers, both in and out of state, for the job opportunities that they will have. Once our standards went to the State Board of Education, I asked the Council of Chief State School Officers, who helped develop the Common Core, to review and compare both sets of standards. Below are comments from their comparison.

Overall, the proposed Alaska English Language Arts (ELA) and Math standards track closely with the Common Core, employing a similar structure and language used in the Common Core. The most significant difference between the proposed Alaska ELA standards and the Common Core is that Alaska chose not to include literacy standards for history/social studies, science, and technical subjects. Below is an overview of some of the differences we noted in reviewing the standards.

Proposed Alaska Math Standards

- There are occasions in the K-8 section where Alaska emphasizes certain concepts over multiple years whereas the CCSS addresses such concepts in one year (for example, telling time and achieving money sense and when the concept of circles in introduced).
- Alaska includes patterns in grades 1- 2, which is not included in the CCSS.
- For the high school standards, there were no substantive deviations from the CCSS except for:
    - under the Algebra Standards – Creating Equations, #4 in the CCSS states: "Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*". Conversely, Alaska's # 4 reads: "Solve literal equations or formulas for a variable involving multi-steps. *For example, solve for h when* $A = 1/2h(b_1 + b_2)$."; and
    - under the function standards, a list of key features for understanding the relationship between two quantities in the CCSS includes periodicity, and Alaska left that off the list in that same part of the standards.
- Alaska has added some content that was not in CCSS:

- 2.MD.6 of Common Core;
- 3.OA.6 of CCSS – the concept seems to be less explicitly covered in Alaska's 3.OA.7; and
- 5.OA.2 of CCSS

Proposed Alaska ELA Standards

In addition to the omission of the literacy standards for contents area, below are additional observations about the proposed standards:

- Alaska includes a few additional references to scaffolding and prompting and support for students in the early grades than what the CCSS calls for;
- There is no specific reference for how text complexity is measured, as is done in the CCSS;
- In the Grade 6 writing standards # 6, the CCSS specifies that a student should be able to type a minimum of three pages in one sitting, whereas Alaska simply says sufficient command of keyboarding skills to create a piece of writing;
- Alaska at times omits examples provided by the CCSS, but the text of the standard is usually identical to the CCSS;
- In Grades 6 and 7 reading standards for literature, the CCSS includes language about determining central ideas distinct from personal opinions and judgments in order to create an objective summary, and Alaska simply states that the student should summarize; and
- In Grade 3 listening skills, Alaska includes language about using techniques that engage the listener such as inflection or different voices, and this is not specified in as much detail as the CCSS.

I believe this summarizes the significant differences between the two sets of standards. I can also point out specific language if it is helpful.

Sincerely,

Mike Hanley

Mike Hanley
Commissioner of Education
And Early Development

Comparison of Structure of Current & Proposed Content Standards

LANGUAGE ARTS

Current Standards	Proposed Standards
Content standards – broad statements of what students should know and be able to do. Performance Standards – define what all students should be able to do at the end of a grade span (Grade 3, 6, 8 and 10). Grade Level Expectations – core content to be mastered at the end of a given grade level, K-10.	Content standards address each grade level, but are organized into two grade spans, with content presented by grade level within the spans: • Grades K-5 • Grades 6-12 There are Anchor Standards for in each content area that run across all grade levels, K-12, to create coherence.
Standards address reading and writing.	Content standards address the additional content areas of speaking & listening.

MATHEMATICS

Current Standards	Proposed Standards
Content standards – broad statements of what students show know and be able to do. Performance standards – define what all students should be able to do at the end of a grade span (Grade 3, 6, 8 and 10). Grade Level Expectations – core content to be mastered at the end of a given grade level, K-10.	Content standards address each grade level from K-8 than separately for high school (grades 9-12). The high school standards outline the content all students should know and the content required for higher level mathematics.
The standards address: 1. Mathematics content. 2. Mathematics content process skills: problem-solving, communication, reasoning, and connections.	The standards include two areas: 1. Standards for mathematical content Organized into domains, such as "number & quantity." The domains for K-8 look different than those for 9-12. 2. Standards for mathematical practice Describes how mathematics is used, such as "attend to precision."

Proposed Alaska Mathematics Standards Organization with Domain Progression

This chart shows the organization of mathematics standards and the domain progression from Kindergarten through High School.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Kindergarten	1	2	3	4	5	6	7	8	High School

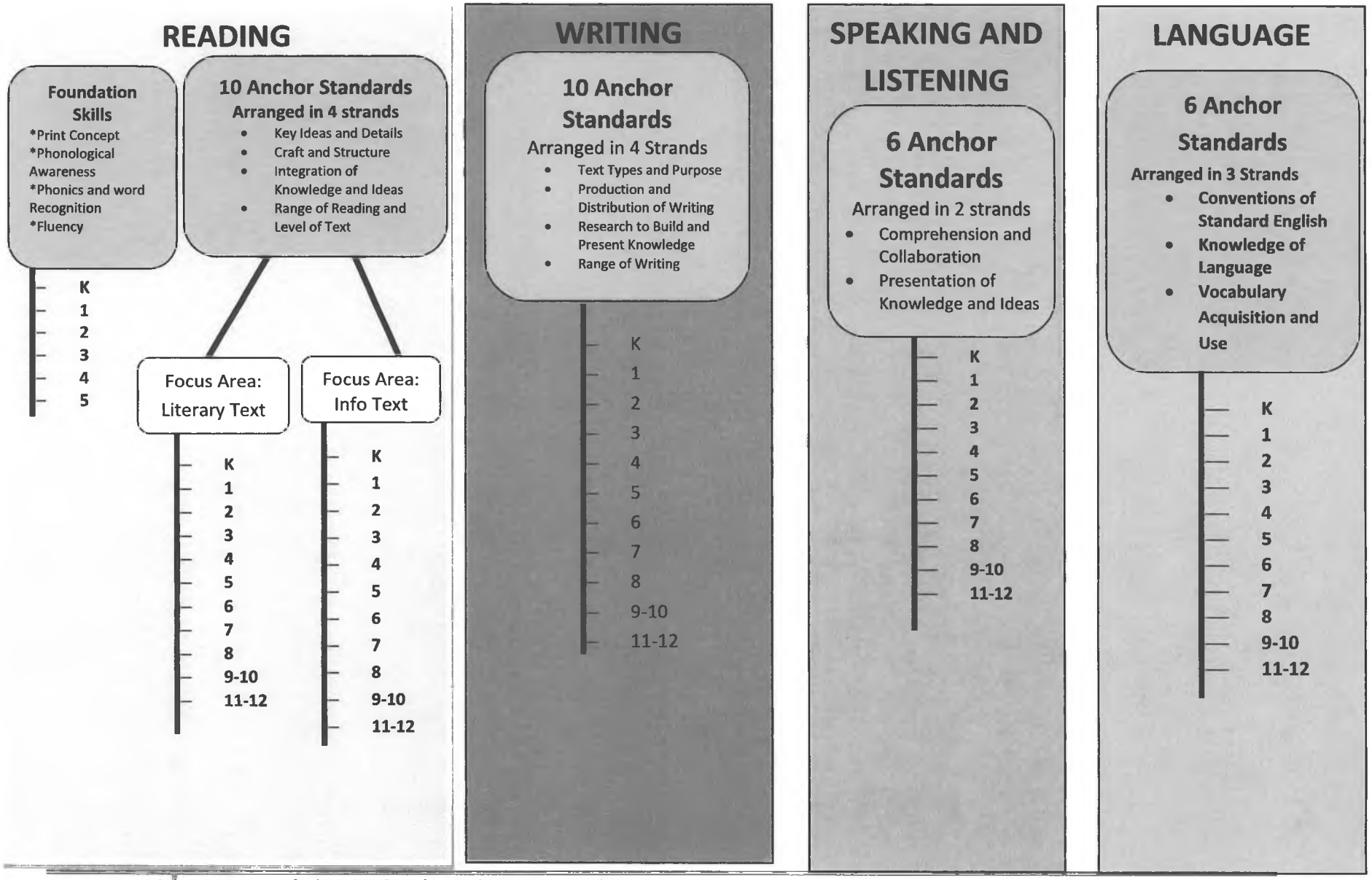
Standards for Mathematical Content

Domains

Counting, Cardinality and Ordinality									Number & Quantity	Modeling
Number and Operations in Base Ten						Ratios and Proportional Relationships				
	Number and Operations - Fractions					Number System				
Operations and Algebraic Thinking						Expressions and Equations			Algebra	
							Functions		Functions	
Geometry									Geometry	
Measurement and Data						Statistics and Probability			Statistics and Probability	

Instruction around the **Standards for Mathematical Practices** is delivered across all grades K-12. **Domains** are large groups of related standards. Each color shows how domains at the earlier grades progress and lead to domains in the middle and high school levels. On the right side are the high school domains including the modeling domain which is incorporated throughout standards in the other five domains. To the left of each high school domain, one can find the domains from elementary and middle school levels from which this concept builds.

Proposed Alaska English Language Arts Standards Organization



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Representative Alan Dick

House District 6

Sponsor Statement
HB 330: State Standards

The State educational content and performance standards are the foundation of our educational system. Upon them are built a massive superstructure:

- The writing of the Grade Level Expectations (GLE's);
- The choice of expensive curricula in 53 different districts;
- Thousands of teacher hours aligning new curricula to the new standards;
- Hundreds of thousands of dollars of professional development;
- Millions of dollars of new assessment tools;
- Millions of dollars using those tools annually ($7.5M/yr over a six-year period);
- Over $1.2B annual funding supporting the system driven by the new standards; and
- The quality of instruction for over 130,000 students.

The cost-to-date of producing the standards the Department of Education & Early Development is proposing for adoption has been $270,886. The standards were created in eight separate meetings attended by a sliver of stakeholders. The superstructure built upon them as well as annual maintenance will cost multiple billions of dollars and directly impact every facet of instruction statewide.

My research has clearly shown that the proposed standards have not been properly vetted by industry and those involved in the career destinations of our students. All curriculum presented to students should have a clear pathway to potential careers.

Educational funding and student performance are under continual intense scrutiny. These subjects are the source of great consternation for parents, educators and policy makers. It only makes sense that the foundation of our educational system for the next six-year cycle should be of the highest quality and directed at fulfilling our mission statements.

The purpose of this bill is to gather a representative working group that will develop a process by which the standards are vetted. Once the vetting process is developed, it will be available for all future cycles of standards creation and modification.

With well-vetted standards, we can be confident that the billions of dollars spent over the next six-year cycle will bring the best result possible. We can also be confident that we are creating a clear pathway for intelligent, productive and engaged young people to become successful at whatever endeavor they choose. To do less would be irresponsible.

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Representative Alan Dick

House District 6

Sectional Analysis
HB 330
State Education Standards

Section 1:

- A joint legislative task force is formed to create a process by which state educational standards are vetted.
- Describes the members of the task force and how they are appointed.
- Describes guidelines by which the task force functions and creates a process by which state standards are vetted.
- This task force will be in effect from July1, 2012 to July 1, 2013.

Section 2:

Specifies that the Department of Labor and Workforce Development will:

- Provide staffing and data requested by the task force.
- Identify major careers in the state as provided under sec. 1 of this Act.

Section 3:

The existing content and performance standards will remain in effect until the new process is developed and the newly vetted standards are adopted.

Section 4:

The task force and Department of Labor and Work Force Development support for the task force are repealed on July 1, 2013.

Section 5:

This repeals the temporary law for the existing standards.

Section 6:

This has an immediate effective date.

Background Information
HB 330: State Education Standards

Cost of bringing stakeholders together for review and revising of the state content standards has cost:

- FY10: $ 47,770 1 meeting
- FY11: $142,686 5 meetings
- FY12: $ 80,430 2 meetings
- FY13: $ 15,000 Publishing

TOTAL COST: $285,886

Information provided by Department of Education & Early Development
February 17, 2012 via email to Representative Dick's office

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: **HB330**
Fiscal Note Number:
() Publish Date:

Identifier (file name): HB330-DOLWD-MS-2-17-12
Title: State Education Standards
Sponsor: Representative Dick
Requester: House Education

Dept. Affected: Labor and Workforce Development
Appropriation: Commissioner and Administrative Services
Allocation: Management Services
OMB Component Number: 335

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***

FUND SOURCE (Thousands of Dollars)								
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		***	***	***	***	***	***	***

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version.

Prepared by: Brynn Keith, Director — Phone 465-5980
Division: Administrative Services — Date/Time 2/17/12 3:00 PM
Approved by: Click Bishop, Commissioner — Date 2/17/2012
Department of Labor and Workforce Development

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB330

Analysis

The proposed legislation would establish a task force on education standards, of which the Department of Labor and Workforce Development would be a member. The task force would vet proposed educational standards and advise the Department of Education and Early Development on matters pertaining to education standards for students in grades kindergarten through 12 in the state.

The Department of Labor and Workforce Development's role under this proposed legislation will be to provide staffing and data requested by the task force. The legislation does not clearly identify the scope of data the department must produce for the task force, and currently, the department lacks the expertise to vet education standards. The fiscal impact of this legislation cannot be accurately determined at this time.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version: **HB330**
Fiscal Note Number:
Publish Date:

Identifier (file name): HB330-EED-TLS-02-21-12
Title: An Act establishing a Joint Legislative Task Force on Education Standards
Sponsor: Representative Dick
Requester: House Education

Dept. Affected: Education & Early Development
Appropriation: Teaching and Learning Support
Allocation: Student & School Achievement
OMB Component Number: 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version.

Prepared by: Cynthia Curran, Director — Phone: 465-2857
Division: Teaching and Learning Support — Date/Time: 2/21/2012 8:55am
Approved by: Mike Hanley — Date: 2/21/2012
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB330

Analysis

The proposed legislation would require the Department of Labor to establish a task force for vetting educational standards and advising the Department of Education & Early Development on matters education standards for students in grades kindergarten through 12 in the state.

The Department of Labor and Workforce Development under this proposed legislation would provide staffing and data requested by the task force. The legislation does not clearly identify the scope of data the Department of Labor and Workforce Development must produce for this task force.

While EED would have one member on the task force , travel costs and per diem would be paid by EED.

Testimony of Chip McMillan
Ass't Professor of Education, UAS
2-24-12 House Education Committee

AK State Standards for K-12 are not STEM Compliant

I prepare K-8 teachers to teach math and science in Alaska.

What I am about to say will appear critical of our State Standards. It is important that you know that I participated in the writing of the science content standards, the performance standards and the science SBA items. I am as responsible as anyone for any deficiencies in these documents.

I also believe any deficiencies in these documents are not the result of negligence or malfeasance on anyone's part. As we say, hindsight is 20/20.

US students not keeping up with other nations in math and science.
AK cannot afford to lag behind the rest of the country or the rest of the world in math/science.

We are currently falling behind in an even more important area: STEM Education.
Science Technology Engineering Math

"We're doing students, parents and America's competitiveness a disservice by not demanding higher standards for STEM learning," Craig Barrett, former CEO of Intel and current chair of Change the Equation, a group of 110 business executives from Exxon, Lockheed Martin, Google, Dow Chemical, etc,.

"It turns out the most common educational background for the Fortune 500 CEOs in the US is not business or law but engineering."

42 out of the 50 highest paying jobs in Alaska are in STEM fields.
The problem is ⅓ of all engineering jobs in Alaska are done by people who live down south.

Every state I have looked at has some kind of statewide STEM initiative.

We have no engineering standards today. The word "engineering" does not appear anywhere in any of our content standards.

The Science and Technology GLEs have an implied focus on engineering but never call for actually touching or manipulating anything.

I have been unable to find any science SBA items referencing engineering.

The irony is
we used to have engineering and technology standards for K-12 in AK.
we used to have an engineering and technology curriculum for K-12 in AK.

It was mandatory for all children in Alaska!

The technologies include
Alutiiq kayak
Athabascan snowshoe
Tlingit fish trap
Aleut basketry

Even today these are marvels of technology and they resulted from true engineering.

Problem solving, innovation, designing, then testing, refining, optimizing those designs; demonstrating grit, working cooperatively. These are engineering attributes.

These are what our resource and communication industries are looking for in the workforce.

We should infuse these engineering skills and dispositions into the current math, science, technology standards.

We should seek input from business and industry, e.g., ARCO, Greens Creek Mine, GCI, NOAA.

Teachers in AK will not teach to STEM without leadership.

We need STEM in our standards, our curriculum, our SBAs, our teacher evaluations.

It seems to me that passage of this bill will assist in the appearance of STEM in our state standards, GLEs, SBAs, district math and science curricula, and thus our K-12 classrooms.

Thank you Mr. Chairman and Committee for allowing me to testify,

For the record, my name is Grant Funk. I have lived in Western Alaska for nearly 20 years and in the village of Hooper Bay for the past 13 years. I have raised 5 of our 6 children in this region. Several of our children are currently raising their families in Western Alaska. My kids have had the best of both the public school system as well as a homeschool education. I am an Emergency Medical Instructor as well as an Aviation Instructor. I have volunteered in the local school teaching these skills for 10 years as well as teaching aviation to the middle school and high school students full time for two years. I currently teach an after school aviation class as well as direct a local teen center. Overall, I have been involved in education on various levels for 26 years. I am an Advisory School Board member. I am also the 2012 Alaska Air Carriers Association Community Service Award winner for my work in aviation education in our community.

I am requesting today that the State take the necessary time to provide educational standards that lay the foundation for the future success of all students. We have entered a technological age that has presented new opportunities and challenges for this generation. Their foundational years in elementary, middle school and high school need to be the trailhead for a successful future.

We have much cultural and geographical diversity. That diversity should be reflected in the state educational standards. This diversity is reflected in my own children. Three of our six kids completed a course of study in college. Two completed technical training. One is still in high school but planning on college. As an educator and as a parent, I want to provide the best avenues of success for my students as individuals. They need a set of standards to act as a guiding boundary into the future they desire to pursue.

With that in mind I would like to request that the new standards take a step in a direction that would eliminate the "one size fits all" approach. We have students that are hoping to go to college following graduation and a greater majority of students that will go into the skilled labor force. There needs to be at least two sets of standards to better prepare these students for productive careers in their areas of interest.

A career technical education track (CTE) would give students the opportunity to learn applicable skills for jobs that are more readily available in rural Alaska. Aviation, health care, commercial fishing and construction have opportunities that do not require a college degree. There is also a need in this category for small business training as well as classes in small government. College students often leave the rural areas and enter the job markets appropriate to their degree. That leaves others to start the small businesses and sit on the various local councils and boards. The middle and high school education system could go a long way toward preparing students as lifelong learners and leaders in their local communities through a CTE track standard.

One Western Alaska CTE teacher I met with gave me the example of six of his former students. They were hired in various capacities right after high school and are averaging $40,000 each annual income. These students will not be a part of the welfare system. They will have the opportunity to fund further

training or have their employer provide advancement training. They are becoming productive local citizens without a college education.

If there are CTE standards, the system is freed up for a college track set of standards that will challenge and prepare the college bound high school students with advanced math and science classes. The upper level students are often the neglected group in the education process in rural schools. They need guidelines that will provide realistic challenges better preparing them for college studies.

Bringing in a vocational track as well as a college track would not only benefit the student, but the state in the years to come. When a person has a job, they are less likely to wind up on the welfare system or in the court system. At a recent seminar on international business the speaker said, "Worldwide, one of the best things you can do for a person is to give them meaningful work."

That brings me to my final thoughts on plotting the course for the future direction of education in the state. One of our embarrassing statistics as a state is the high suicide rate. Students graduating ill prepared for the job force or even for a subsistence lifestyle are left to wander the streets of our cities or the rural communities looking for something to do. Hopelessness takes over and lives, that could have made a difference in this world, are lost.

One school teacher, who has also been in Hooper Bay 13 years, told me that she has lost 40 students or former students to suicide or tragic death. Even as I write, our community is again dealing with a suicide of a young man. It takes its toll on families and friends, as well as teachers and staff. The education system suffers as students and teachers are emotionally functioning at less than optimum performance.

The education system is not responsible for the high suicide rate. I do feel, however, that it can go a long way toward prevention by providing standards that allow a student to learn the relevance of an education. Vocational math, applied "hands on" science, and technical reading all connect them to a future with hope of becoming productive. These type of classes give the non-college bound student a reason to succeed in math and science because they understand how it relates to the world they live in.

As an aviation instructor I have had the joy of watching kids connect math to life skills as they calculate take off performance of an aircraft on a flight simulator. Students disinterested in science became consumed by science fair projects that utilized aviation issues. Their eyes were opened to applications of vocational math that encouraged them to learn because it had immediate applications in their world.

In conclusion, I ask the legislature to pass HB 330 allowing time to gain insights from the education industry. In doing so we will prepare a generation with a measure of hope for future jobs that will provide income for their families as well as boost self -confidence and self- reliance. Anything done to improve the family has the potential of decreasing the suicide rates.

Thank you for this opportunity to address this critical issue.

May God bless our state!

Grant Funk

To: Chair, House Education Committee

Ref: HB330

Thank you for the opportunity to offer testimony today in support of HB 330 creating a Task Force on Education Standards. I am Joe Banghart, interim Superintendent, Denali Borough School District, Healy. Over the past fourteen years I have had the opportunity of serving on various standards committees. These committees have always been composed of educators that have volunteered to help design standards. Our state is fortunate to have these professionals give of valuable time for the process. Our state standards are vital for the continued educational progress of children in Alaska. HB330 would offer the involvement of the Department of Labor and Workforce, Department of Education and Early Development, small business owners, subsistence lifestyle, parents, and three representatives of major career destinations. This type of partnership could be the very foundation that would provide a consistent state network of business, education, parents, and other partners for career technical training, continued high academic standards, and the Department of Labor and Workforce guidance. Our state stands in vital need of this type of Task Force for the vetting of all future educational standards. This Task Force could provide information for resources available across our state. This link will build a firm foundation for future grant potential, partnerships, and the combination of state educational standards in English/language art, mathematics, science, geography, government, history, healthy life styles, arts, world languages, technology, and employability. All the consistent and professional work that has been given towards the development of state standards would benefit from this Task Force.

How can we not afford to stop and evaluate our current educational standards and properly align them with clear pathways to successful careers in Alaska. Accountability is best found in the involvement of multiple partners that design not only assessments for each Performance Standard but consider the application of these skills into actual practice. Accountability measures in this process would include academic growth and employment skills and successful job placement. True accountability is being tested by all our legislatures in consideration of this Task Force. This approach would help lower unemployment, provide future employees across the state, and encourage accountability at every level. If we ignore this vetting of our standards we are turning our backs on the future of Alaska and our children.

Joe Banghart, Sup't Tri-Valley (Denali) School District

Alaska High School Mathematics Standards

The high school standards specify the mathematics that all students should study in order to be career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by the symbol +.

Similarity, Right Triangles, and Trigonometry	**G-SRT**

Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations given by a center and a scale factor:

   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

2. Given two figures, use the definition of similarity in terms of transformations to explain whether or not they are similar.

3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely.*

X+2
X+2
2x+4
x^2+2x
$x^2+4/x+4$

Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

   a. Factor a quadratic expression to reveal the zeros of the function it defines. *For example, $x^2 + 4x + 3 = (x+3)(x+1)$.*

   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. For example, $x^2 + 4x + 3 = (x+2)^2 - 1$.

   c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*

P. 2

The Complex Number System — N -CN

Perform arithmetic operations with complex numbers.

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.

2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(1 - \sqrt{3}i)^3 = 8$ *because* $(1 - \sqrt{3}i)$ *has modulus* 2 *and argument* 120°.

6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.

8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.

9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities — N –VM

Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $|\boldsymbol{v}|$, $||\boldsymbol{v}||$, $\boldsymbol{v}$).

P. 3

Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*

5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

Trigonometric Functions — F-TF

Extend the domain of trigonometric functions using the unit circle

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosines, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.

Congruence	G-CO

Experiment with transformations in the plane

1. Demonstrates understanding of key geometrical definitions, including angle, circle, perpendicular line, parallel line, line segment, and transformations in Euclidian geometry. Understand undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, SSS, AAS, and HL) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

9. Using methods of proof including direct, indirect, and counter examples to prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*

Grade 8

Expressions and Equations 8.EE

Work with radicals and integer exponents.

8.EE.1. Apply the properties (product, quotient, power, zero, negative exponents, and rational exponents) of integer exponents to generate equivalent numerical expressions. *For example,* $3^3 \times 3^{-5} = 3^{-2} = 1/3^2 = 1/27$.

8.EE.2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

8.EE.3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as* 3×10^8 *and the population of the world as* 7×10^9*, and determine that the world population is more than 20 times larger.*

8.EE.4. Perform operations with numbers expressed in scientific notation, including problems where both standard notation and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.

Grade 8

Analyze and solve linear equations and pairs of simultaneous linear equations.

8.EE.7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms.

8.EE.8. Analyze and solve systems of linear equations.

a. Show that the solution to a system of two linear equations in two variables is the intersection of the graphs of those equations because points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables and estimate solutions by graphing the equations. Simple cases may be done by inspection. *For example,* $3x + 2y = 5$ *and* $3x + 2y = 6$ *have no solution because* $3x + 2y$ *cannot simultaneously be 5 and 6.*

c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Grade 8

Geometry 8.G

Understand congruence and similarity using physical models, transparencies, or geometry software.

8.G.1. Through experimentation, verify the properties of rotations, reflections, and translations (transformations) to figures on a coordinate plane).

a. Lines are taken to lines, and line segments to line segments of the same length.

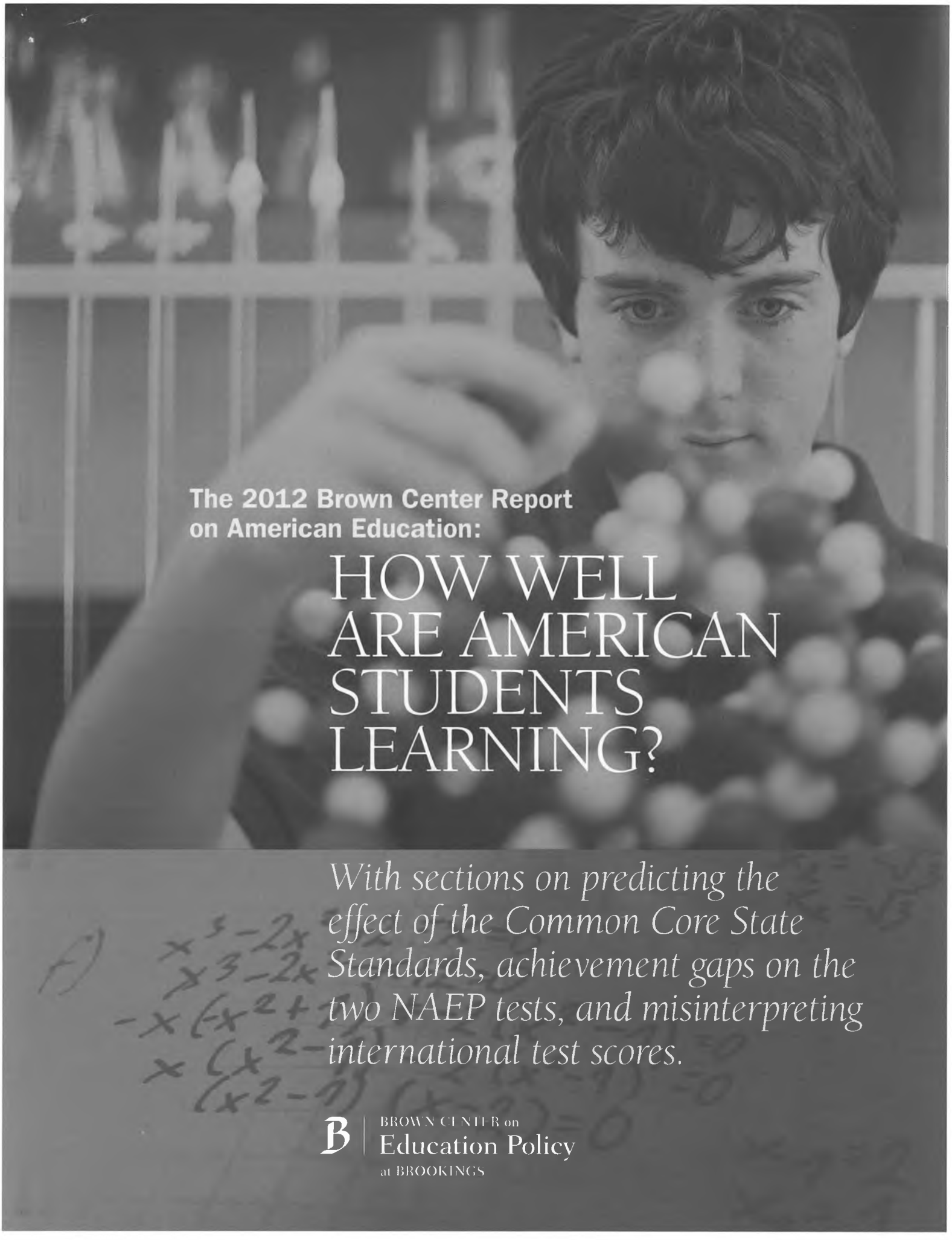
b. Angles are taken to angles of the same measure.

c. Parallel lines are taken to parallel lines.

8.G.2. Demonstrate understanding of congruence by applying a sequence of translations, reflections, and rotations on two-dimensional figures. Given two congruent figures, describe a sequence that exhibits the congruence between them.

8.G.3 .Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

P5



The 2012 Brown Center Report on American Education:

HOW WELL ARE AMERICAN STUDENTS LEARNING?

With sections on predicting the effect of the Common Core State Standards, achievement gaps on the two NAEP tests, and misinterpreting international test scores.

BROWN CENTER on Education Policy at BROOKINGS

THE 2012 BROWN CENTER REPORT ON AMERICAN EDUCATION

This edition of the Brown Center Report on American Education marks the first issue of volume three—and eleventh issue over all. The first installment was published in 2000, just as the Presidential campaigns of George W. Bush and Al Gore were winding down. Education was an important issue in that campaign. It has not been thus far in the current campaign for the Republican nomination (as of February 2012). And it is unlikely to be a prominent issue in the fall general election. Despite that, the three studies in this Brown Center Report investigate questions that the victor in the 2012 campaign, and the team assembled to lead the U.S. Department of Education, will face in the years ahead.

The first section is on the Common Core State Standards, a project that President Obama has backed enthusiastically. Forty-six states and the District of Columbia have signed on to the Common Core; detailed standards have been written in English language arts and mathematics; and assessments are being developed to be ready by the 2014–2015 school year. The first section attempts to predict the effect of the Common Core on student achievement.

Despite all the money and effort devoted to developing the Common Core State Standards—not to mention the simmering controversy over their adoption in several states—the study foresees little to no impact on student learning. That conclusion is based on analyzing states' past experience with standards and examining several years of scores on the National Assessment of Educational Progress (NAEP).

States have had curricular standards for schools within their own borders for many years. Data on the effects of those standards are analyzed to produce three findings. 1) The quality of state standards, as indicated by the well-known ratings from the Fordham Foundation, is not related to state achievement. 2) The rigor of state standards, as measured by how high states place the cut point for students to be deemed proficient, is also unrelated to achievement. Raising or lowering the cut point is related to achievement in fourth grade, but the effect is small, and the direction of causality (whether a change in cut point produces a change in test score or vice versa) is difficult to determine. 3) The ability of standards to reduce variation in achievement, in other words to reduce differences in achievement, is also weak.

Common standards will only affect variation between and among states (analysts use the grammatically suspect "between-state" as shorthand for this kind of variation). Achievement variation existing within states is already influenced, to the extent that standards can exert influence, by the states standards under which schools currently operate. Within state variation is four to five times larger than the variation between states. Put another way, anyone who follows NAEP scores knows that the difference between Massachusetts and Mississippi is quite large. What is often overlooked is that every state has a mini-Massachusetts and Mississippi contrast within its own borders. Common state standards only target the differences between states, not within them, sharply limiting common state standards' potential impact on achievement differences.

The second section of the Report investigates achievement gaps on NAEP. The NAEP has two different tests: the Long-Term Trend NAEP, which began in 1969, and the Main NAEP, which began in 1990. The two tests differ in several respects, but they both carry the NAEP label and both are integral components of "The Nation's Report Card."

FORTY-SIX STATES AND THE DISTRICT OF COLUMBIA HAVE signed on to the Common Core State Standards Initiative, a project sponsored by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). The Common Core spells out what students should learn in mathematics and English-language arts from kindergarten to the end of high school. The standards were written by teams of curriculum specialists and vetted by panels of academics, teachers, and other experts.[1] In 2010, the federal government funded two consortia to develop assessments aligned with the Common Core. The new tests are to be ready in 2014.

The push for common education standards argues that all American students should study a common curriculum, take comparable tests to measure their learning, and have the results interpreted on a common scale, with the scale divided into performance levels to indicate whether students are excelling, learning an adequate amount, or falling short. Past experience with standards suggests that each part of this apparatus—a common curriculum, comparable tests, and standardized performance levels—is necessary. No one or two of them can stand alone for the project to succeed.

Proponents point to the intuitive appeal of a common curriculum. "It's ludicrous," Bill Gates told the *Wall Street Journal*, "to think that multiplication in Alabama and multiplication in New York are really different."[2] In a report called *The Proficiency Illusion*, The Fordham Institute made a similar point regarding state efforts to evaluate schools using fifty different assessments and fifty different definitions of what constitutes acceptable performance.[3] How can a school in one state be labeled a failure while a school in another state and with almost exactly the same test scores can be considered a success?

The authority to operate school systems is constitutionally vested in states. But states have undermined their own credibility when it comes to measuring student learning. Accounts of dumbed-down and

poorly-written state tests, manipulation of cut scores to artificially boost the number of students in higher performance levels, and assessments on which students can get fewer than 50% of items correct and yet score "proficient", fuel the belief that states individually cannot be trusted to give the public an accurate estimate of how American education is doing.[4]

Three Theorized Effects

The Common Core State Standards are theorized to improve education in three ways. First, proponents argue that the Common Core is superior to most current state standards. In a recent study, The Fordham Institute concluded that Common Core standards are better than 37 states' standards in English-language arts and 39 states in mathematics.[5] It follows, proponents believe, that the Common Core will raise the quality of education nationally by defining a higher-quality curriculum in English-language arts and mathematics than is currently taught. Let's call this the "quality theory." Achievement will increase because students will study a better curriculum.

The second idea is that the Common Core sets higher expectations than current state standards, the assumption being that cut points on the new assessments will be set at a higher level than states currently set on their own tests. Comparisons with the National Assessment of Educational Progress (NAEP) lead many analysts to conclude that states set proficiency standards far too low. States routinely report more students attaining proficiency than NAEP indicates, often 30–40 percentage points more.[6] The *No Child Left Behind Act* left it up to the states to design their own tests and to set performance levels wherever they want, but the pattern of states reporting significantly higher percentages of proficient students preceded NCLB.[7] A new Common Core test will presumably end such discrepancies by evaluating proficiency using the same standards for every state, and these standards are to be more rigorous than those currently used. Schools and students will respond by reaching for these loftier goals. Let's call this the "rigorous performance standards" theory.

The third hypothesis is that standardization yields its own efficiencies. In the same *Wall Street Journal* interview cited above, Bill Gates referred to this idea by complaining about the time and money wasted on the many different versions of textbooks that are published to conform to individual states' curricular tastes.[8] In a reverse spin on the same argument, others argue that textbooks are bloated with redundant content as publishers attempt to incorporate numerous idiosyncratic state curricular mandates into one book.[9] The assumption of both arguments is that one, high-quality textbook—or perhaps a few that are aligned with the same content standards—used by all American students attending the same grade would be an improvement over the status quo. Other proponents point to the potential gaps in learning that occur as students move from state to state. Especially when students move mid-year, important concepts might be missed while other concepts are studied unnecessarily a second time. Teachers who move from state to state experience similar difficulties in terms of lesson planning. Let's call this the "standardization" theory.

Opposing Arguments

Some analysts question the theories behind the Common Core. Writing in *Education Week* in the summer of 2011, Andrew Porter compared the Common Core to existing state standards and international standards from other countries and concluded that

The Common Core State Standards are theorized to improve education in three ways.

... data exist that can help predict the magnitude of effects from the Common Core.

the Common Core does not represent much improvement.[10] Opponents of the Common Core, including Sandra Stotsky, James Milgram, Ze'ev Wurman, and Williamson Evers, criticize the quality of the proposed standards for English-language arts and mathematics. They conclude that the math standards, in particular, are inferior to existing standards in Massachusetts and California.[11]

Critics of the Common Core issued a "counter-manifesto" arguing that the proposed common standards would undermine the decentralized, federalist principles on which education has been governed since America's founding. Declaring that a "one-size-fits-all, centrally controlled curriculum" does not make sense, the counter-manifesto states that only weak evidence supports the push for national standards. International test data are not helpful since most countries have national standards and the few that do not, including Canada and Germany, have both impressive and non-impressive scores. Concern for interstate student mobility is overblown, the counter-manifesto claims, because very few students move between states. Most mobility is within state, which is already addressed by the *No Child Left Behind Act*'s requirement that every state establish standards. Since 2003, every state has state curriculum standards that delineate the curriculum for public schools within its borders.[12]

Can empirical evidence shed light on the main points of contention in this debate? Not entirely. Much of the argument is philosophical. Those who believe that the Common Core enumerates what schools should be teaching and students should be learning support the proposed standards. And those who believe a greater degree of standardization would produce more common educational outcomes—and that common outcomes are desirable—also support the proposed standards. Those holding to the opposite beliefs, and believing that local school governance is preferable to governance by larger entities, are critics of the standards.

Despite the philosophical disagreements, there are empirical questions on which evidence exists. The nation has had several years of experience with education standards—since the 1980s in many states and since 2003 in all states—and data exist that can help predict the magnitude of effects from the Common Core. How much does raising the quality of standards matter in boosting student achievement? Will raising the bar for attaining proficiency—in other words, increasing the rigor of performance standards—also raise achievement? And how much variance will be reduced—or how much "sameness" in achievement will be attained—by having students across the country studying a common curriculum?

Quality and Achievement

Let's start with the theory that high-quality standards promote achievement gains. In October 2009, a colleague at Brookings, Grover "Russ" Whitehurst, investigated whether quality ratings for state standards, as judged by the two most cited ratings (from the American Federation of Teachers and Fordham Foundation), are correlated with state NAEP scores. Whitehurst found that they are not. States with weak content standards score about the same on NAEP as those with strong standards. The finding of no relationship held up whether NAEP scores from 2000, 2003, 2005, 2007, or the gains from 2000–2007 were used in the analysis. And it held up for the scores of both white and black students.[13]

The current study extends that inquiry by looking at NAEP data from 2003–2009. Gain scores on NAEP reading and math tests from 2003 and 2009 are combined to form a composite gain score. The scores

are adjusted to control for demographic characteristics of each state—the percent of students qualifying for free or reduced lunch, special education, or English language learner status. More precisely, scores are adjusted to control for changes that occurred in those demographic characteristics from 2003–2009. That prevents swings in states' demographic characteristics from skewing the results. Ratings of state curricular standards conducted by the Fordham Foundation in 2000 and 2006 are used to model the quality of state standards. It is particularly apt to model the quality of state standards with the Fordham ratings considering Fordham's high opinion of the Common Core.

The results are shown in Table 1-1. Three questions are answered by the data. The first row addresses the question: Do the Fordham ratings in 2000 successfully predict the NAEP gains that states made in reading and math from 2003–2009? One could imagine, since there is undoubtedly some lag time before standards are implemented in classrooms and realized in student learning, that the curriculum standards of 2000 would influence achievement gains made three, six, or even nine years down the road. The correlation coefficient of –0.06 indicates that they do not.

The second row examines whether the ratings of 2006 are statistically related to 2003–2009 NAEP gains. In other words, was the quality of standards in the middle of the gain period related to test score gains? Again, the answer is no, with a correlation coefficient of 0.01. The final row looks at the change in ratings from 2000 and 2006. According to Fordham, some states improved their standards in 2006 while others adopted weaker standards in 2006 than they had back in 2000. Are changes in the quality of standards related to changes in achievement? Again, the answer is that they are not (correlation coefficient of 0.08).

Relationship of Fordham's Ratings of State Content Standards with State NAEP Gains (2003–2009)

Table 1-1

Standards Rating	Correlation Coefficient
Fordham 2000	–0.06
Fordham 2006	0.01
Change in Fordham 2000–2006	0.08

Relationship of State Proficiency Level with NAEP Achievement (Correlation Coefficients)

Table 1-2

	2005 NAEP	2009 NAEP	Change 2005-2009
4th Grade Reading	–0.22	–0.08	0.35*
4th Grade Math	–0.12	0.01	0.34*
8th Grade Reading	–0.11	–0.09	0.06
8th Grade Math	0.00	0.01	0.02

* $p < .05$

Rigorous Performance Standards and Achievement

The second theory of improvement is based on performance standards. A 2006 NCES report found that the difficulty of state performance standards is uncorrelated with achievement.[14] Performance levels (or "cut points") for student proficiency were mapped onto the 2005 NAEP scale. States with higher, more rigorous cut points did not have stronger NAEP scores than states with less rigorous cut points. A new NCES report was released in 2011 with updated measures using 2009 NAEP data.[15]

Table 1-2 summarizes the correlations between the rigor of state performance levels and achievement. In a replication of the earlier NCES study, we also find that the states'

A 2006 NCES report found that the difficulty of performance standards is uncorrelated with achievement.

the absolute level of performance standards does not seem to matter but raising or lowering levels does exhibit a relationship with fourth grade changes in achievement ...

2005 NAEP scores are unrelated to where the states drew the line for proficiency in 2005. Fourth-grade reading and math have slightly negative correlations (–0.22 and –0.12, respectively), as does eighth-grade reading (–0.11). The correlation coefficient for eighth-grade math is 0.00. State achievement is unrelated to the level at which states define proficiency. The same is true for 2009 NAEP scores and the level at which proficiency was placed that year (see the second column of the table).

The final column of Table 1-2 investigates whether changes in state NAEP scores from 2005–2009 are related to changes in proficiency level. Did states that raised the bar also perform better? And did states that lowered the bar perform worse? Correlation coefficients for 8th grade are near zero. Positive and statistically significant correlations were found for fourth-grade reading (0.35) and fourth-grade math (0.34). It is interesting that the absolute level of performance standards does not seem to matter but raising or lowering levels does exhibit a relationship with fourth grade changes in achievement, explaining about 12% of the variation in the change in state NAEP scores.

Whether one phenomenon is causing the other is difficult to tell. Changes in proficiency cut points are probably endogenous to trends in test scores. In other words, states with rising scores may feel emboldened to raise their proficiency cut points and those with declining scores may feel compelled to lower theirs. That is quite a different story than the raising or lowering of cut points producing changes in test scores. Unfortunately, simple correlations cannot determine the direction of causality, or if causality exists at all, only whether these two variables are statistically related. In the current analysis, change in level is related to change in fourth-grade scores.

How Common Will Achievement Become?

The third theory concerns standardization. For the Common Core movement, attaining greater standardization of educational outcomes is an important goal. If standards do not reduce variation, then even if they boost performance, simply raising average scores will still leave many states—and the districts, schools, and students within states—far behind and far below acceptable levels of performance. The two previous analyses indicate that it is unlikely that common standards will boost performance; however, it is possible for the national average on NAEP to remain stable while variation is reduced—for instance, if top states decline a little while states at the bottom rise by the same amount. Another way would be for high flying schools within states to decline a little while poorly performing schools increase their performance by a commensurate amount.

In terms of state NAEP scores, variation comes in two forms: variation between states and variation within states. We would expect common standards to reduce variation between states, so that the NAEP score difference between states at the top and bottom of the rankings would be reduced. States that currently offer vastly different curricula, assessments, and performance standards will harmonize those elements of their educational systems. One would expect test score differences to shrink. That is the essence of common standards. Within-state variation, on the other hand, remains unaffected by common standards. Every state already has standards placing all districts and schools within its borders under a common regime. And despite that, every state has tremendous within-state variation in achievement. Schools that score at the top of the world on

international assessments are within a short car trip, sometimes even within a short subway ride, from schools that score at the level of the world's lowest achieving nations.

Let's compare these two forms of variation. Table 1-3 displays data on NAEP standard deviations between and within states. Standard deviation is a measure of variation, the amount of spread in a group of data. On any particular test, about two-thirds of observations are within one standard deviation (above and below) of the average score. "Between-State SD" is the standard deviation of NAEP scores for the fifty states and the District of Columbia—how much they differ from each other. "Within-State SD" is the average of the standard deviations for the fifty states and the District of Columbia—how much the students within each state, on average, differ from each other.

The findings are clear. Most variation on NAEP occurs within states not between them. The variation within states is four to five times larger than the variation between states. Much of the similarity of state scores comes from aggregating individual student scores, which differ greatly, to the state level. The variation in student performance within states washes out to produce means that are alike across states. Consider this: fourth-grade NAEP scores in math range from Massachusetts at the top with 252 down to the District of Columbia with 219. That 33 point difference is not too much larger than the average standard deviation within states (27.8). What does that mean? Consider Massachusetts and Mississippi, a state with low scores but not at the very bottom. Their NAEP means differ by 25 points. Every state, including Massachusetts and Mississippi, has a mini-Massachusetts and Mississippi contrast within its own borders. That variation will go untouched by common state standards.

Relationship of State Proficiency Level with NAEP Achievement (Correlation Coefficients)

Table **1-3**

	Average State NAEP Score	Between-State SD	Within-State SD	Multiple (Within/Between)
4th Grade Reading	220.1	6.6	34.7	5.3
4th Grade Math	239.5	6.3	27.8	4.4
8th Grade Reading	263.3	6.5	32.9	5.1
8th Grade Math	282.4	8.5	34.8	4.1

Discussion

What effect will the Common Core have on national achievement? The analysis presented here suggests very little impact. The quality of the Common Core standards is currently being hotly debated, but the quality of past curriculum standards has been unrelated to achievement. The rigor of performance standards—how high the bar is set for proficiency—has also been unrelated to achievement. Only a change in performance levels has been related to an increase in achievement, and that could just as easily be due to test score changes driving changes in policy, not the other way around. The Common Core may reduce variation in achievement between states, but as a source of achievement disparities, that is not where the action is. Within-state variation is four to five times greater.

The sources of variation in educational outcomes are not only of statistical importance but also bear on the question of how much state policy can be expected to change schools. Whatever reduction in variation between, say, Naperville and Chicago that can be ameliorated by common standards has already been accomplished by Illinois's state efforts. State standards have already had a crack at it. Other states provide even more deeply rooted historical examples. California has had state curriculum frame-

The Common Core may reduce variation in achievement between states, but as a source of achievement disparities, that is not where the action is.

Standards in education are best understood as aspirational.

works since at least 1962, statewide testing with scores for every school published publically since 1971 (except for a brief timeout in the early 1990s), state textbook adoption for K–8 since the nineteenth century, and a court-ordered equalized spending system since the late 1970s. Any effect that these laws have on reducing achievement variation within the state has already occurred. The Common Core must go beyond these efforts to reduce variation in California's achievement. That is highly unlikely.

Two lessons can be drawn from the analysis above. First, do not expect much from the Common Core. Education leaders often talk about standards as if they are a system of weights and measures—the word "benchmarks" is used promiscuously as a synonym for standards. But the term is misleading by inferring that there is a real, known standard of measurement. Standards in education are best understood as aspirational, and like a strict diet or prudent plan to save money for the future, they represent good intentions that are not often realized.

Why don't aspirational standards make much of a difference? Researchers from the International Association for the Evaluation of Educational Achievement (IEA) first sketched the concept of opportunity to learn using international test score data in the 1970s.[16] Distinctions were drawn among the intended, implemented, and achieved curriculums. The intended curriculum is embodied by standards; it is what governments want students to learn. The differences articulated by state governments in this regard are frequently trivial. Bill Gates is right that multiplication is the same in Alabama and New York, but he would have a difficult time showing how those two states—or any other two states—treat multiplication of whole numbers in significantly different ways in their standards documents.

What is crucial is the distance between the intended curriculum and the two curriculums below. The implemented curriculum is what teachers teach. Whether that differs from state to state is largely unknown; what is more telling is that it may differ dramatically from classroom to classroom in the same school.[17] Two fourth-grade teachers in classrooms next door to each other may teach multiplication in vastly different ways and with different degrees of effectiveness. State policies rarely touch such differences. The attained curriculum is what students learn. Two students in the same classroom and instructed by the same teacher may acquire completely different skills and knowledge. One student understands and moves on; another struggles and is stuck. And that even happens in classrooms with outstanding teachers.

The whole system is teeming with variation. Policies at national, state, district, and school levels sit on top of these internal differences, but they rarely succeed in ameliorating them. The Common Core will sit on top of the implemented and attained curriculums, and notwithstanding future efforts to beef up the standards' power to penetrate to the core of schooling, they will probably fail to dramatically affect what goes on in the thousands of districts and tens of thousands of schools that they seek to influence.

A final word on what to expect in the next few years as the development of assessments tied to the Common Core unfolds. The debate is sure to grow in intensity. It is about big ideas—curriculum and federalism. Heated controversies about the best approaches to teaching reading and math have sprung up repeatedly over the past century.[18] The proper role of the federal government, states, local districts, and schools in deciding key educational questions, especially in deciding what should be taught,

remains a longstanding point of dispute. In addition, as NCLB illustrates, standards with real consequences are most popular when they are first proposed. Their popularity steadily declines from there, reaching a nadir when tests are given and consequences kick in. Just as the glow of consensus surrounding NCLB faded after a few years, cracks are now appearing in the wall of support for the Common Core.

Don't let the ferocity of the oncoming debate fool you. The empirical evidence suggests that the Common Core will have little effect on American students' achievement. The nation will have to look elsewhere for ways to improve its schools.

The empirical evidence suggests that the Common Core will have little effect on American students' achievement.

NOTES

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HB 352

<TARGET><BILL>HB 352</BILL><SUBJECT>HB 352</SUBJECT><COMM>HEDC27</COMM></TARGET>

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Representative Alan Dick
House District 6

Explanation of Changes between HB 352 and CS HB 352(EDC) – Resource Education

"An Act relating to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles."

Page 1, Line 6:
Deleted reference to textbook selection leaving the requirement that curriculum development of environmental education shall be based on constitutional principles.

Page 2, Lines 3-24 – New Section 2:
The bill amends the statutes governing the University of Alaska Board of Regents. CS HB 352 recognizes the Board of Regents has a constitutional responsibility regarding the University and in its role of regulating courses of instruction, should base a course of instruction for environmental education on Alaska's constitutional principles.

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House District 6

Sponsor Statement
CS HB 352(EDC) – Resource Education

"An Act relating to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles."

Alaska State Constitution
Section 2. General Authority

"The legislature shall provide for the utilization, development, and conservation of all natural resources belonging to the State, including land and waters, for the maximum benefit of its people".

Like many other states, Alaska has educators who come from various backgrounds who may be unfamiliar with Alaska's constitutional directives regarding State resources. The purpose of this bill is to clearly state that the curriculum in local, public schools supports the intent of the Constitution. The bill also amends the statutes governing the University of Alaska Board of Regents. CS HB 352 recognizes the Board of Regents has a constitutional responsibility regarding the University and in its role of regulating courses of instruction, should base a course of instruction for environmental education on Alaska's constitutional principles.

When building a curriculum addressing environmental and resource education, materials must give parity to the viewpoint of use and development as well as conservation of all natural resources. Educational materials should recognize that the economic well-being of the State is totally dependent upon careful, sustainable resource development.

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Mischel
3/30/12

CS FOR HOUSE BILL NO. 352(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES DICK, Feige, Peggy Wilson

A BILL

FOR AN ACT ENTITLED

"An Act establishing curriculum restrictions based on science, resource development, and sustained yield principles for public school districts and for the University of Alaska."

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

*** Section 1.** AS 14.30.380 is amended by adding a new subsection to read:

(b) Notwithstanding any other provision of law, the governing body of each public school in the state shall base curriculum development on

(1) the constitutional principles of

(A) utilization, maintenance, and sustained yield of all natural resources belonging to the state, including fish, forests, wildlife, land, water, and other renewable resources; and

(B) utilization and development of all nonrenewable resources in addition to encouragement of balancing resource development and conservation under (a) of this section;

(2) scientific principles, without bias and without regard to personal opinion.

* **Sec. 2.** AS 14.40.170(b) is amended to read:

(b) The Board of Regents may

(1) adopt reasonable rules, orders, and plans with reasonable penalties for the good government of the university and for the regulation of the Board of Regents;

(2) determine and regulate the course of instruction in the university with the advice of the president; **a course of instruction for environmental education must be based on**

(A) the constitutional principles of

(i) utilization, maintenance, and sustained yield of all natural resources belonging to the state, including fish, forests, wildlife, land, water, and other renewable resources; and

(ii) utilization and development of all nonrenewable resources in addition to encouragement of balancing resource development and conservation under (a) of this section;

(B) scientific principles, without bias and without regard to personal opinion;

(3) set student tuition and fees;

(4) receive university receipts and, subject to legislative appropriation, expend university receipts in accordance with AS 37.07 (Executive Budget Act);

(5) apply for and use the proceeds of a loan from the Alaska energy efficiency revolving loan fund (AS 18.56.855).

HB 352: Resource Education

Current Statute:

Sec. 14.30.380. Environmental education.

The board shall encourage each school board to initiate and conduct a program of environmental education for kindergarten through grade 12. The program should include, but is not limited to, education regarding the need to balance resource development with environmental safeguards, the dependence of the state on resource development, and the opportunity for pollution prevention, waste reduction, and recycling. A school board may implement environmental education as a part of regular classroom studies.

HB 352 amends both K-12 public schools and University of Alaska such that if an environmental curriculum is adopted it must meet the following requirements.

*** Section 1. AS 14.30.380 is amended by adding a new subsection to read:**
(b) Notwithstanding any other provision of law, the governing body of each public school in the state shall base curriculum development on

(1) the constitutional principles of

(A) utilization, maintenance, and sustained yield of all natural resources belonging to the state, including fish, forests, wildlife, land, water, and other renewable resources; and

(B) utilization and development of all nonrenewable resources in addition to encouragement of balancing resource development and conservation under (a) of this section;

(2) scientific principles, without bias and without regard to personal opinion

***Section 2. AS 14.40.170(b)** amends the Board of Regents responsibilities with regard to environmental education. It replicates the language above for K-12 public curriculum development.

Prepared by: A. Kreitzer Staff to
Representative Alan Dick, Sponsor
4/1/12

Alaska State Legislature

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State Capitol Bldg., Rm. 104
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Representative Alan Dick
House District 6

Sponsor Statement
HB 352 – Resource Education

"An Act relating to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles."

Alaska State Constitution
Section 2. General Authority

"The legislature shall provide for the utilization, development, and conservation of all natural resources belonging to the State, including land and waters, for the maximum benefit of its people".

Like many other states, Alaska has educators who come from various backgrounds who may be unfamiliar with Alaska's constitutional directives regarding State resources. The purpose of this bill is to clearly state that the curriculum in local schools supports the intent of the Constitution.

Educational materials must give parity to the viewpoint of use and development as well as conservation of all natural resources. Educational materials should recognize that the economic well-being of the State is totally dependent upon careful, sustainable resource development.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version **HB 352**
Fiscal Note Number
() Publish Date

Identifier (file name) HB352-EED-TLS-3-23-12
Title "An Act related to public school curriculum and textbooks restrictions based on science ..."
Sponsor Representative Dick
Requester House Education

Dept. Affected Education & Early Development
Appropriation Teaching and Learning Support
Allocation Student and School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version.

Prepared by Cynthia Curran
Division Teaching and Learning Support
Approved by Mike Hanley
Commissioner

Phone 465-2857
Date/Time 3/23/12 5:30 PM
Date 3/23/2012

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB 352

Analysis

This is a zero fiscal note. Districts are responsible for their curriculum and textbook selection processes.

March 30, 2012

Fred Parady, Executive Director

Alaska Miners Association

Senate Resources Commitee

Good morning members of the committee, it is good to be with you today. For the record, my name is Fred Parady, and I an honored to serve as the Executive Director of the Alaska Miners Association (AMA). The Alaska Miners Association is a non-profit membership organization established in 1939 to represent the mining industry in Alaska, making us one of the oldest trade associations in the state.

The AMA is composed of more than 1400 individual prospectors, geologists and engineers, vendors, suction dredge miners, small family mines, junior mining companies, and major mining companies. Our members look for and produce gold, silver, platinum, diamonds, lead, zinc, copper, coal, limestone, sand and gravel, crushed stone, armor rock, and other materials. Our members live and work throughout the state.

Let's turn to the bill before you, HB352, which is **relates to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles.**

Alaska State Constitution Section 2. General Authority
"The legislature shall provide for the utilization, development, and conservation of all natural resources belonging to the State, including land and waters, for the maximum benefit of its people".

More than most other states, Alaska has educators who come from various backgrounds who may be unfamiliar with Alaska's constitutional directives regarding State resources. The purpose of this bill is to clearly state that the curriculum in local schools supports the intent of the Constitution.

Educational materials must give parity to the viewpoint of use and development as well as conservation of all natural resources. Educational materials should recognize that the economic well-being of the State is totally dependent upon careful, sustainable resource development.

The Alaska Miners Association firmly supports the sponsors efforts to bring balance to the teaching of natural resource issues in the context of Alaska's founding fathers and our consititution.

RESOURCE DEVELOPMENT COUNCIL

Growing Alaska Through Responsible Resource Development

Founded 1975
Executive Director
Rick Rogers
2011-2012 Executive Committee
Tom Maloney, President
Phil Cochrane, Sr. Vice President
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Congressman Don Young
Governor Sean Parnell

April 2, 2012

Chairman Alan Dick
House Education Committee
Alaska State Legislature
State Capitol Building
Juneau, AK 99801

Re: House Education Hearing on HB 352 – Resource Development Curriculum

Dear Chairman Dick and Members of House Education:

The Resource Development Council (RDC) writes to express support for HB 352, an Act regarding Resource Development Curriculum in Alaska's schools.

RDC is a statewide business association comprised of individuals and companies from Alaska's oil and gas, mining, forest products, tourism and fisheries industries. RDC's membership includes Alaska Native Corporations, local communities, organized labor, and industry support firms. RDC's purpose is to encourage a strong, diversified private sector in Alaska and expand the state's economic base through the responsible development of our natural resources.

RDC recognizes Section 8.1 of the Alaska State Constitution, reading, "It is the policy of the State to encourage the settlement of its land and the development of its resources by making them available for maximum use consistent with the public interest."

RDC supports programs educating students on Alaska's natural resources, and specifically on the responsible development of our resources. It is a policy of RDC to support programs, including Alaska Resource Education, to educate students and the general public on responsible resource development activities in Alaska.

The State of Alaska partners with Alaska Resource Education, formerly AMEREF, an education non-profit whose mission is to educate students about Alaska's natural resources. ARE offers educators across the state Resource Education Kits containing nearly $300 worth of materials to help provide students and teachers with balanced information about Alaska's rich heritage of mineral, energy, and forest resources. These non-biased kits have been accepted by all 53 school districts, and are available at no cost to teachers. In addition, a free training is offered, when available, so that teachers are able to correctly utilize the materials in the kits.

121 West Fireweed Lane, Suite 250, Anchorage, Alaska 99503-2035
Phone: 907-276-0700 Fax: 907-276-3887 Email: resources@akrdc.org Website: akrdc.org

Further, it is somewhat appalling that incorporating resource development in the curriculum isn't mandated while conservation education is. Alaska's education curriculum should include educating our students on activities related to and the responsible development of our natural resources. Future generations of Alaskans should have access to a firm foundation of our constitutional principals that guide our state, including multiple-use of resources and land along side conservation education.

Thank you for the opportunity to comment.

Sincerely,

Marleanna Hall
Projects Coordinator
Resource Development Council

Good morning Mr. Chairman and members of the House Education Committee. For the record my name is Michelle Brunner, Executive Director of Alaska Resource Education.

I'm here to testify today with regards to HB 352. Alaska Resource Education (formerly AMEREF) is a partnership between the State of Alaska Department of Education and private industry. We are a non-profit organization that focuses on educating students and teachers about Alaska's natural resources using our Alaska Resource Kit and Curriculum.

The Alaska Resource Kit contains a standards-based, science focused interdisciplinary set of curriculum, activities, and support materials providing K-12 students with information about Alaska's mineral, energy, oil & gas, and forest resources. We deliver our curriculum to educators through our "Rock & Roll around Alaska" course - a 500 level, 1 credit course offered through the University system. We also educate students through our Minor Miner and Energy Einstein programs. Our kit materials include:

A 40 sample Alaska rocks and minerals set complete with oil and gold, DVD's, cd's, posters, maps, books, a Sitka spruce cross-section and other educational materials on Alaska's resources.

In the last 3 years we have had 333 teachers take our Rock & Roll around Alaska course, we've distributed 640 Alaska Resource Kits to school districts across Alaska, our education director has visited 116 classrooms and 172 students have participated in our Minor Miner and Energy Einstein programs statewide. I would invite you to visit our website www.akresource.org to see firsthand a video from students about "what minerals mean to me".

We are interested in this legislation because ARE is consistently providing resource education on a daily basis throughout Alaska. The strength of ARE's program is that it is a partnership between the private and public sectors. Our experience in the classroom is that our educational system is saturated with environmental and conservation education that does not follow Alaska's constitutional principles. The idea of HB352 would assist in adding balance to the classroom and to Alaska's future employees and policymakers.

With regard to HB352, our board has not had time to review the legislation and has not taken official action specifically regarding HB352, but the overall concept I believe ARE would support. We would suggest that as you think about how to provide a science based curriculum based on Alaska's constitutional principles that you consider utilization of existing curriculum that meets this criteria. This concludes my prepared remarks and I'm happy to answer questions.

RDC Testimony:
HB 352 - an Act regarding Resource Development Curriculum

Before House Education (via teleconference)
Testimony provided by Marleanna Hall

April 2, 2012

My name is Marleanna Hall, I am a projects coordinator at the Resource Development Council. Good morning Chairman Dick and Members of the House Education Committee. In brief, RDC is a statewide business association with members in forestry, oil and gas, mining, tourism, fishing, all 12 Native regional corporations, and many others. Our mission is to grow Alaska through responsible resource development.

First, thank you to Representative Dick for introducing HB 352 – an Act regarding Resource Development Curriculum in Alaska's schools.

RDC recognizes Section 8.1 of the Alaska State Constitution, [reading, "It is the policy of the State to encourage the settlement of its land and the development of its resources by making them available for maximum use consistent with the public interest."]

RDC supports programs educating students on Alaska's natural resources, and specifically on the responsible development of our resources. It is a policy of RDC to support programs, including Alaska Resource Education, to educate students and the general public on responsible resource development activities in Alaska.

You've already heard about ARE this morning, so I will not repeat details about their mission to educate students about Alaska's natural resources.

[The State of Alaska partners with Alaska Resource Education, formerly AMEREF, an education non-profit whose mission is to educate students about Alaska's natural resources. ARE offers educators across the state Resource Education Kits containing nearly $300 worth of materials to help provide students and teachers with balanced information about Alaska's rich heritage of mineral, energy, and forest resources. These non-biased kits have been accepted by all 53 school districts, and are available at no cost to teachers. In addition, a free training is offered, when available, so that teachers are able to correctly utilize the materials in the kits.]

I would like to note, it is somewhat appalling that incorporating resource development in the curriculum isn't mandated while conservation education is. Alaska's education curriculum should include educating our students on activities related to and the responsible development of our natural resources. Future generations of Alaskans should have access to a firm foundation of our constitutional principals that guide our state, including multiple-use of resources and land along side conservation education. Thank you again Representative Dick for recognizing this shortcoming in Alaska's curriculum, and for proposing HB 352, which will help provide more balance in educational curriculum in our public schools. In addition to my comments today, RDC will submit a formal letter of support. Thank you for the opportunity to comment.

[ ] bracketed portions of testimony omitted to reduce redundancy of testimony

Return to Testimony List

Resource Development Council for Alaska, Inc.
121 West Fireweed, Suite 250 Anchorage, AK 99503
resources@akrdc.org Phone: 907.276.0700 Fax: 907.276.3887

HB 369

<TARGET><BILL>HB 369</BILL><SUBJECT>HB 369</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPO

(7)
Date Referred to Committee: March 28, 2012 **FURTHER REFERRALS:**

Date of Committee Action: 4-4-12

The EDUCATION Committee considered: **HB 369**

HOUSE BILL NO. 369
"An Act relating to student participation in sports."

HB 369-STUDENT PARTICIPATION IN SPORTS

Recommends it be replaced with [ ] HCS *or* [X] CS *for* HB369 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [X] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	CISSNA				✓
Peggy Wilson	WILSON			X	
	Pruitt			X	
	FEIGE	X			
Paul R Seaton	Seaton				X
					X
Chair:	Dick	X			
Chair:					

CS FOR HOUSE BILL NO. 369(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE FINANCE COMMITTEE BY REQUEST

A BILL

FOR AN ACT ENTITLED

"An Act relating to student participation in interscholastic activities; and providing for an effective date."

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

*** Section 1.** AS 14.30.142(d) is amended to read:

(d) A student who has been removed from participation in a practice or game for suspicion of concussion may not return to **participation in practice or game** play until the student has been evaluated and cleared for participation in writing by a qualified person who has received training [AND IS CURRENTLY CERTIFIED], as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. In this subsection, "qualified person" means either a

(1) health care provider who is licensed in the state or exempt from licensure under state law; or

(2) person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under

AS 08.64.370(1), (2), or (4).

* **Sec. 2.** AS 14.30 is amended by adding a new section to read:

Sec. 14.30.365. Interscholastic activities; eligibility. (a) A full-time student who is enrolled in grades nine through 12 in an alternative education program that is located entirely in the state and that does not offer interscholastic activities is eligible to participate in any interscholastic activities program available in the public school that the student would be eligible, based on the residence of the parent or legal guardian of the student, to attend were the student not enrolled in an alternative education program if the student

(1) is otherwise eligible to participate in interscholastic activities under requirements established by the school, the school district, and the statewide interscholastic activities governing body;

(2) provides documentation, including academic transcripts, proof of full-time enrollment, and applicable disciplinary records, and, if required for participation in an activity by the school, requested medical records, to the school providing the interscholastic activities program; and

(3) claims the same school for interscholastic activities eligibility purposes during a school year.

(b) In this section,

(1) "alternative education program" means a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; a home school program that is accredited by a recognized accrediting body; a charter school authorized under AS 14.03.250 - 14.03.290; and a statewide correspondence school that enrolls students who reside outside of the district in which the student resides and provides less than three hours a week of scheduled face-to-face student interactions in the same location with a teacher who is certified under AS 14.20.020;

(2) "district" has the meaning given in AS 14.17.990;

(3) "full-time student" means a student who

(A) is enrolled in not less than five classes in grades nine through 11 and not less than four classes in grade 12; and

(B) is on track to graduate from secondary school in not more than four years of attendance in secondary school;

(4) "interscholastic activities" means preparation for and participation in events or competitions involving another school when the preparation or participation

(A) is sanctioned or supported by the statewide interscholastic activities governing body;

(B) is conducted outside of the regular school curriculum; and

(C) does not involve participation in student government at a school.

* **Sec. 3.** Section 1 of this Act takes effect immediately under AS 01.10.070(c).

* **Sec. 4.** Section 2 of this Act takes effect July 1, 2013.

3Y 4N Not Adopted

27-LS1324\D.2
Mischel
4/4/12

AMENDMENT #1

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 369

Page 2, line 2, through page 3, line 4:

Delete all material.

+ Section 4

—

Not offered, incorporated into C.S

27-LS1324\D.1
Mischel
4/4/12

AMENDMENT

OFFERED IN THE HOUSE BY REPRESENTATIVE SEATON

TO: HB 369

Page 1, line 1, following "**sports**":

Insert "**; and providing for an effective date**"

Page 1, lines 7 - 9:

Delete ", AS VERIFIED IN WRITING OR ELECTRONICALLY BY THE QUALIFIED PERSON,]"

Insert "], as verified in writing or electronically by the qualified person,"

Page 3, following line 4:

Insert a new bill section to read:

"* **Sec. 3.** This Act takes effect immediately under AS 01.10.070(c)."

27-LS1324\X
Mischel
4/4/12

CS FOR HOUSE BILL NO. 369( )

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): HOUSE FINANCE COMMITTEE BY REQUEST

A BILL

FOR AN ACT ENTITLED

"An Act relating to student participation in interscholastic activities; and providing for an effective date."

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

*** Section 1.** AS 14.30.142(d) is amended to read:

(d) A student who has been removed from participation in a practice or game for suspicion of concussion may not return to **participation in practice or game** play until the student has been evaluated and cleared for participation in writing by a qualified person who has received training [AND IS CURRENTLY CERTIFIED], as verified in writing or electronically by the qualified person, in the evaluation and management of concussions. In this subsection, "qualified person" means either a

(1) health care provider who is licensed in the state or exempt from licensure under state law; or

(2) person who is acting at the direction and under the supervision of a physician who is licensed in the state or exempt from licensure under

AS 08.64.370(1), (2), or (4).

* **Sec. 2.** AS 14.30 is amended by adding a new section to read:

Sec. 14.30.365. Interscholastic activities; eligibility. (a) A full-time student who is enrolled in grades nine through 12 in an alternative education program that is located entirely in the state and that does not offer interscholastic activities is eligible to participate in any interscholastic activities program available in the public school that the student would be eligible, based on the residence of the parent or legal guardian of the student, to attend were the student not enrolled in an alternative education program if the student

(1) is otherwise eligible to participate in interscholastic activities under requirements established by the school, the school district, and the statewide interscholastic activities governing body;

(2) provides documentation, including academic transcripts, proof of full-time enrollment, and applicable disciplinary records, and, if required for participation in an activity by the school, requested medical records, to the school providing the interscholastic activities program; and

(3) claims the same school for interscholastic activities eligibility purposes during a school year.

(b) In this section,

(1) "alternative education program" means a public secondary school that provides a nontraditional education program, including the Alaska Military Youth Academy; a public vocational, remedial, or theme-based program; a home school program that is accredited by a recognized accrediting body; a charter school authorized under AS 14.03.250 - 14.03.290; and a statewide correspondence school that enrolls students who reside outside of the district in which the student resides and provides less than three hours a week of scheduled face-to-face student interactions in the same location with a teacher who is certified under AS 14.20.020;

(2) "district" has the meaning given in AS 14.17.990;

(3) "full-time student" means a student who

(A) is enrolled in not less than five classes in grades nine through 11 and not less than four classes in grade 12; and

(B) is on track to graduate from secondary school in not more than four years of attendance in secondary school;

(4) "interscholastic activities" means preparation for and participation in events or competitions involving another school when the preparation or participation

(A) is sanctioned or supported by the statewide interscholastic activities governing body;

(B) is conducted outside of the regular school curriculum; and

(C) does not involve participation in student government at a school.

* **Sec. 3.** Section 1 of this Act takes effect immediately under AS 01.10.070(c).

* **Sec. 4.** Section 2 of this Act takes effect July 1, 2013.

4 AAC 06.115. Interscholastic activities

(a) The purpose of this section is to provide a procedure that enables school districts to promote and govern interscholastic activities effectively, economically, and fairly, while keeping those activities in their proper perspective educationally.

(b) A school or school district may join and, to the extent authorized by its budget, may pay dues to the Alaska School Activities Association, Inc., or any other voluntary, nonprofit association whose purpose is to administer and promote interscholastic activities in Alaska so long as the association

(1) makes applications and membership available to all public and private schools, and school districts in the state;

(2) is governed by a board that is elected from the association membership and that fairly represents all regions of the state, that participate in the organization and whose membership may also include appointed representatives of other education organizations;

(3) adopts a constitution and bylaws setting out its philosophy, purpose, rules, and procedures, including a fair procedure for challenging interpretation or application of a rule;

(4) operates in compliance with state and federal law; and

(5) administers interscholastic activities in a manner that

(A) encourages high standards of citizenship and complements the academic programs of schools;

(B) is consistent with and advances the state's education policy set out at AS 14.03.015 ; and

(C) recognizes that the organization and governance of interscholastic activities is a public purpose that is best met through the cooperation and association of interested schools and school districts.

(c) The state board considers a decision of an association described in (b) of this section, made when applying association bylaws to a particular person or school, to be an adjudicatory, administrative decision. Under existing case law, when a board performs an administrative function and makes an adjudicatory decision that affects an individual, the final decision is appealable to the superior court under Part VI of the Rules of Appellate Procedure.

(d) In this section, "district" has the meaning given in AS 14.17.990 .

History: Eff. 6/26/94, Register 130; am 8/2/97, Register 143; am 5/4/2000, Register 154
Authority: AS 14.03.015

AS 14.07.020

AS 14.07.060

HB369 Section Summary

Section 1 – Addresses a problem in the language of the statutes dealing with student athlete participation in sports programs when there is a suspicion they have suffered a concussion or brain trauma.

- The legislature passed house Bill 15, sponsored by Rep. Mike Doogan, last year requiring student-athletes to be evaluated by a qualified individual (licensed doctor or a person working under the supervision of a doctor) for symptoms of a concussion or brain trauma before they could return to game play.
- House Bill 15 also required the person evaluating the student to be certified to perform such an evaluation.
    - Changes include the restriction prohibiting student-athletes from returning to practice as well as game play before they are clears by a qualified person.
    - The requirement for certification to perform evaluation for concussion or brain trauma is also removed because there is no organization in Alaska that offers such certification.

Section 2 – Establishes in statute rules allowing students of alternative education programs the opportunity to participate in interscholastic sports programs offered at the high school level in public schools.

- Allows student-athletes to declare a public school as their school of eligibility for the purpose of participation in interscholastic school sports.
- Alternative education programs
    - Alaska Military Youth Academy, public vocational programs, remedial schools, a home school, charter schools and statewide correspondence schools.
- Student must meet all eligibility requirements established by the school, school district and corresponding sport's governing body (in Alaska this would be ASAA – the Alaska Scholastic Activities Association).
- Students must be on track for graduation in not more than four years of attendance in order to participate in sports.
- Establishes a definition for a full-time student for the purpose of participation in this eligibility.
    - Student-athletes in grade 9-11 must be enrolled in not less than five credit hours each semester in 12^{th} grade must be registered in not less than 4 credit hours.

- It is the responsibility of the student-athlete participating in the program to provide all documentation required to be eligible to participate in interscholastic sports.
    - Academic records, medical clearance, and disciplinary records.
        - This includes transcripts verifying the student's grade point average, physical examination and any disciplinary records from schools.
            - The discipline records will prevent students who have been suspended or expelled from a public school from participating as a student from an alternative education program.
    - Student-athletes declaring a school of eligibility cannot change their school of eligibility during the same school calendar year.
- Student-athletes can only select a high school that is within the boundary area in which they reside as their school of eligibility.

Prepared by the House Finance Committee.

ALASKA STATE LEGISLATURE
HOUSE FINANCE COMMITTEE

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Co-Chairman
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Juneau, AK 99801

State Capitol, Juneau, Alaska 99801-1182

Sponsor Statement
House Bill 369

"An Act relating to student participation in sports."

The National Federation of High School Sports reported in a study, The Case for High School Activities that "students who participate in scholastic sports programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally." The Federation's report added that "through participation in scholastic sports programs, students learn teamwork, sportsmanship, winning and losing, the rewards of hard work, self-discipline, build self-confidence, and develop skills to handle competitive situations."

House Bill 369 will refine state statutes and make participation in scholastic sports participation available to a larger number of students who otherwise are not eligible. The bill addresses the eligibility of alternative school student-athletes and student-athletes who have suffered concussion or brain trauma.

Last Year the Legislature passed HB15, which requires a student-athlete suspected of suffering a concussion or brain trauma be removed from practice or play, and not be allowed to return until cleared by a certified qualified individual. Since there is no organization in Alaska that "certifies" individuals in the evaluation and management of concussions, this bill eliminates the mandate for certification.

The second part of the legislation defines the eligibility rules for high school sports programs for student-athletes enrolled full time in an alternative education program, allowing them to participate in interscholastic sports programs offered through the public school system.

This bill clarifies the eligibility rules as they apply to student-athletes for participation in team sports, resulting in a better education for all Alaskan student-athletes.

Other States offering participation in public school sports by students enrolled in an alternative program

Twenty-two states currently require public schools to allow homeschoolers some type of access to classes or sports. These include Arizona, Colorado, Florida, Idaho, Illinois, Iowa, Louisiana, Maine, Michigan, Minnesota, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oregon, Pennsylvania, South Dakota, Utah, Vermont, Washington, and Wyoming.

Homeschooler participation in public school activities is usually subject to certain requirements, which are often part of the school's policy and the state high school athletic association's bylaws. Although specific requirements vary from state to state, they generally include: 1) being in compliance with the state homeschool law, 2) meeting the same eligibility requirements (residence, age, etc.) as public school students, and 3) submitting verification that the student is passing his or her core subjects.
Information from the Homeschool Legal Defense Association

Summary of state laws allowing alternative education program students participation

Arizona
Home-instructed students are allowed to participate in the public schools' interscholastic activities. Arizona Revised - Statutes § 15-802.01.

Colorado
Children participating in a nonpublic, home-based education program are allowed equal access to the public schools' extracurricular and interscholastic activities. Colorado Revised Statutes § 22-33-104.5(6) and Colorado Revised Statutes § 22-32-116.5.

Florida
Home-educated students are eligible to participate in the public schools' interscholastic extracurricular activities. - Florida Statutes § 1006.15.

Idaho
Non-public school students are allowed to dual enroll in public schools to participate in nonacademic activities. - Idaho Code § 33-203.

Louisiana
Louisiana home-study students have the ability to participate on a public school sports team, if the principal of the school approves. LA-R.S. 17:236.3.
In 1970, the Louisiana Court of Appeals ruled against the participation of students enrolled in a private school. Sanders v. Louisiana High School Athletic Association, La. App., 242 So.2d 19.

Maryland
An intermediate appellate court ruled against private school students who sought to participate in a public school extracurricular activity. Thomas v. Allegany County Board of Education, 443 A.2d 622 (1982). However, a federal trial court memorandum prohibits the Maryland Public Secondary Schools Athletics Association from excluding from competition private schools with homeschool athletes. Bressler v. Maryland Public Schools Secondary Athletics Association (D. Md. JFM-05CV783, 2005).

Massachusetts
Several trial court decisions have ruled that homeschoolers must be allowed to participate based on the fact that superintendents are allowed to approve homeschool programs. These cases only apply to the districts in question, not the entire state. The Massachusetts Interscholastic Athletic Association allows homeschoolers to participate on public school teams provided they are in compliance with the school's policy. MIAA Handbook Rule 54.

Michigan
No interscholastic activities are permitted unless permission is provided by the local public school district.

Minnesota
School districts "shall allow all resident pupils receiving instruction in a home school...to be eligible to fully participate in extracurricular [but not co-curricular] activities on the same basis as public school students." - Minnesota Statutes Annotated, 123B.49, Subd. 4(a).

Montana
The Supreme Court of Montana ruled that school district policy which kept nonpublic students from participating in sports programs was "reasonable." The district's interest in developing full academic potential in each student outweighed the students' right to play sports. Kaptein v. Conrad School District, 931 P.2d 1311 (Mont. 1997).

Nevada
The board of trustees of the school district must allow homeschooled students to participate in extracurricular and interscholastic activities, and sports in the district in which the student resides, subject to statutory requirements. - Nevada Revised Statutes § 392.070, § 386.462, and § 386.580.

New Hampshire
School districts may adopt policies regulating homeschool participation, as long as the policies are not more restrictive than those governing public school students. - New Hampshire Revised Statutes § 193:1-c.

New Mexico
A homeschool student is eligible to participate in school district athletic activities at the public school in the attendance zone in which the student resides, according to the New Mexico activities association guidelines. The school district shall verify each homeschool student's academic eligibility to participate in school district athletic activities. - New Mexico Statutes Annotated § 22-8-23.8.

New York
An appellate court ruled against homeschoolers who sought access to public school interscholastic sports. Bradstreet v. Sobol, 650 N.Y.S.2d 402 (A.D. 3 Dept. 1996). The Commissioner of Education's Regulations pertaining to interscholastic athletic competitions, Section 135.4(c)(7)(ii)(b)(2), requires that students in grades 9-12 must be a "bona fide student.

North Dakota
A child receiving home education may participate in extracurricular activities either under the auspices of the child's school district of residence or under the auspices of an approved nonpublic school, if permitted by the administrator of the school. A homeschooled student is subject to the same standards for participation as required of full-time students at these schools. - North Dakota Century Code § 15.1-23-16.

Oklahoma
Federal District Court ruled against a homeschooled student seeking to compel the school to allow part-time enrollment. Swanson v. Guthrie Independent School District No. 1-1, 942 F. Supp. 511 (W.D.Okl. 1996) The 10th Circuit court of Appeals upheld this decision. 135 F.3d 694 (10th Cir. 1998).

Ohio
School districts are free to set their own policies regarding homeschooled students' participation in public school activities. According to the Ohio High School Athletic Association's (OHSAA) rules, homeschool students are eligible to participate provided they are enrolled in an OHSAA member school in accordance with the school's partial enrollment policy.

Oregon
School districts must allow homeschool students access to public school interscholastic activities. Oregon Revised Statutes § 339.460.

Pennsylvania
Homeschooled students meeting the same eligibility criteria as public-school students may participate in extracurricular activities of their public school district of residence. Such activities include, but are not limited to clubs, musical ensembles, athletics, and theatrical productions. - 24 Pennsylvania Statutes Annotated § 13- 1327.1(f.1).

Rhode Island
Homeschool students are eligible to participate in activities the Rhode Island Interscholastic League (RIIL) sponsors if they comply with RIIL Rule 3.1.I.

South Dakota
A homeschool student can participate in public school sports if the school board approves. SDCL §13-36-7. A homeschool student has a right to partial enrollment in public school. SDCL §13-28-51.

Tennessee
A member of the Tennessee Secondary School Athletic Association (TSSAA) is permitted to play or scrimmage any secondary school with grades 9 and above in regular season play. For purposes of this rule, a school team may be one school or a cooperative program of one or more schools. This could include homeschool cooperative teams and teams from church-related schools. TSSAA Bylaws, Art. IV, sec. 1. Furthermore, a student being homeschooled under Option I may participate in extracurricular athletics at a member school (at the member school's discretion) if the student meets the eligibility requirements set forth in the TSSAA's most recent publication on homeschool student athlete eligibility.

Utah
Effective May 9, 2010: Homeschool students shall be eligible to participate in extracurricular activities at a public school consistent with eligibility standards. School districts may not impose additional requirements on homeschool students that are not imposed on fully enrolled public school students. Utah Code § 53A-11-102.6

Vermont
School boards are required to adopt rules to integrate home-study students into school courses (cocurricular and extracurricular) and use of facilities. Vermont Statutes Annotated 16 § 563(24). School boards must follow Vermont Department of Education guidelines found in Code of Vermont Rules 22-000-009, Sec. 4401-4405.

West Virginia
The West Virginia Supreme Court ruled that homeschooled students could be prohibited from participating in interscholastic athletics with public school students. The ruling held that there was no violation of equal protection to homeschoolers in permitting the West Virginia Secondary School Activities Association to require eligible students to be enrolled full-time in a member school. Jones v. West Virginia State Board of Education, et al., 218 - W.Va. 52, 622 S.E.2d 289.

Wyoming
The Wyoming High School Activities Association allows home-educated students to play on participating schools' sports teams. WHSAA Rules 3.1.3, 6.2.0, 6.4.

The Case for High School Activities

Introduction

The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.

There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:

- Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.

- The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.

- National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.

- Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.

- High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.

- **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.

Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning.* Washington, DC: 2002.)

- In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight,* Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.

- A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.

- In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two- thirds of those surveyed said they would participate in such programs if they were available.

- Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents,* concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fairand win an award for writing. They are also three times more likely to be elected to class office.

- A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)

- A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise found* that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.

- According the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points high in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.

- In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.

- An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was $4.6 billion dollars, and activity programs received only $36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 $1.2 billion dollars. Their activity programs received only $4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of $339.7 million dollars, while setting aside $3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs,* found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.

- In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.

- Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research,* they

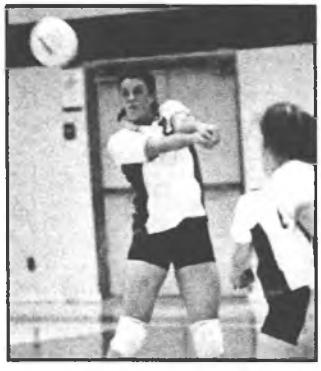
provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.

- Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers

- Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, "Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs."

Co-curricular activities teach lessons that lead to better citizens.



- Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.

- Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning.* Washington, DC: 2002.)

- On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on "strategies to promote better health for our nation's youth through physical activity and fitness." The resulting report entitled "Promoting Better Health for Young People Through Physical Activity and Sports was released in November 2000 and stated that "enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority."

- In a recent report entitled "Sports Participation and Health-Related Behaviors Among US Youth" published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that "nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors....sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance."

- In a study done by researchers at Clark University in Worchester, Massachusetts, in 2001, "middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers." The Clark researchers noted that "kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities." -- "Batters More Likely 'Up'", Amanda Gardner, *HealthScoutNews.*

- Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association[1], of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:

  Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.

  Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.

  Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.

  Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.

  Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

[1] North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.

- The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of cocurricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty-three percent of the respondents believed the current emphasis was about right.
- The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.

- In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.

- Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- A study by Search Institute in 1995 indicates that cocurricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.

- School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.

- Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2-to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.

- A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.

- In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.

- A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.

- In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	Athletes	Non-athletes
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.

- A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

- High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.

- 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

- Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.

- A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:
  School boundaries – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.
  Youth programs – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
  Achievement motivation – Young person is motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.
  Planning and decision making – Young person knows how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.

- Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs?* in a 1992 article in Connecticut Music Educators Association News.

- Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

- The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.

- The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was $2.6 billion, and activity programs received only $2.9 million, a minuscule one-tenth of one percent (.001).

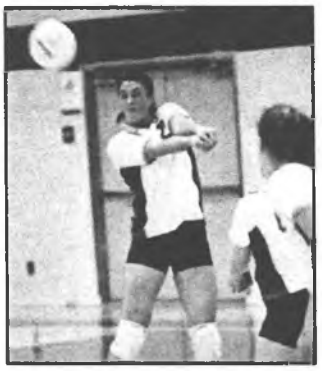
Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.

- American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self-knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Cocurricular activities teach lessons that lead to better citizens.



❖ An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

❖ A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

❖ The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

"The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other cocurricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."

- Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- The 1996 Surgeon General's report, Physical Activity and Health, said that "regular participation in physical activity during childhood and adolescence:
  Helps build and maintain healthy bones, muscles and joints
  Helps control weight, build lean muscle and reduce fat
  Prevents or delays the development of high blood pressure
  Reduces feelings of depression and anxiety.
  The report goes on to say that "participation in physical activity increases adolescents' self-esteem.
  (U.S. Department of Health and Human Services. Physical activity and health: a report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

- "Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs[1], and are more likely to stay in school and have good conduct and high academic achievement[2]. Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization."
  (1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. Journal of the American Medical Association 1993;269:1391-5.
  (2. Zill N, Nord CW, Loomis LS. Adolescent time use, risky behavior and outcomes: an analysis of national data. Rockville, MD: Westat, 1995.)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version **HB369**
Fiscal Note Number
() Publish Date

Identifier (file name) HB369-EED-TLS-3-30-12
Title "An Act relating to student participation in sports"
Sponsor House Finance Committee by request
Requester House Education Committee

Dept. Affected Education & Early Development
Appropriation Teaching and Learning Support
Allocation Student & School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Intial version

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching and Learning Support — Date/Time 3/30/2012 1:40pm
Approved by Mike Hanley — Date 3/30/2012
Commissioner

(Revised 1/17/2012 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB369

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

JUNEAU SCHOOL DISTRICT
Rhonda Hickok – Activities Director

• 10014 Crazy Horse Drive • Juneau, Alaska 99801 • 907-780-1910

April 4, 2012

Representative Alan Dick
State Capital, #104
Juneau, AK 99801

RE: House Bill Number 369

Dear Representative Dick,

It was nice meeting you on Monday after the House Education Committee meeting. Thank you for understanding why I cannot be there today to provide testimony on House Bill 369. High stakes exams (HSGQE) are critical and my presence and participation is necessary to help ensure a successful test day.

On behalf of the Juneau School District and Thunder Mountain High School where I work in the capacity of Activities Director as part of my duties as Assistant Principal, my testimony regarding House Bill 369 is one of opposition for several reasons. While both sections address student participation in sports, they are vastly different and need to be separated. One addresses concussion in sports and one addresses eligibility requirements. In regards to Section 2 (new section added) I have the following concerns:

Time – It will add time to our already busy schedule to check initial eligibility as well as the time to check grades every two weeks to ensure students maintain eligibility. The time to check students in our own home school program is greater. Having to establish a relationship with other outside of our district programs will be time intensive. We are already strapped for time. Will the Governor take this into consideration in next years funding challenges?

School Identity – Students who do not attend our school are not connected to our academic programs. We value the relationships our teachers make with our student athletes. Our motto is, "student first, athlete second". This would be non-existent.

Bumping out Thunder Mountain students – Home school students would bump out a student who physically attends Thunder Mountain High School. Students who attend

Thunder Mountain help to create the culture and climate of the day-to-day school life. Students who are home schooled and have no connection to our school would take away from the building of our culture and climate – our student athletes are an important part of creating and maintaining a positive learning environment. Do you have a recommendation on how we might respond to a tax-paying parent whose student is bumped by a student who we receive no funding (BSA) for?

Graduation Requirements – The Juneau School District has increased our graduation requirements. How can we be sure that a home school student in a program outside of our district is held to the same academic standards? It would not be fair for eligibility reasons that our Thunder Mountain students have to meet higher eligibility requirements by taking more years of core subjects than non-district home school students. Are you familiar with NWEA (Northwest Education Accreditation) transitioning into AdvancED and whether or not the various curriculum these home school students study are recognized as accredited?

In closing, if this is something the legislature strongly believes in then perhaps creating a task force to allow all constituents voices to be heard is necessary? In conversation with my colleagues there is a litany of unintended consequences at a local and state level (not to mention national university entrance requirements), too numerous to list, that would require ample resources over time to even initiate a meaningful/common dialogue in Alaska.

If I can be of any assistance or you need more clarity on my opposition to House Bill 369, please contact me. Again, it was nice meeting you.

Sincerely,

Rhonda Hickok
Assistant Principal

HJR 16

<TARGET><BILL>HJR 16</BILL><SUBJECT>HJR 16</SUBJECT><COMM>HEDC27</COMM></TARGET>

[redacted]OUSE COMMITTEE REPO[redacted]

(7)
Date Referred to Committee: February 9, 2011

FURTHER REFERRALS: Judiciary
Finance

Date of Committee Action: 4/6/11

The EDUCATION Committee considered: **HJR 16**

HOUSE JOINT RESOLUTION NO. 16
Proposing amendments to the Constitution of the State of Alaska relating to state aid for education.
HJR 16-CONST. AM: EDUCATION FUNDING

Recommends it be replaced with [ ] HCS *or* **[ ] CS** *for* _____(_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Peggy Wilson	WILSON		X		
	Pruitt			X	
Paul R Seaton	SEATON		X		
	KAWASAKI		X		
	FEIGE			X	
Chair:	Dick				
Chair:					

ALASKA STATE LEGISLATURE

Interim:
600 East Railroad Avenue
Wasilla, Alaska 99654
Phone (907) 373-1842
Fax: (907) 373-4729

Session:
State Capitol Building
Juneau, Alaska 99801-1182
Phone: (907) 465-2186
Fax: (907) 465-3818

REPRESENTATIVE WES KELLER
DISTRICT 14
SPONSOR STATEMENT

HJR 16

"Proposing amendments to the Constitution of the State of Alaska relating to state aid for education."

For 50 years the State of Alaska has grow from a vast frontier into an important player in the nation and the world. While this is a fair assessment of ourselves, it does not address a growing need for quality higher education in the state. We have and continue to do everything possible for our university system, but that has, to a point, been at the expense of other private institutions of higher learning.

HJR 16 opens some of these doors for both public and private education by allowing the release of funds to more than just public schools. This Constitutional Amendment allows those students seeking to excel in secondary and post secondary education to attend a school that meets their needs.

This resolution is on the table with HB 145, but the language in this resolution goes far beyond this bill. It takes into account state sponsored scholarships for all students regardless of financial position. It says we support higher education for our youth at the best possible college, university or vocational program. Alaska has a wealth of educational opportunities that need our support. We do not need another Sheldon Jackson disaster.

HJR 16 is language that needs to be placed in front of the Alaska voters so they may decide on the future of higher education in the state.

E-Mail: Representative_Wes_Keller@legis.state.ak.us
Call Juneau Toll free: (800) 468-2186
Website: www.akrepublicans.org/keller/

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number
Bill Version: **HJR 16**
() Publish Date

Identifier (file name) HJR016-OOG-DOE-3-17-11
Dept. Affected: Office of the Governor
Title: Constitutional amendment relating to state aid for education
Appropriation: Elections
Allocation: Elections
Sponsor: Representative Keller
Requester: House Education Committee
OMB Component Number: 21

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services			1.5				
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**1.5**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
CHANGE IN REVENUES							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF			1.5				
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other (please identify)							
TOTAL	**0.0**	**0.0**	**1.5**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by: Gail Fenumiai, Director — Phone: 465-2644
Division: Division of Elections — Date/Time: 3/17/2011, 3:08pm
Approved by: Linda J. Perez, Administrative Director — Date: 3/17/2011
Administrative Services

(Revised 1/27/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HJR 16

Passage of this resolution would require the constitutional amendment to appear on the 2012 general election ballot. The cost of providing information about the constitutional amendment in the Official Election Pamphlet, as required by AS 15.58, is $1.5. Should the addition of this question require printing an 8-1/2 by 18 inch ballot, the cost will increase to $22.0.

Alaska State Legislature

Please enter into the record my testimony to the House Finance Committee
Committee name

Committee on HJR 16, dated February 28 2012
Bill/Subject

I, Joshua Bartels, believe that a parent of a child should be allowed to spend the money they would on public school, on an education of their choosing. It is the people who are paying taxes for the education, so it should be up to the people to vote on this matter.

Signed: Joshua Bartels
Testifier

Myself
Representing (Optional)

P.O. Box 873510 Wasilla, Ak 99687
Address

(907) 775-7286
Phone number

Alaska State Legislature

Please enter into the record my testimony to the House Finance Committee
Committee name

Committee on HJR 16, dated 2/28/12
Bill/Subject

I believe that if a person pays taxes, they should be able to make the choice regarding what school that their children go to. I feel that by allowing that money allotted to one child to be available to the parents, that it opens up options for the students that maybe a better fit and that would not be otherwise available. I feel that if a student is not working well within the public school district the parents should be able to put them in a program that would be more appropriate for them, without having to worry about funds that would otherwise be used to help the students. I think it should be opened to the public to vote since it affects them the most.

Signed: Aliya G. Mullins
Testifier

Self
Representing (Optional)

P.O. Box 873512 Wasilla, Ak 99687
Address

(907) 775-1798
Phone number

Alaska State Legislature

Please enter into the record my testimony to the House Finance Com.
Committee name

Committee on HJR 16, dated Feb. 28, 2012.
Bill/Subject

What is the fear concerning allowing the voters of this state to decide about school choice. Government money is OUR money. Let us decide. Parents know best as to what is needed for their children.
Encourage you to pass HJR 16.
Allow the people to decide.

Signed: Cindy Thomas
Testifier

Self - Conservative Patriots Group.
Representing (Optional)

915 Colonial Park Wasilla
Address

376-5124
Phone number

Alaska State Legislature

Please enter into the record my testimony to the House Finance
Committee name

Committee on HJR 16, dated Feb. 28, 2012
Bill/Subject

To House Finance Committee,

Please kill bill HJR16. This bill will in no way improve education ~~[illegible]~~ in the State of Alaska. Our public schools currently take all students. Parents have many choices beyond their neighborhood school. This bill WILL allow private organizations to collect public monies, while EXCLUDING whomever they feel are unworthy to attend their institutions: children with learning disabilities, limited English, behavioral issues - all of whom are currently welcomed in our public schools. expensive to educate and

Signed: Susan L. Dunham
Testifier

Representing (Optional)

P.O. Box 1436 Palmer AK 99645
Address

907 745-1261
Phone number

MATSU LIB Fax 907-376-6180 Feb 28 2012 06:12PM P001/002

Alaska State Legislature

Please enter into the record my testimony to the House Finance Committee
Committee name

Committee on HJR 16, dated 2-28-12
Bill/Subject

As a former straight A high school student who dropped out of high school, I challenge the notion that vouchers will solve the drop out rate. During drop out exit interviews, most students drop out due to family issues or a need to get a job. This was the case in my own life. There wasn't anything wrong with my teachers ~~or~~ my school. They were awesome teachers who challenged me and it is because of their caring and academic stimulation that I went back to school later in my life to become a teacher. Vouchers will just undermine our current education system allowing private schools to pick from the cream of the crop. You will actually help to decrease our public schools graduation rates.

Signed: Tracey H. Martin
Testifier

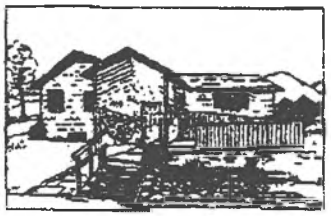
Representing (Optional)

PO Box 879538, Wasilla, AK 99687
Address

907-[redacted]-357-9389
Phone number

MATSU LIO Fax 907-376-6180 Feb 28 2012 06:12pm P002/002

Church of the Covenant
An American Baptist Church



415 S. Bailey
Palmer, Alaska 99645
907-746-2907

Free to Think
Bound to Serve

Sarah Welton, Pastor
Home 907-376-8577

HJR 16 is to change the constitution to allow public moneys to go to private and religious schools. The wording makes it so that the money goes to the students for education but this is just another way to fund religion. Students and families have a right to choose the education of their children but not fund religious or private schools with public money.

- The public schools do a very credible job when one looks at the enormity of the situation, the inconsistencies and happenstances of human differences, the regulations, meeting the needs of all students not just the well behaved, middle class, healthy students– but all students. The recent study that was done by Mat Su Schools following students after graduation attests to the quality of the schools.

- The use of public money for private and religious schools goes against my religious beliefs in the separation of church and state. Freedom from religion is as much a part as freedom of religion in my belief system. The public dollars of the state for education need to go into public education. When they go to private organizations there is no control as to what they will be spent for even if one says and puts into place regulations that say there can be no discrimination or other conditions, there will be. The funds will be used to supplant the usual funds for education that the organizations have. The issues of providing money to religious organizations for education means that they will be promoting their faith with public dollars that normally would be spent on education but is back-filled with public money.

- It will not make education better but worsen the issues that already exist.

- Most of our public education dollars go for the people who deliver education because we believe that highly qualified, dedicated people are

needed to provide the instruction. Taking away dollars essentially increases class sizes, adds stress to the delivery of education, and promotes inequality. The students who are struggling will be left in the public schools as the private schools will figure out ways to dismiss them. The students with special accommodations for any reason will be left out maybe not at first but eventually the drain on resources will be felt enough to marginalize those who need more resources and the public schools will be hurt by the inequality.

- In my opinion this change in the constitution opens the door to publicly funding religion in other ways as well. It also takes away the appropriate use of public education dollars. It will create haves and have nots; it will create separation; it will open the door to funding religion on a grand scale. We have forgotten or maybe we never knew of the struggles of the people who came before us concerning separation of church and state. My particular church history is steeped in it. People left their homelands and settled in the new world to keep religion out of state affairs.

Sarah R. Welton

02/28/12

Marilyn Davidson, Asst. Superintendent
Kodiak Island Borough School District
mdavidson01@kibsd.org
907-481-6200

(House Joint Resolution 16)

I need to share my concerns in regard to HJR16 and the constitutional amendment that it proposes. This proposal is not a good idea and I urge you to NOT move it forward.

My concerns regarding this measure revolve around the idea of opportunities to serve students, to build our future in the state in the way that families and communities want their children to be served.

Public schools have been built around ideas of equal opportunities for all who come to our doors. Public schools have been held to high standards for all students—those who come from economically disadvantaged homes, those who come with disabilities of all kinds, those who come speaking languages other than English, those who have parents who support their academic work, those who have parents who spend all of their effort struggling to meet the most basic needs so their child can have a chance to succeed in the ~~public~~ any school program.

Public schools are also held to ideas of equity—because we serve all, we cannot serve specific populations to the exclusion of others. We do not promote our personal beliefs in the classroom and in fact can lose licensure if we do teach our personal point of view or prefer one ideology or religion over another. Our job is to respect all of those we serve.

Public schools are also held to high requirements regarding federal mandates and requirements, graduation and attendance rates, curricular conformity requirements, provision of special education and English language acquisition programs.

Our private schools currently own the privilege of serving specifically and differently than the public schools do. They have the option of providing specific and targeted sectarian curriculum that focuses on shared beliefs and world views. They have the option of limiting their clientele to those who are in agreement with their beliefs and premises. They have the option to turn students away for whatever criteria they establish.

If there were a constitutional amendment that would allow for the funding of private and religiously based schools, this would be a granting of government money to sectarian organizations. It would seem that this could not be done without placing the same requirements on those schools as are currently placed on the public schools—requirements such as minimum enrollment; common requirements for building codes, health and safety features; common measurements of achievement regarding student progress such as standardized testing, participation rates, granting of accommodations for students with individualized plans; examination of graduation rates, attendance rates, drop out rates, etc.

Such an amendment would indeed siphon funds from our already struggling public schools. If those funds come from the public coffer, then private schools must also be required to do all that the public schools do-- with the same funding—and should

not be exclusive in any way. They should indeed take all who come to their doors as well as the public institutions do. If dollars are allocated, there must be consistent rules for all who receive those dollars.

Please do not impose the limits that are implied by this proposed amendment—limits regarding what the public schools are able to provide and limits regarding what the private schools can and should teach.

HJR 16 is not a good idea and I urge you to not move it forward in this process.

Marilyn Davidson

ALASKA FEDERATION OF NATIVES, INC.

2011 ANNUAL CONVENTION

RESOLUTION 11-05

TITLE: SUPPORTING EDUCATIONAL REFORM

WHEREAS: The Indigenous peoples of Alaska are distinct people with distinct cultures and traditional knowledge; and,

WHEREAS: There exists a need for Tribal schools to meet the cultural and academic needs of our children, who are impacted by a greater "drop-out" rate than other students in Alaska; and,

WHEREAS: Today's K-12 educational system as offered through our state and local government is not adequate for nor does it respond to the cultural needs of our Native students; and,

WHEREAS: Our state and local government have established a monopoly in that to access free K-12 education one must go to a government school; and,

WHEREAS: Creative, educational opportunities can meet the educational, cultural, and social needs of our Native children; and,

WHEREAS: Pending legislation (House Bill 145, Senate Bill 106, and HJR 16, SJR 9) will permit parental choice and innovations; and,

WHEREAS: HJR 16 and SJR 9, if enacted, would place an amendment to the Constitution on the ballot in the next general election that if passed would amend Art. VII, Sec. 1 of the State Constitution to delete language that prohibits the expenditure of public funds for the direct benefit of any religious or other private educational institution, and add language to Art. IX, section 6 which currently says no public money can be used, except for a public purpose, to say that nothing in that section shall prevent payment from public funds for the direct educational benefit of students as provided by law; and,

WHEREAS: HB 145 and SB 106, would establish a Parental Choice Scholarship Program, whereby public funding could be used to pay for the cost of K-12 education at a public or private school selected by the parent or legal guardian. The school of choice would receive the amount of funding the school district in which the student resides would have received. The legislation sets scholarship amount and eligibility, accountability and enrollment standards for a participating school and the duties of school districts. Public, private, correspondence schools will all compete for the funding that the legislature sends to school districts each year; and,

WHEREAS: The legislation allows Native parents flexibility to start new schools, or select other schools or methods designed to best respond to their children's need and government money follows; and,

NOW THEREFORE BE IT RESOLVED by the Delegates to the 2011 Annual Convention of the Alaska Federation Natives, Inc, endorses the proposed K-12 parental choice legislation.

SUBMITTED BY: AFN BOARD OF DIRECTORS

CONVENTION ACTION: PASSED

1577 C Street, Suite 300 • Anchorage, Alaska 99501 • tel 907.274.3611 • fax 907.276.7989 • www.nativefederation.org

AS 14.17.410. Public School Funding.

(a) A district is eligible for public school funding in an amount equal to the sum calculated under (b) and (c) of this section.

(b) *Public school funding consists of state aid, a required local contribution, and eligible federal impact aid determined as follows:*

(1) state aid equals basic need minus a required local contribution and *90 percent of eligible federal impact aid* for that fiscal year; basic need equals the sum obtained under (D) of this paragraph, multiplied by the base student allocation set out in AS 14.17.470 ; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by applying the school size factor to the student count as set out in AS 14.17.450 ;

(B) the number obtained under (A) of this paragraph is multiplied by the district cost factor described in AS 14.17.460 ;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420 (a)(1);

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph;

(2) the required local contribution of a city or borough school district is the equivalent of a four mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 , not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

(c) In addition to the local contribution required under (b)(2) of this section, a city or borough school district in a fiscal year may make a local contribution of not more than the greater of

(1) the equivalent of a two mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 ; or

(2) 23 percent of the district's basic need for the fiscal year under (b)(1) of this section.

(d) State aid may not be provided to a city or borough school district if the local contributions required under (b)(2) of this section have not been made.

(e) If a city or borough school district is established after July 1, 1998, for the first three fiscal years in which the city or borough school district operates schools, local contributions may be less than the amount that would otherwise be required under (b)(2) of this section, except that

(1) in the second fiscal year of operations, local contributions must be at least the greater of

(A) the local contributions, excluding federal impact aid, for the previous fiscal year; or

(B) the sum of 10 percent of the district's eligible federal impact aid for that year and the equivalent of a two mill tax levy on the full and true value of the taxable real and personal property in the city or borough school district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 ; and

(2) in the third year of operation, local contributions must be at least the greater of

(A) the local contributions, excluding federal impact aid, for the previous fiscal year; or

(B) the sum of 10 percent of the district's eligible federal impact aid for that year and the equivalent of a three mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110 .

(f) A school district is eligible for additional state aid in the amount by which the local contributions that would otherwise have been required under (b)(2) of this section exceed the district's actual local contributions under (e) of this section.

Excerpted from the book *Alaska's Constitutional Convention*, written by Vic Fischer, one of the delegates to the 1955-56 convention held at the University of Alaska in Fairbanks. When the book was published in 1975, Fischer was the Director of the Institute of Social, Economic and Government Research at the UA in Anchorage. He later served in the Alaska Legislature and is now retired in Anchorage, I believe.

From pp 140&141:

"In drafting the section on education, the committee included language that covered a standard feature of past and present statehood enabling bills, namely that 'provision shall be made for the establishment and maintenance of a system of public schools which shall be open to all children of said state and free from sectarian control.'

"The only significant point raised in plenary consideration of the committee proposal was a suggested amendment to insert the words 'and indirect' after 'direct' in the draft provision 'No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.' Proponents of the proposed amendment stressed the importance of protecting the integrity of public education, while its opponents argued for the provision of services to the individual student if otherwise in keeping with the constitution. The proponents of the amendment to prohibit 'direct and indirect' aid to parochial and other private schools held that sectarian segregation in education is bad for school children and that inadequate restriction could lead to diversion of funds and weakening of public education. A majority (thirty-four to nineteen) opposed the amendment, agreeing with those who argued that more important than these considerations was the need to help each child attain the fullest level of individual development through programs such as free lunches, bus transportation, and even payment by the state welfare agency of room and board to parentless children, so long as the basic principle of separation of church and state was maintained."

HJR 16 Handout

ALASKA STATE LEGISLATURE

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REPRESENTATIVE WES KELLER
DISTRICT 14

MEMO

To: Representative Les Gara

From: Representative Wes Keller

Date: 2/27/12

Re: Alaska Constitutional Convention Minutes Regarding Public Money and Private Schools

Representative Gara,

In today's House Finance Committee hearing on HJR 16, you inquired as to whether we had reviewed the Alaska Constitutional Convention minutes regarding the discussion on public money going to private schools.

We have indeed reviewed the minutes and they are attached for your review.

Thank you.

Cc: House Finance Committee Members

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PAGES 1512-1525

ALASKA CONSTITUTIONAL CONVENTION

PART 2

Proceedings: December 13, 1955 -- January 9, 1956

Alaska Legislative Council

Box 2199 — Juneau, Alaska

on the floor, the Committee did not ask to withdraw it, but I think Mrs. Hermann raised a very valid point. If this word is inserted now, we can't move later during the course of the debate to strike it. I would move that the rules be suspended and that the Committee be allowed to substitute its unanimous amendment with the thought in mind that we can then later remove it if during the course of the debate it appears to be the wish of the body to do so.

PRESIDENT EGAN: The Chair stated it could not be removed and the Chair would stand corrected to a certain point on that statement, that is by a suspension of the rules or rescinding of the action of course you could do it.

WHITE: I so move, Mr. President, and ask unanimous consent.

PRESIDENT EGAN: Mr. White, please state the motion.

WHITE: That the rules be suspended and that the Committee be allowed to submit its proposed amendment as though a part of the Committee report.

KILCHER: Point of information. Could it possibly be handled in such a manner as to have the report reconsidered and recommitted and come out again a second time?

PRESIDENT EGAN: The effect of Mr. White's motion under suspension of the rules would accomplish that. Mr. Riley

RILEY: Mr. President. I think this is in line with Mr. White's suggestion that this article of this proposal now before us be considered under a suspension of the rules, simply as a committee substitute for the same article. I think that would put the thing in motion.

PRESIDENT EGAN: Right, and have the word "educational" placed before the word "institution".

RILEY: That would enable us to work either way from that word afterwards.

V. RIVERS: That would cover my objection. I have no objection to that.

PRESIDENT EGAN: If there is no objection then, then it is so ordered, and the word "educational" has been inserted before the word "institution" as if this were a substitute committee report. Now, Section 1 is open for amendment. Mr. Hurley.

HURLEY: Mr. President, I would like to ask a question of the Chairman of the Bill of Rights Committee. Would your Committee consider in using the terminology "direct benefit" whether or not that would be a directive or a license to the legislature to appropriate money for the indirect benefits? If so, what was their conclusion?

AWES: I don't think it is a direct order to the legislature to do anything. I think we prohibited what we wanted to prohibit. I don't think that tells the legislature they are supposed to do anything else.

METCALF: I have an amendment.

COGHILL: I rise to a point of order. I submitted an amendment to this section before the noon recess, and it has never been recognized, and I was recognized by the Chair.

PRESIDENT EGAN: Were you recognized for that purpose before the noon recess? If you were, then the Chief Clerk may read the proposed amendment as offered by Mr. Coghill. The Chair feels sorry about that, Mr. Coghill.

CHIEF CLERK: "Section 1, line 7, after the word 'direct' insert the words 'or indirect'."

COGHILL: I move and ask unanimous consent.

R. RIVERS: I object.

METCALF: I second the motion.

PRESIDENT EGAN: It has been moved and seconded that the words "or indirect" be inserted after the word "direct" in line 7, Section 1.

WHITE: Point of order. I believe there was a letter presented to the Convention the other day that the Convention agreed to defer the reading of until we reached this section. It seems to me proper we hear it before we consider any business.

PRESIDENT EGAN: Is there such a communication? The Chief Clerk might read the communication that was referred to before we act upon this amendment.

CHIEF CLERK: (A letter from Mr. Don M. Dafoe, Commissioner of Education, enclosing a statement on Section 1 of the article on health, education and welfare to the effect that he believed the statement somewhat oversimplified and setting forth seven points which he believed should be included in the constitution, was read.)

PRESIDENT EGAN: Mr. Armstrong.

ARMSTRONG: Mr. President, the Committee has asked me to speak to this section, and seeing it has been amended I hope you will liberally construe that I am talking to the amendment, but the Enabling Act that we have before us says on page 3, "The provision shall be made for the establishment and maintenance of a

system of public schools which shall be open to all children of said state and free from sectarian control." Mr. President, your Committee on Health, Education and Welfare approached this whole subject of education with great care and consideration. Many methods were sought out to provide and protect for the future of our public schools. We had to recognize that the public schools were our responsibility and that it was our duty to provide for all children of the state in matters of education. The Convention will note that in Section 1 that the Committee has kept a broad concept and has tried to keep our schools unshackled by constitutional road blocks. May I draw to your attention further the fact that we have used the words "to establish and maintain by general law". This is a clear directive to the legislature to set the machinery in motion in keeping with the constitution and whatever future needs may arise. Your Committee has also spelled out the fact that all children shall have the opportunity of schools, and that if the need arises for vocational schools, rehabilitation centers, schools for the retarded and other forms of education, that it is completely possible under this proposal. It is not only wise but mandatory under the Enabling Act to spell out that schools are operated in the public interest by the state and kept from sectarian control. In the third sentence of this section it deals with the public funds. This term was used because we felt that state funds may at times go through many hands before reaching the point of their work for the public, and so the term "public funds" was then used as a guide to every portion of our state financing, borough, city or other entity for the disbursement of these monies. In this third sentence we have used the word "direct". It was spelled out that the maintenance and operation or other features of direct help would be prohibited. This was not intended and does not prohibit the contracting or giving of services to the individual child, for that child benefits as his part of society. This section gives the education department, or other departments, the right to seek out the child, independent of his religious affiliation, to help him to become a strong and useful part of society wherein it touches health and matters of welfare. We would also point out in the light of letters that have come to this floor relevant to the disbursement of funds to denominational or other private institutions, that this does not prohibit the use of funds in other educational matters, and I am sure that no one on the Committee would object to the inclusion of this word as we have given the amendment here to clarify this one statement. Now it reads as it has been amended by the Committee, "No money shall be paid from public funds for the direct benefit of any religious or other private educational institution." We did this to take any doubt away on the part of this Convention of our motives, and we state that where there are welfare cases for children in homes and when there are indigents in hospitals that we do not wish to interfere with that practice of helping to serve people

through those institutions. It is the feeling of the Committee, after long work and thorough study, that these basic recommendations that we have given here on this section on education should be accepted by the Convention.

V. FISCHER: May I ask the delegate a question?

PRESIDENT EGAN: You may, Mr. Fischer, if there is no objection.

V. FISCHER: The article on finance, the proposal on finance, has the following Section 7: "No tax shall be levied or appropriation of public money made or public property transferred, nor shall the public credit be used, except for a public purpose." Now, that is the article and proposal on finance which would govern not only education but all expenditures of the state, and unless there is a very special reason for having separate and different language here, we probably should treat financial matters only in the finance article, so my question to you is, is there a special reason why we should have the third sentence of Section 1 in the health, education and welfare article?

ARMSTRONG: Your Committee on Health, Education, and Welfare discussed this prior to coming to the floor this afternoon. I believe it was our unanimous feeling that this should be taken as a part of education so that it could always be clarified in relationship to this subject. We realize there are two other matters in proposals that deal directly with finance, but we felt that when we came to those things they would have to be correlated with our action at this point. I feel that this matter needs to be clarified here and that was the action of the Committee and their reason for retaining it here instead of postponing it to the finance section.

R. RIVERS: I speak directly to the proposed amendment to the section. As I understand it, or remember it after all this general discussion --

PRESIDENT EGAN: Before you proceed, it seems that some of the delegates don't realize what the proposed amendment is. After the word "direct" insert the words "or indirect". You may proceed.

R. RIVERS: The standard approach is that no public funds shall be disbursed for the direct benefit of any religious institution or parochial schools. The word "direct" is the standard treatment of that subject. Now when you get into the wording "or indirect", then you are getting into an argument as to whether you can even contract with a private institution for the rendering of certain public services because they might say they might make a profit. Now I agree that it might not be interpreted that way, but you are only stirring up an argument when

you talk about prohibiting the disbursement of money for an indirect benefit to a parochial or private institution. You are reaching clear out to ad infinitum in the realms of logic and association. You don't treat it that way, you don't stir up that kind of an argument. If there is a public purpose for which money is to be expended it does not matter if some of it does result in an indirect benefit to some private concern, which may be a contractor, so I definitely don't want to see the words "or indirect" inserted in this section.

COGHILL: Speaking in defense of my proposed amendment, I would first like to say I am very prone to the problem of putting any religious persecution into the Constitutional Convention or among the delegates. It would be the same thing as me trying to convince Mr. Ralph Rivers of the principles of the Republican party, and he in turn of the party he belongs to. I don't believe that is the problem at all. I think that they certainly have a right, a private right or a religious right, or a parochial right under our constitution to have schools. However, I believe that the way our government was set up 175 years ago, that the founders felt that public education was necessary to bring about a form of educating the whole child for civic benefit through a division of point of the home taking a certain part of the child, the church taking a certain part of this education, and the government or state through public schools taking the other part. I adhere to that principle, and I might say that I am the president of the Association of Alaska School Boards and one of the formers of that twelve-point program we developed in Anchorage last October. I think that the problem could probably be well misconstrued here as to the motive and intent. However, I feel that the intent of public education is primarily a state function and does not belong to any private or any one particular group, whether they are in the minority or the majority. I believe we should take direct steps to maintain a free public education not encroached upon by any quarter. I think it might be well to bring out in the argument for the direct or indirect benefit of public funds for education is the matter that is now being faced in Europe and in particular in the Netherlands where they have what is called the form of educational pacification, where the government is splitting the tax dollar among some 500 different church groups providing for a parochial school benefit on an indirect basis, and in a community where there is maybe 500 school children there will be as high as seven or eight small schools scattered out throughout the community, not providing for the fullest benefit in the educational field as far as having a good complete centralized program. I think that sectarianism segregation in our educational system is bad for the children. I do not deny the right of people to have their own schools. However, I think that we should always look to the interest of the founders of our nation when they brought about the separation of church and state. The

problem was brought, and it was brought about by Thomas Jefferson quite well when he said, "If a nation expects to be ignorant and free in the state of civilization, it expects something that never shall be". Therefore out of his deliberations with John Madison they brought about a form of free public education starting in Virginia, and it has come forward ever since under the intent of having the tax dollar only brought to the public educational system. I know there have been many law cases on it, Supreme Court rulings and what not, and I think that the matter still is divided as far as the general public is concerned, as between the sects of religion and not on the principle of preserving the free public education as an instrument of the state.

RILEY: Mr. President, I should like to address a question, if I may, to the Committee Chairman, but meanwhile I wish to commend Mr. Coghill on quoting with favor, Thomas Jefferson. Miss Awes, it runs in mind and I have not the delegate proposal before me, that there was a delegate proposal submitted in language substantially the same as this would read if Mr. Coghill's amendment were adopted. Could you tell me what your experience was in Committee, what the Committee thinking was in rejecting that language?

AWES: That I believe, if I recall rightly, was Proposal No. 2 and submitted by Mr. Johnson. It was carefully considered by the Committee, and Mr. Johnson was requested to come in and speak with us on it. We considered both the words "direct" and "indirect" and we felt that the words "or indirect" would, as Mr. Rivers said, reach out into infinity practically, and probably it is not even known what the results of that might be. We did feel it would shut out certain things that should not be prohibited. For instance, the welfare department was giving certain free care to the children of the community, and it might be administered through the schools. Well, we feared that "indirect" would make it impossible to give any of these welfare benefits, for instance, to children who were in private schools, and we did not feel that any prohibition should go that far, and so the Committee did carefully consider that word and unanimously agreed we should not use it.

RILEY: It has been said the Committee gave it correct attention and rejected it permanently?

AWES: That is right.

RILEY: Thank you.

METCALF: Mr. Chairman and delegates, I very much favor the inclusion in this section of the words "or indirect". As I read the section, it refers to our school system, and in this book, "Constitutions of the States", there are 16 states that have sections in their constitutions preventing public tax dollars

from being spent for private schools in any way, shape or form. Here is the section from the State of Missouri. The constitution was drawn in 1945, which some of you may have read. It says that, "No money shall ever be taken from the public treasury directly or indirectly in aid of any church, sect or denomination of religion, or in aid of any priest, preacher, minister, or teacher thereof as such, and that no preference shall be given to or any discrimination be made against any church, or any form of religious faith or worship." I am a firm believer in freedom of religion, and we have been aware in the progress of history, medieval times down to colonial times, that at times there have been persecutions practiced. Those are unpleasant things and they have gone past into history. I am for the free public school system, being a licensed teacher and having taught in public school systems in the Territory. I am also a firm believer in the complete separation of church and state, especially with the use of state money and state property. As I said again, I don't believe that the state property or taxes should be used and transferred to a religious group to be used directly or indirectly to the economic or political religious detriment of some other group or individual, and all activity should be on a free and competitive basis, and if I may just have a few minutes, I have a situation in Seward where a religious group have been given the use of the building and land by the Territory, and they are in competition, economic competition to my economic detriment. It is an actual fact, and I not only speak for myself but I speak for four or five people who happen to be affected similarly, and that is why I am trying to point out that I do not like to see state property or money transferred over to religious groups because persecution often times can come about. In this instance here, they have a Territory land, building valued around 60,000 dollars, and they are in active competition with private enterprise, and they have other advantages -- free snow removal, cheap help, no taxes, and I just point out these little things here that make me very much opposed to the use of state money or property in any way, shape or form by religious groups. I therefore favor the inclusion of this phrase "or indirect".

PRESIDENT EGAN: Mr. Smith.

SMITH: Mr. President, I had the opportunity to talk rather at great length with the superintendent of schools in Ketchikan during the Christmas recess on this very subject. He had suggested that the word "indirect" be inserted here, but during the course of the conversation he also said that the public school people were desirous of providing that the standards in the parochial schools be in some manner made equal to those in the public schools. Of course, the only way that could be provided would be through supervision by the State Board of Education. I pointed out to him that the insertion of the word "indirect" here would defeat that purpose and he immediately

said that he agreed and he did not want the word "indirect" inserted.

McCUTCHEON: Mr. President, will the Chair permit a question through the Chair to Mr. Coghill?

PRESIDENT EGAN: The Chair will permit a question through the Chair to Mr. Coghill.

McCUTCHEON: Mr. Coghill, could you cite me at least a few instances how indirect benefit might accrue. Are there specific types of instances within your knowledge of how this would apply? Because of your delivery here a few moments ago I assumed that there must be various types of specific indirect benefits which you would wish to prohibit. I would like to know what they are.

COGHILL: Through the Chair to Mr. McCutcheon, I believe by putting the indirect benefit clause in there that any social welfare, health arrangements that might be made with the state with any private or parochial institution would be on a contractual basis and would be providing a service to the public and not to the institution, and that is the purpose of the indirect clause in there. It would allow them to have a contract to produce or to show full value for the value of money received from the tax coffer, from the funds. In other words, to provide a hot lunch program with Territorial money or to provide a health program in a school, I do not deny that to the private schools because I feel that that is an instrument of public benefit because the child is benefiting from it from a public standpoint, and a contractual agreement between the organization and our organized state would therefore be in effect. Does that answer your question?

McCUTCHEON: In part. Your intent would be then that if some private institution of one nature or another were to supply this particular service under contract to the state that there could be no profit in that as it extended to that institution? That is, they would have to supply that service at the actual cost? That there could be no profit derived from that particular transaction. Is that the point you are making, that it would not prohibit supplying these various types of welfare programs, hot lunches, etc., but there could not be a profit factor involved?

COGHILL: That is correct, because we in the public school system, we are not allowed to make profit on such things.

KILCHER: I think that the position is not clear at all. What Mr. McCutcheon brought up is not clear at all, a benefit is not the same as a profit, so if they don't want any profit, why don't they mention it. I can see where a private school is benefited by getting nonprofit assistance. If, for instance, it is possible

for a private school to get lunch money assistance on nonprofit basis for its children, it may make the difference for them to be able to operate or not. If they are not getting lunch money or such things, they might not be able to operate, so by getting these nonprofit assistances for the children, they are getting benefited greatly. As a matter of fact, the benefit is so great it means survival or not, so I think the issue is not clear. On the principle I think I should be against the amendment because it does not clear the issue at all in that respect.

COGHILL: Maybe to clarify a point for Mr. Kilcher, one thing we want to keep in mind is the fact that the state has set up a public educational system for all children. The people that are sending their children to private, parochial, or any other type of institution are segregating themselves fromthe public and therefore they should not derive the benefit from the tax dollar. We are providing it. We have spent thousands, hundreds of thousands to provide a good educational system, and if we go to the pacification plan, we are destroying that principle and that in turn answers your interpretation of profit or benefit.

PRESIDENT EGAN: Mr. Gray.

GRAY: If I may ask Mr. Coghill, in reference to your remarks, does your state guarantee to offer a complete educational system?

COGHILL: It certainly will, Mr. Gray, after we write the articles on the legislation.

GRAY: You feel you have a complete educational system today?

COGHILL: I certainly think so.

GRAY: I think there are a lot of areas where a lot of children have no opportunity for public education.

COGHILL: I feel that it is quite a privilege to be a part of a public educational system and be able to criticize it, to be able to criticize our methods and our procedures and to work on those. I will agree with you wholeheartedly, Mr. Gray, that there are lots of things we have to do. However, in my recent trip to Washington, D. C., and being a conferee on the White House Conference on Education, we found with the exception of one disgruntled person, we found that our educational system in Alaska was far above the educational systems of the states. We have a progressive educational system in the sense that we are moving forward. I think one of our biggest thorns is the Alaska Native Service, if that's what you are referring to.

TAYLOR: There has been a lot of sparring around here on this subject. Everybody seems to duck the issue, and I am going to

ask Mr. Coghill a question if I may, through the Chair.

PRESIDENT EGAN: You may, Mr. Taylor.

TAYLOR: Mr. Coghill, what--in the event that the word "indirect" was inserted into this measure, what effect would that have on the school bus law that is now in effect?

COGHILL: What effect would that have on the school bus law? I know I am up against a pretty good attorney, but I think that will in turn not affect too much of the school bus system in Alaska because it can be on a public work contractual basis, take it completely out of the educational picture, put it on the welfare picture.

AWES: I would like to make one statement. Mr. Coghill suggested that we insert the words "or indirect". The Committee very carefully considered that word "indirect". We were not sure of the far-reaching effects it would have. Mr. Coghill now proposes that he explains what it means. I can't agree with his interpretation in any respect, and he would have us believe from the explanation he has given so far that it means precisely nothing. I don't believe that any court would so interpret it, and I think he should either give us some reason for having it in there or else if it doesn't mean anything, then I think we should take it out, but I am not satisfied with any explanation he's given yet.

PRESIDENT EGAN: Mr. McCutcheon.

McCUTCHEON: Since the Committee considered this at considerable length about this matter of "direct" or "indirect" wording in this particular section, you must have in mind several specific instances where "indirect" might apply in some fashion in a derogatory manner. If you do have such an idea or some particular questions how this word "indirect" might affect adversely to thinking upon your particular section here, I would like to hear some of them. If your Committee has gone into this so thoroughly, there must have been one or two problems that have arisen where there would be some question about including the word "indirect".

AWES: I have already given one very good example, and that is this question of welfare services which are often administered to children through the schools. Mr. Coghill says that the word "indirect" would not prevent these. I very definitely think that the word "indirect" would prevent them. I think that is one very good example.

POULSEN: May I ask Mr. Coghill a question?

PRESIDENT EGAN: You may, Mr. Poulsen.

POULSEN: If the word "indirect" is put in, would that mean there is such a thing as subsidy to hospitals would be eliminated?

COGHILL: Mr. Poulsen, this is an educational article with the educational institution.

POULSEN: It still comes under public welfare, matching funds for instance.

COGHILL: Mr. Poulsen, if you will note that the Committee amended their proposal to have "educational" inserted before institutions, and so this is strictly an educational article, sir.

WHITE: May I direct a question to Mr. Coghill?

PRESIDENT EGAN: You may, Mr. White.

WHITE: Mr. Coghill, are there children's homes, foster homes in the Territory which provide any education at all to the children who are entitled to admission to those homes?

COGHILL: The children's homes that have schools with them, is that what you mean?

WHITE: Are there any such institutions in the Territory of Alaska that provide any education at all to the children admitted to them?

COGHILL: Yes, there is.

WHITE: What would happen to them under your proposed amendment?

COGHILL: What would happen to these institutions now operating?

WHITE: Do any of these receive any public funds either from the Federal government or the Territorial government?

COGHILL: I don't believe they do because the contract schools went out before 1900. They had a form of contract for schools and that went out. I think that all your foster homes would be deriving an indirect benefit or some sort or another, and there are plenty of them.

WHITE: I think your statement could be corrected, but I'm not the one to do it. I'll defer to someone else, but in the event it is corrected, I would like to hear your answer to the question as to what would happen to them under your amendment.

PRESIDENT EGAN: Mr. Sundborg.

SUNDBORG: I have here a copy of a memorandum from Henry A. Harmon, Director of the Department of Public Welfare of the Territory to the Attorney General on this very subject, listing

a number of schools operated by private and religious organizations to which the Territory now pays funds through the Department of Public Welfare. They show that such institutions not only include a few Catholic institutions, but also Seventh Day Adventists, Moravian, and Presbyterian. It is very brief. I wonder if I might ask to have it read.

PRESIDENT EGAN: If there is no objection the communication can be read. Mr. Fischer.

V. FISCHER: I think it should be read only if it covers educational institutions.

SUNDBORG: It does only that.

PRESIDENT EGAN: The Chief Clerk may read the communication.

(This letter giving information as to payments made by the Territory to various children's institutions in the Territory was read by the Chief Clerk.)

ARMSTRONG: Mr. President, there are several sources of income in the private institution. First of all, an institution can apply for a surplus of food, and upon the signature of the administrator, that food is made available in a limited quantity. I might give an example of butter, beans, and staples of that type. I think that is given on the basis that no Territorial agency is able to give a large enough sum to a private institution to support that child. I might give you an example of one institution that probably is receiving 900 dollars a year from the Territory, but the actual cost breakdown without new buildings and capital expenditures run in excess of 1300 dollars a year to adequately take care of that child. In that institution there was no educational facilities, that is just housing. Another source of income would be then this Territorial grant of 50 dollars which is in lieu of home care. The child as a ward of the Territory and as such must be put into a foster home or into a private institution. They choose, wherever possible, to put the child in a foster home and let that child go to the private school. If a family situation is so complicated, they want to keep that family structure together and hold that family, the child is placed in a private home. There are a few, very few of the schools that have boarding facilities and educational facilities, but there are some that exist, Mr. White, in the Territory, and most of the grants by the Territorial Department of Welfare are given for the boarding home facilities and not for the education, and I think that could be borne out by the fact that they are looking for a holding situation for the child. The educational facilities are incidental at that particular point, but there are a number of places that are together. I hope that will help.

BUCKALEW: Mr. President, I don't think the question has been answered yet by any of the persons who have spoken on this subject.

If the word "indirect" is in there, it is going to eliminate almost any kind of aid. It will, for example, eliminate the free lunch, eliminate bus transportation, eliminate, for example, if we had a school or an institution where they had a school, it would eliminate the state giving any support to the child because that would be indirect support to the institution. I think when the members vote on it, I think they ought to understand the word "indirect" cuts out everything, just eliminates all kinds of support, and I don't think there is any question about it.

PRESIDENT EGAN: Mr. Rosswog.

ROSSWOG: Mr. Chairman, I would like to say that I cannot agree with Mr. Coghill that contracts would not be indirect help. I believe you could construe them to be indirect help. I believe that we should leave these words out of the section, and I believe the Committee has done a very good job. They have considered all angles of it, and I would like to say that I support the Committee resolution.

COGHILL: In closing the argument, I might just leave the thought with the delegates that on this particular subject of the direct or indirect benefit to the private or religious educational institution, would guarantee every citizen of the new State of Alaska that any money diverted from the public funds to any such organization in complete competition with your public institutions, if you will, that there will be a sound contractual agreement between your government and this private institution to provide public service and not to the benefit of the individual institution.

UNIDENTIFIED DELEGATE: Question.

PRESIDENT EGAN: The Chief Clerk will please read the proposed amendment.

CHIEF CLERK: "Section 1, line 7, after the word 'direct' insert the words 'or indirect'."

JOHNSON: I request a roll call.

KILCHER: I am sorry to take another minute. There is one problem that has not come up in this discussion. I am a father of seven children, five of which have had the Calvert course for several years with good results. I understand that the Calvert course could possibly be construed not to be available anymore either if indirect help were not available to a private school. The Territory pays it. My children go to a private school, or most of them. The biggest ones though hike over the road, and the Territory pays an indirect system. It could possibly be construed to include the Calvert course, which is a great problem in Alaska.

COGHILL: I might answer that, being familiar with the Calvert course, that the Territorial Department of Education, that is one of their recognized correspondence courses for the outlying areas, and if any family on a CAA remote station or someone on a remote part of the Yukon River, etc., would want to further the education of their children, write to the Commissioner of Education and they are referred to the Calvert course, and in higher institutions it would be the correspondence courses from the University of Nebraska.

PRESIDENT EGAN: The question is, "Shall the proposed amendment as offered by Mr. Coghill be adopted by the Convention?" The Chief Clerk will call the roll.

(The Chief Clerk called the roll with the following result:

Yeas: 19 - Barr, Boswell, Coghill, Collins, Cooper, Cross, Harris, Hilscher, Hinckel, Johnson, King, Knight, Laws, McCutcheon, Metcalf, Nerland, Poulsen, Robertson, Sweeney.

Nays: 34 - Armstrong, Awes, Buckalew, Davis, Doogan, Emberg, H. Fischer, V. Fischer, Gray, Hellenthal, Hermann, Hurley, Kilcher, Lee, Londborg, McLaughlin, McNealy, McNees, Marston, Nordale, Peratrovich, Reader, Riley, R. Rivers, V. Rivers, Rosswog, Smith, Stewart, Sundborg, Taylor, Walsh, White, Wien, Mr. President.

Absent: 2 - Nolan, VanderLeest.)

CHIEF CLERK: 19 yeas, 34 nays, and 2 absent.

PRESIDENT EGAN: So the "nays" have it and the proposed amendment has failed of adoption.

WHITE: I have an amendment to Section 1.

PRESIDENT EGAN: The Chief Clerk will please read the proposed amendment as offered by Mr. White and Mr. Fischer.

CHIEF CLERK: "Section 1, strike the last sentence."

WHITE: I move the adoption of the amendment.

V. FISCHER: I second it.

ARMSTRONG: I object. Mr. President, I feel that we will complicate our finance situation by trying to write this into a later report for clarification. I think here in one sentence you pinpoint it; you clarify it once and for all, but when you start to define this thing again in a larger amendment, you

PAGES 1525-1529

ALASKA CONSTITUTIONAL CONVENTION

PART 2

Proceedings: December 13, 1955 -- January 9, 1956

Alaska Legislative Council

Box 2199 — Juneau, Alaska

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have a hopeless task. I don't think it can be done, and I believe you want it here where they read it, they understand it and they know the precepts we are following. I think we would be wasting time to now delete this after we have had this vote of confidence for the Committee's report and then try to take it up again later. So I shall vote to kill the amendment and would ask the delegates to do likewise.

WHITE: I feel again that we are getting into a legislative matter here, and I feel that the broad policies that have been laid down in the Federal Constitution are good enough for our purposes here. Those policies that are contained in our Section 5 of our bill of rights which says, "No law shall be made respecting an establishment of religion or prohibiting the free exercise thereof". In a section, I forget the number of it, in a finance article saying that no funds shall be spent for other than a public purpose. I think those two sections are good enough to spell out the broad outline. In addition, I feel that while I am not a lawyer that almost every argument that has been applied against the use of the word "indirect" could just as logically be applied against the use of the word "direct", and I think it will lead us into trouble.

PRESIDENT EGAN: The question is, "Shall the proposed amendment as offered by Mr. White and Mr. Fischer be adopted"? Mr. Fischer.

V. FISCHER: I would just like to add, Mr. President, that while this Commissioner Dafoe points out education is an important field, I do not feel that when it comes to an appropriation of public funds it should receive any special, either more restrictive or more favored treatment. As Mr. White pointed out, the general stipulation is that funds be appropriated only for public purpose. Now it seems to me that the definition of public purpose must be made during every age in view of the conditions prevailing at that time. I think that has been one of the strong points of the Federal Constitution. The fact that it has left itself open to that kind of interpretation and, therefore, it seems that if we give favored treatment or discriminatory treatment to this education section, what are we going to do when it comes to health, welfare and just anything else that may come out. I think the public purpose provision should be the only guidance when it comes to appropriating public funds.

PRESIDENT EGAN: Mr. Gray.

GRAY: I would like to ask the Chairman of Style and Drafting if they would have the authority to move this section, if it directly belonged to taxation, would Style and Drafting have that authority?

PRESIDENT EGAN: Would the Rules Committee have the answer to that question?

SUNDBORG: Our rules, I believe, outline the authority of the Style and Drafting Committee and they do provide that after the various proposals have been adopted in third reading that the Style and Drafting Committee has an opportunity to arrange any material, section, subsections and I believe even sentences where it properly belongs in the constitution. It might be that Style and Drafting would have that authority, but, of course, that authority would be subject to approval here on the floor because we can't do anything in our Committee, of course, unless it is approved in a subsequent report that we make to the plenary session.

PRESIDENT EGAN: Mr. Smith.

SMITH: Mr. President, I merely wanted to point out that this problem has arisen in a good many of the States. It has arisen in connection with the education, and therefore I feel that this provision should remain in the section under education.

COGHILL: Mr. White brought up the thought that the Federal Constitution was all-inclusive. However, it might be well to remember that during the years that they were writing the Federal Constitution they left all educational matters to the individual states, and the purpose of leaving these educational matters to them was because of the trouble they were having at that time between different groups and different communities and different states being quite well controlled by different churches of one sort and another, such as the Quakers in Penn State and down in Virginia and over in Rhode Island and through that area. I feel that this should stay in the article, although my amendment did not ride, I am going to vote for it because I feel at least we have a certain provision for the direct benefit of tax dollars. I might, if I may, Mr. President, read the Supreme Court's decision of 1947 of the Emerson case, and I will not read the whole section but just in one part. It says, "No tax in any amount, large or small, can be levied to support any religious activities or institution whatever they may be called, or whatever form they may adopt to teach or practice religion. Neither state nor federal government can openly or secretly participate in the affairs of any religious organizations or groups and vice versa."

WHITE: If I may close briefly. I am not for or against bus transportation to certain institutions. I am not for or against hot lunches to certain institutions. I again think we would be much better advised to stick to the broad outlines. In partial reply to Mr. Coghill, I might mention that 100 years from now the state might wish to get involved in some sort of G.I. Bill of its own, following another war. I would not be in favor of it now, but 100 years from now I might. Why not leave ourselves open?

BARR: Point of information. I seem to remember when we first started out there was a sheet of paper on our desk to outline certain things that was mandatory to place in our constitution to conform with the Federal Constitution and with our accepted principles of American government. I will ask Mr. Armstrong, I believe, wasn't this practically the same wording in one of those paragraphs and did it not specifically mention schools? Mr. White has put in his amendment because he said the other phrasing in the Finance Committee report would take care of it. That mentioned public funds should be used for public purposes, but aren't we required to state in our constitution that public funds should not be used for private schools?

ARMSTRONG: No sir, not according to the House Enabling Act that we have used as a guide. On page 3, line 14, it just makes the general provision that for the establishment and the maintenance of a system of public schools which shall be open to all children of the state and free from sectarian control. That is the only thing, but I might add that I believe that there are 39 states that have added some type of safeguard in their constitutions directly in connection with education, and I believe every new constitution that has come out has held to some provision of this type, practically in every case they have been written in at this point, so I don't know why we should be afraid to follow that pattern. I don't think it is unusual to keep it here. I think it is healthy to keep it here, and I believe this is where it belongs.

McNEES: I call for the question.

PRESIDENT EGAN: The question is, "Shall the proposed amendment as offered by Mr. White and Mr. Fischer be adopted by the Convention?"

JOHNSON: I request a roll call.

PRESIDENT EGAN: The Chief Clerk will call the roll.

(The Chief Clerk called the roll with the following result:

Yeas: 13 - V. Fischer, Hurley, Kilcher, Laws, Lee, McCutcheon, Nolan, Poulsen, Reader, Riley, Sundborg, Walsh, White.

Nays: 41 - Armstrong, Awes, Barr, Boswell, Buckalew, Coghill, Collins, Cooper, Cross, Davis, Doogan, Emberg, H. Fischer, Gray, Harris, Hellenthal, Hermann, Hilscher, Hinckel, Johnson, King, Knight, Londborg, McLaughlin, McNealy, McNees, Marston, Metcalf, Nerland, Nordale, Peratrovich, R. Rivers, V. Rivers, Robertson, Rosswog, Smith, Stewart, Sweeney, Taylor, Wien, Mr. President.

Absent: 1 - VanderLeest.)

CHIEF CLERK: 13 yeas, 41 nays and 1 absent.

PRESIDENT EGAN: The "nays" have it and the proposed amendment has failed of adoption. Are there other amendments to Section 1? Mr. Victor Rivers.

V. RIVERS: May I ask a question? I notice that the Committee has come in with the words "direct benefit". I notice that some of the other states' constitutions, including that of Hawaii, say "support or benefit". What was the intent of limiting them to the word "direct"? I would like to know a little about the intent of the Committee rather than in dealing with both "support" or "benefit".

PRESIDENT EGAN: Miss Awes.

AWES: I don't recall that the Committee considered the words "support" or "benefit". I think the purpose we wanted to achieve was brought out in the arguments on an earlier amendment and we felt these words did it, and I don't recall the words "support" or "benefit" came before the Committee.

V. RIVERS: In other words, the Committee did not consider the words "support" or "benefit"?

AWES: That is right.

PRESIDENT EGAN: That seems to be the understanding of the Chair. Mr. Armstrong.

ARMSTRONG: As I recall, Mr. President, we probably discussed the question of the support of private schools, but we did not feel it needed to be in this particular section, and I don't recall, Mr. Rivers, that we considered that as a part of the text. I certainly would agree with what Miss Awes has said, although we discussed in Committee such things as direct legislation for the building of a school or the maintenance of a private school, which would be support, but it was our understanding that that would be covered under this word "direct benefit". This would prohibit the direct appropriation for building or maintenance of private institutions.

V. RIVERS: Mr. President, I am going to make a motion. I think that the word "direct" limits the interpretation of this. I am going to make a motion that the word "direct" be stricken and insert in lieu thereof the words "support of", line 7.

BARR: I second it.

PRESIDENT EGAN: The matter is open for discussion. Mr. Rosswog.

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Court's ruling won't end all voucher issues

Apr 6, 2011|

The U.S. Supreme Court decision issued Monday gives us a glimpse into how school voucher programs in Indiana -- and other states -- might one day look.

Tax-credited contributions made to an Arizona scholarship organization that provides tuition scholarships to secular and religious schools can not be sued for violating the establishment clause, the court ruled Monday.

The court ruled in 2002 that school vouchers, even those that went to religious schools, do not violate the First Amendment clause often referred to as separation of church and state.

So as far as the U.S. law is concerned, school vouchers for parochial schools and tax-credited scholarship contributions that might fund students' tuition at religious-based schools are kosher.

But state laws are a different matter, and one shouldn't expect school voucher issues to be settled or go unchallenged in Indiana or in other states grappling with education reforms.

House Democrats' six-week walkout failed to stop House Bill 1003, the school voucher bill, which continues to wind its way through the General Assembly.

Proponents and opponents of House Bill 1003 speculate how it will change Indiana public and private schools for the better or worse. But in reality, House Bill 1003 is not likely the panacea proponents tout it to be, and it's not the nail in public education's coffin that opponents claim. But it is a potential game changer for both public and private institutions.

If it becomes law, school vouchers will influence how Hoosier children are educated. And since no bill is perfect, the voucher system would likely need tweaking in years to come.

While acknowledging Indiana's education system needs reform, we've not been quick to jump on the school voucher bandwagon -- nor are we doing that today. There are too many questions left unanswered. But it appears the Republican-controlled General Assembly is bent on making school vouchers the law.

If school vouchers are approved, Hoosiers should expect lengthy legal challenges, including whether vouchers comply with Indiana's Constitution. If the U.S. Supreme Court is any indicator, it is likely school vouchers are not the constitutional aberration some paint them to be. If this is the case, the question is whether they are as effective as some claim they are. That remains unknown as of now.

When these cases are inevitably filed, people are likely to barricade themselves behind tired arguments. In the rush to defend their positions, we hope both sides remember that the status quo in education is not working in Indiana -- or anywhere else. To find what might work requires change, and change is never easy to entrenched institutions.

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Court ruling on school money stirs voucher bill debate

By: MIKEL LIVINGSTON mlivingston@jconline.com 8:30 PM, Apr. 5, 2011|

U.S. Supreme Court ruling this week is already stirring debate on possible ramifications of controversial legislation that would create a school voucher program in Indiana.

On Monday the Supreme Court ruled 5-4 that ordinary taxpayers cannot challenge government programs that use tax breaks to direct money to religious activities. The ruling was directed at an Arizona scholarship program that has mainly benefited religious schools through tax breaks.

Opponents of private school vouchers, including those promoted by Indiana House Bill 1003, fear the ruling will make it more difficult to use federal courts to claim violations of the Constitution's prohibition on direct government aid to religion.

Chris McGrew, a former consultant for the Indiana Department of Education and former board member for the Indiana Coalition for Public Education, said the ruling will "embolden" and "empower" voucher supporters.

Arizona's program has allowed residents to send up to $500 to a tuition scholarship organization that they would have otherwise paid the state in taxes on their incomes, the bulk of which has gone to private religious schools.

Justice Anthony Kennedy wrote the Supreme Court's majority opinion, saying that because the program operates as a tax credit, instead of a direct appropriation of government money, "contributions result from the decisions of private taxpayers regarding their own funds."

Justice Elena Kagan, who voted against the ruling, predicted lawmakers elsewhere would adopt the "road map" Kennedy provided to subsidize religion without facing judicial review.

But McGrew said differing details in the bill will give some legal leverage.

"Constitutionally the ruling in Arizona is different enough, (the Indiana program) will come before the courts," McGrew said. "I just hate that taxpayers and our schools and students are going to have to pay for it."

Last week, Indiana House Democrats failed with an amendment that would have limited the vouchers to only students attending failing schools.

That amendment was defeated and the bill passed, moving to the Senate. The bill will be discussed by the Senate Education and Career Development Committee later today.

If passed in its current form, Indiana's scholarship program would not be limited to lower-income families, special need students or students in failing schools, making it the broadest voucher program in the nation. The program would be open for families earning up to $60,000 a year and within three years there would be no limit on the number of children who could enroll.

William McLauchlan, a Purdue University associate professor, has written extensively on the Indiana state constitution and the judicial behavior of Supreme Court justices. He said he believes Indiana's voucher bill violates both the state and federal constitutions.

McLauchlan said it's a near guarantee the voucher bill will be protested in court if passed, and he anticipates the Indiana Supreme Court would rule against it.

"I can't imagine, if it is a raw use of public funds for a system that supports private educational institutions, that it will stand the test, but there's no telling for sure," McLauchlan said.

Some private school leaders have also expressed reservations about the plan, but for different reasons.

Lafayette Christian School Principal Ken Goff said he and his staff are waiting for more specifics on the proposal before forming an opinion.

"We are still mixed on it," Goff said. "There are still a lot of details not specified yet. We want to make sure we can remain a private Christian school as we are."

Goff said maintaining the independence of a private school remains paramount.

"We're accredited by the state, so we take ISTEPs and we're accountable with that, but we do have some freedom as we are a private school," Goff said. "We just want to be sure if we accept (vouchers) we can keep that autonomy."

Monday's ruling and a 2002 decision that upheld the use of vouchers "should give state legislatures wide discretion in adopting school choice programs," said Tim Keller, executive director of the Arizona chapter of the Institute for Justice. The group represented both religious and secular scholarship organizations that receive the tax money.

"School choice programs are not about aiding religion," Keller said. "They're aimed at helping individual families."

Contributing: Associated Press

Michelle Rhee on D.C. Kids' 'Crappy Education'

Firebrand Schools Chancellor Michelle Rhee, the National Face for Education Reform, Could Lose Her Job

By Z. BYRON WOLF and LEE FERRAN

Sept. 16, 2010

"They are getting a crappy education," Rhee said while discussing the district's schoolchildren in an interview with ABC News. "I mean, you could try to sugar coat it all you want. Subpar, or whatever. But what it is in terms that everyone can understand -- they are getting a crappy education."

It could be comments like that, not to mention aggressive and controversial education policies, landed Rhee in the spotlight of a new documentary "Waiting for Superman," and could also cost her her job.

Rhee, who has become the national face of education reform, could end up jobless after D.C. voters ousted Mayor Adrian Fenty.

Under Rhee's three-year watch, more than 200 teachers have been fired, nearly 20 schools closed and pay has been tied to merit evaluations. But test scores have shot up for elementary and secondary school students, and teachers' salaries were raised.

"The situation we inherited three years ago in Washington, D.C., was absolutely deplorable," Rhee said. "People need to understand that and if that makes people uncomfortable, then so be it."

The victor in Tuesday's Democratic primary -- and therefore almost a sure winner come November in this overwhelmingly Democratic city -- is City Council Chairman Vincent Gray, a chief Rhee antagonist at oversight hearings.

Gray has not said he would fire Rhee, but he hasn't said he would keep her on either.

"I have said on many occasions that after this election is over, I'd like to sit down with Michelle Rhee and let us walk and talk through it, you know, how we might work together," Gray said on CNN Tuesday.

Rhee had campaigned for Fenty. The Washington Teacher's Union campaigned for Gray.

"This has been a significant change in direction and it's going to require me sitting down with Mayor Fenty, the chairman and other people to see what's in the best interests of our kids," Rhee said Wednesday in an interview with MSNBC.

Rhee Feels Guilty About Fenty Loss

"I do feel sort of bad and guilty," she said. "This man, Adrian Fenty, is truly the best leader I've ever worked for. We need more leaders like him who are willing to stake everything to make sure our kids are getting a good education."

Obviously, D.C. voters disagree. And so do the leaders of local and national teachers unions.

An op-ed Wednesday morning by George Parker, president of the Washington Teacher's Union, and Randi Weingarten, president of the American Federation of Teachers, made no mention of Rhee. The article was titled "No Turning Back for D.C. Kids," and it suggested that the teachers would be happier and work more collaboratively with Gray.

"Public education is a marathon, not a sprint. Yes, there's urgency to fixing our schools, but we have to set ourselves on a long-term path toward constant and sustainable progress," wrote the union leaders.

President Obama stayed out of the race, but Secretary of Education Arne Duncan appeared at an event with Fenty and Rhee in the closing days of the election. It was not a campaign event, but Duncan announced the award of $75 million in new federal funding for D.C. schools. He was noticeably absent from any event with Gray.

Wednesday, Nov. 26, 2008

Rhee Tackles Classroom Challenge

By Amanda Ripley / Washington

In 11th grade, Allante Rhodes spent 50 minutes a day in a Microsoft Word class at Anacostia Senior High School in Washington. He was determined to go to college, and he figured that knowing Word was a prerequisite. But on a good day, only six of the school's 14 computers worked. He never knew which ones until he sat down and searched for a flicker of life on the screen. "It was like Russian roulette," says Rhodes, a tall young man with an older man's steady gaze. If he picked the wrong computer, the teacher would give him a handout. He would spend the rest of the period learning to use Microsoft Word with a pencil and paper.

One day last fall, tired of this absurdity, Rhodes e-mailed Michelle Rhee, the new, bold-talking chancellor running the District of Columbia Public Schools system. His teacher had given him the address, which was on the chancellor's home page. He was nervous when he hit SEND, but the words were reasonable. "Computers are slowly becoming something that we use every day," he wrote. "And learning how to use them is a major factor in our lives. So I'm just bringing this to your attention." He didn't expect to hear back. Rhee answered the same day. It was the beginning of an unusual relationship.

The U.S. spends more per pupil on elementary and high school education than most developed nations. Yet it is behind most of them in the math and science abilities of its children. Young Americans today are less likely than their parents were to finish high school. This is an issue that is warping the nation's economy and security, and the causes are not as mysterious as they seem. The biggest problem with U.S. public schools is ineffective teaching, according to decades of research. And Washington, which spends more money per pupil than the vast majority of large districts, is the problem writ extreme, a laboratory that failure made. (See pictures of a diverse group of American teens.)

Rhee took over Anacostia High and the district's 143 other schools in June 2007, when Mayor Adrian Fenty named her chancellor. Her appointment stunned the city. Rhee, then 37, had no experience running a school, let alone a district with 46,000 students that ranks last in math among 11 urban school systems. When Fenty called her, she was running a nonprofit called the New Teacher Project, which helps schools recruit good teachers. Most problematic of all, Rhee is not from Washington. She is from Ohio, and she is Korean American in a majority-African-American city. "I was," she says now, "the worst pick on the face of the earth."

But Rhee came highly recommended by another prominent school reformer: Joel Klein, chancellor of New York City's schools. And Rhee was once a teacher--in a Baltimore elementary school with Teach for America--and the experience convinced her that good teachers could alter the lives of kids like Rhodes.

Anacostia High has a 24% graduation rate, and only 21% of its students read at grade level. Rhodes is well aware of the miserable statistics, and when he first saw his new chancellor from afar, he thought she looked petite, foreign and underqualified. "I was like, She doesn't look ready for urban kids." But after they exchanged e-mails, he agreed to meet her downtown. He realized almost at once that he had underestimated her. "She actually sat

with me," he says, "and talked eye to eye, like I was one of her co-workers." They decided to meet again, this time at Anacostia High. Rhodes began to talk about Rhee to his classmates, and they started writing an agenda for the meeting, detailing all the things that were wrong with the D.C. school system. They had much to tell.

Rhee has promised to make Washington the highest-performing urban school district in the nation, a prospect that, if realized, could transform the way schools across the country are run. She is attempting to do this through a relentless focus on finding--and rewarding--strong teachers, purging incompetent ones and weakening the tenure system that keeps bad teachers in the classroom. This fall, Rhee was asked to meet with both presidential campaigns to discuss school reform. In the last debate, each candidate tried to claim her as his own, with Barack Obama calling her a "wonderful new superintendent."

Hard as it is to imagine Washington schools ranking among the best in the country, the city does have some things working in its favor. The system is relatively small, making it easier to redirect. As in New York City, the board of education was recently dissolved, which means changes can be made without waiting for the blessing of a fractious body of overseers. And now that a third of Washington's kids are in charter schools, there is intense pressure on the public system to keep the students it still has. If they keep fleeing the system at the current rate, enrollment will drop 50% every 10 years.

Each week, Rhee gets e-mails from superintendents in other cities. They understand that if she succeeds, Rhee could do something no one has done before: she could prove that low-income urban kids can catch up with kids in the suburbs. The radicalism of this idea cannot be overstated. Now, without proof that cities can revolutionize their worst schools, there is always a fine excuse. Superintendents, parents and teachers in urban school districts lament systemic problems they cannot control: poverty, hunger, violence and negligent parents. They bicker over small improvements such as class size and curriculum, like diplomats touring a refugee camp and talking about the need for nicer curtains. To the extent they intervene at all, politicians respond by either throwing more money at the problem (if they're on the left) or making it easier for some parents to send their kids to private schools (if they're on the right).

Meanwhile, millions of students left behind in confused classrooms spend another day learning nothing.

See pictures of eighth-graders being recruited for college basketball.

See TIME's special report on paying for college.

A Teacher from Toledo

ONE DAY IN AUGUST, I SPENT THE MORNING with Rhee as she made surprise visits to Washington public schools. She emerged from her chauffeured black SUV with two BlackBerrys and a cell phone and began walking--fast--toward the front door of the first school. She wore a black pencil skirt, a delicate cream blouse and strappy high heels. When we got inside, she walked into the first classroom she could find and stood to the side, frowning like a specter. When a teacher stopped lecturing to greet her, she motioned for the teacher to continue. Rhee smiled only when students smiled at her first. Within two minutes, she had seen enough, and she stalked out to the next classroom.

In the hallway, she muttered about teachers who spend too much time cutting out elaborate bulletin-board decorations or chitchatting at "morning meetings" with their third-graders before the real work begins. "We're in Washington, D.C., in the nation's capital," she said later. "And yet the children of this city receive an education that every single citizen in this country should be embarrassed by." (See pictures of teens and how they would vote.)

In the year and a half she's been on the job, Rhee has made more changes than most school leaders--even reform-minded ones--make in five years. She has shut 21 schools--15% of the city's total--and fired more than 100 workers from the district's famously bloated 900-person central bureaucracy. She has dismissed 270 teachers. And last spring she removed 36 principals, including the head of the elementary school her two daughters attend in an affluent northwest-D.C. neighborhood.

Rhee is convinced that the answer to the U.S.'s education catastrophe is talent, in the form of outstanding teachers and principals. She wants to make Washington teachers the highest paid in the country, and in exchange she wants to get rid of the weakest teachers. Where she and the teachers' union disagree most is on her ability to measure the quality of teachers. Like about half the states, Washington is now tracking whether students' test scores improve over time under a given teacher. Rhee wants to use that data to decide who gets paid more--and, in combination with classroom evaluation, who keeps the job. But many teachers do not trust her to do this fairly, and the union bristles at the idea of giving up tenure, the exceptional job security that teachers enjoy.

Rhee grew up in a nice neighborhood in Toledo, Ohio, a middle child, between two brothers. Her parents immigrated from South Korea several years before she was born so that her father could study medicine at the University of Michigan. He became a specialist in rehabilitation and pain medicine, and her mother owned a women's clothing store. Education was highly valued in the family, as was independence. After Rhee finished sixth grade, her parents sent her to South Korea to live with an aunt and attend a Korean school, a harrowing experience for a child in a strange land with limited skills in its language. When she returned a year later, her parents sent her to a private school because they found the public schools lacking.

After Rhee graduated from Cornell University in 1992, she joined Teach for America. She spent three years teaching at Harlem Park Elementary, one of the lowest-performing schools in Baltimore. Her parents visited and were stunned by the conditions of the neighborhood. "The area where the kids lived reminded me of a scene after the Korean War," says her father Shang Rhee.

Rhee suffered during that first year, and so did her students. She could not control the class. Her father remembers her returning home to visit and telling him she didn't want to go back. She had hives on her face from the stress.

The second year, Rhee got better. She and another teacher started out with second-graders who were scoring in the bottom percentile on standardized tests. They held on to those kids for two years, and by the end of third grade, the majority were at or above grade level, she says. (Baltimore does not have good test data going back that far, a problem that plagues many districts, so this assertion cannot be checked. But Rhee's principal at the time has confirmed the claim.) The experience gave Rhee faith in the power of good teaching. Yet what happened afterward broke her heart. "What was most disappointing was to watch these kids go off into the fourth grade and just lose everything," Rhee says, "because they were in classrooms with teachers who weren't engaging them."

The summer after her second year of teaching, Rhee met Kevin Huffman, a fellow Teach for America member. They married two years later and had two daughters, Starr and Olivia, now 9 and 6. They moved to Colorado to be closer to Rhee's parents, but the marriage faltered. Huffman and Rhee separated, agreeing to joint custody of the kids. And then Rhee got the offer to run Washington's schools. Huffman, now head of public affairs for Teach for America, had no illusions about the challenges Rhee would face. But when he heard about

the job offer, he decided to follow her to D.C. "Even though moving didn't sound like a whole lot of fun," he says, "the reality is that I genuinely believed that she had the potential to be the best superintendent in the country. Most people think about their own longevity, about political considerations." He adds, "Very few people genuinely don't care about anything other than the end result for kids. Michelle will compromise with no one when it comes to making sure kids get what they deserve."

Scorched Earth

WHEN THEY ARRIVED IN WASHINGTON, Huffman and Rhee anted up. They enrolled Starr and Olivia in Oyster-Adams, a public elementary school. Although the school is considered among the best in the city, Rhee quickly concluded that it was inferior to the Colorado public school her daughters had been attending. Among other things, the homework was sporadic and unchallenging, she says. Rhee dismissed the principal before the school year was out, a move that sparked outrage across the city and in her own home. "That," she says, "was probably the decision I got the most grief about."

Rhee is, as a rule, far nicer to students than to most adults. In many private encounters with officials, bureaucrats and even fundraisers--who have committed millions of dollars to help her reform the schools--she doesn't smile or nod or do any of the things most people do to put others at ease. She reads her BlackBerry when people talk to her. I have seen her walk out of small meetings held for her benefit without a word of explanation. She says things most superintendents would not. "The thing that kills me about education is that it's so touchy-feely," she tells me one afternoon in her office. Then she raises her chin and does what I come to recognize as her standard imitation of people she doesn't respect. Sometimes she uses this voice to imitate teachers; other times, politicians or parents. Never students. "People say, 'Well, you know, test scores don't take into account creativity and the love of learning,'" she says with a drippy, grating voice, lowering her eyelids halfway. Then she snaps back to herself. "I'm like, 'You know what? I don't give a crap.' Don't get me wrong. Creativity is good and whatever. But if the children don't know how to read, I don't care how creative you are. You're not doing your job."

See pictures of a diverse group of American teens.

See pictures of the college dorm's evolution.

Rhee's ferocity has alienated many people--even those who support her ideas and could be helpful to her. This summer the chair of the Washington city council called dealing with Rhee a "nightmare." There has been talk of passing legislation to rein her in. "Michelle Rhee believes in scorched earth," says Randi Weingarten, president of the American Federation of Teachers, a national union that has become unusually involved in local matters in Washington. "I am not saying that D.C.'s school system doesn't need a lot of help. But I have been part of a lot of reforms, and the one thing I have never seen work is a hierarchical, top-down model."

Rhee is aware of the criticism, but she suggests that a certain ruthlessness is required. "Have I rubbed some people the wrong way? Definitely. If I changed my style, I might make people a little more comfortable," she says. "But I think there's real danger in acting in a way that makes adults feel better. Because where does that stop?"

The Data

ON RHEE'S TOUR OF SCHOOLS DURING the first week of classes this year, a parent stopped her to praise her accomplishments so far. Rhee listened with a small smile while systematically cracking each of her knuckles with the thumb of the same hand. Then she got back into her SUV and began furiously e-mailing. When she calls her staff, she does not say hello; she just starts talking. She answered 95,000 e-mails last year, according to her office.

She frequently sounds exasperated. "People come to me all the time and say, 'Why did you fire this person?'" she says. The whiny voice is back. "'She's a good person. She's a nice person.' I'm like, 'O.K., go tell her to work at the post office.' Just because you're a nice person and you mean well does not mean you have a right to a job in this district."

The data back up Rhee's obsession with teaching. If two average 8-year-olds are assigned to different teachers, one who is strong and one who is weak, the children's lives can diverge in just a few years, according to research pioneered by Eric Hanushek at Stanford. The child with the effective teacher, the kind who ranks among the top 15% of all teachers, will be scoring well above grade level on standardized tests by the time she is 11. The other child will be a year and a half below grade level--and by then it will take a teacher who works with the child after school and on weekends to undo the compounded damage. In other words, the child will probably never catch up.

The ability to improve test scores is clearly not the only sign of a good teacher. But it is a relatively objective measure in an industry with precious few. And in schools where kids are struggling to read and subtract, it is a prerequisite for getting anything else done. In their defense, Washington teachers and principals, like educators in many of the country's worst school districts, talk about trying to teach a seventh-grader who is eight months pregnant; about being assaulted by students; about holding meetings for parents, replete with free food, and no one showing up. Washington Teachers' Union leader George Parker worries that test-score data cannot take all this into account: "I don't think our teachers are afraid of demonstrating student growth, but you have to look at the dynamics of the children you're dealing with. If I'm teaching children who have computers at home, who have educated parents, those students can move a lot faster than kids whose parents can't read."

Rhee says she does not expect all kids to move up the charts at the same rate; the important thing is to demand that most do move up. "This is a cultural shift," says Kaya Henderson, Rhee's deputy. "For years, there were no data, and you were a good teacher because the parents or your principal told you so. And so this is a scary thing."

The most glaring example of the backward logic of schools is the way most teachers receive lifetime job security after one or two years of work. As Larry Rosenstock, CEO of eight California charter schools, noted at an education panel last spring, we don't give that kind of job security to pilots or doctors--or any others who hold our children's fate in their hands: "What is it that is so exceptional about teachers that they should have this unique right?"

Teachers got tenure rights in the early 20th century to protect them against meddling politicians and school-board members who treated their jobs as patronage pawns. But the rationale is plainly antiquated. Today dozens of federal and state laws protect teachers (and other people) from arbitrary firing. But most teachers still receive tenure almost automatically. In fact, even before they get tenure, they are rarely let go. Schools spend millions of dollars evaluating teachers, but principals have little incentive to shake up their staffs, and so most teachers end up scoring near the top. "What I'm finding is that our principals are ridiculously--like ridiculously--conflict-averse," Rhee says. "They know someone is not so good, and they want to give him a 'Meets expectations' anyway because they don't want to deal with the person coming into the office and yelling and getting the parents riled up."

Right now, schools assess teachers before they teach--filtering for candidates who are certified, who have a master's degree, who have other pieces of paper that do not predict good teaching. And we pay them the same regardless of their effectiveness.

By comparison, if we wanted to have truly great teachers in our schools, we would assess them after their second year of teaching, when we could identify very strong and very weak performers, according to years of research. Great teachers are in total control. They have clear expectations and rules, and they are consistent with rewards and punishments. Most of all, they are in a hurry. They never feel that there is enough time in the day. They quiz kids on their multiplication tables while they walk to lunch. And they don't give up on their worst students, even when any normal person would.

See pictures of teens and how they would vote.

See pictures of college mascots.

Students know this instinctively. Acquirra Carter, 14, attends Washington's Cardozo High School, where, she complains, kids walk out of classes when they get bored and certain teachers talk on their cell phones when they are supposed to be teaching. But there are exceptions, and Carter knows them when she sees them. "Some teachers find a way. Mrs. Brown, they would not dare walk out of her class. She has total control. Mrs. Lawton, nobody leaves her class. This boy whispered, and she knew it!"

Minefields in the Schoolyard

IN THE VIEW OF RHEE AND REFORMERS like her, the struggle to fix America's failing school system comes down to a simple question: How do you get the best teachers and principals to work in the worst schools? In her quest to figure this out, Rhee has already suffered a major setback. Earlier this year, she proposed a revolutionary new model to let teachers choose between two pay scales. They could make up to $130,000 in merit pay on the basis of their effectiveness--in exchange for giving up tenure for one year. Or they could keep tenure and accept a smaller raise. (Currently, the average teacher's salary in Washington is $65,902.) The proposal divided the city's teachers into raging, blogging factions. This fall, the union declined to put Rhee's proposal to a vote, and its relationship with her has become increasingly hostile.

In October, Rhee vowed to purge incompetent teachers through any means necessary. She has brought on extra staff to help principals navigate the byzantine termination process and says an unprecedented number of teachers have already been put on notice. But she cannot give teachers the huge raises she proposed unless the union agrees to a new contract. So this approach will be slower, more litigious and less inspiring. In other words, it will be all stick and no carrot. It's hard to say if anyone else would have been able to persuade the union to trade away tenure for cash bonuses, but Rhee's sometimes dismissive attitude made it harder for some teachers to trust her.

For now, Mayor Fenty says he still has full confidence in Rhee, and he claims that Washington residents share his enthusiasm. "Regular people love the fact that for once someone is making tough decisions for D.C. schools," says Fenty, who attended the district's public schools. But the disconnect between Rhee's confident, sweeping rhetoric and the tortured reality is sizable, and it is most apparent at ground level, in the schools she is trying to save.

Rhee likes to tell the story of how Rhodes got in touch with her. She recounted it on TV on The Charlie Rose Show in July: "A student sent me this e-mail and said, basically, If you really want to know what's wrong with our schools, you should come and talk to the kids because I'm afraid that by talking to the adults, you might not be getting the real story."

Rhodes has a more nuanced version of the story. After their initial meeting, they met for a second time at Anacostia High, in a room off the library. Rhodes had invited eight fellow students, and they gave Rhee their typed agenda. They talked about the need for better teachers, as Rhee emphasizes when she tells the story. But Rhodes says he also told her about the holes in the floors, the lack of supplies and the fact that most classes did not have enough books for the students to take home. Rhee listened but did not offer many specific solutions. "She was vague," Rhodes says. "I got the sense she didn't want to make promises she couldn't keep."

Then one day last May, Rhee dismissed Anacostia's principal. Rhodes was devastated. He sent Rhee a furious e-mail. "My principal is a mother, mentor and a teacher to us all," he wrote. "I refuse, NO! we refuse the students of Anacostia to let her go." Rhee wrote him back. "She told me not to worry about it," Rhodes says quietly.

One of the things that make school reform so wrenching and slow is that schools become embedded in people's hearts. This is true in rich neighborhoods and poor ones, with good

schools and bad. Rhodes talks about his school as if it were an extension of himself. He talks about "my teachers" and "my staff," and he refers to other students as "my colleagues." "I love Anacostia High School," he says. At the same time, he is dismayed by his school. He walks through his halls, pointing out the litter on the floor and the broken lockers. Rhodes is 6 ft. 8 in. (2 m) tall, so he has to look down to talk to almost everyone. He wears white tube socks under his black Nike flip-flops and carries his large frame deliberately, like a gentle overseer. "You see all these lockers? None of them work," he says. "This classroom over here is supposed to be for home economics, but it's never been fixed up."

Rhodes did not contact Rhee again. This year Anacostia has a new principal, and Rhodes admits that the school is functioning better. "All the children are wearing their uniforms," he says. "No kids are in the hallways." If you come to school without your uniform on, a security guard or an assistant principal will "snatch you up and just send you home." All the computers in his Microsoft Word classroom now work.

But on Nov. 19, Rhodes had to evacuate his school when fights broke out in the hallways and three students were stabbed. And he still doesn't use the school bathrooms, which are filthy and sometimes unsafe. He waits until he returns to his grandmother's house, where he lives.

Now that he is a senior, Rhodes spends much of his time worrying about getting into college. As we stand on the front steps of the school one autumn evening after class, I ask him what he wants to study. He answers quickly: "Public administration, with a minor in English." I ask him how he can be so sure. "Because someone told me that's what I have to do to take Chancellor Rhee's job," he says matter-of-factly, watching his drum corps practice and his baton twirlers twirl in the twilight.

LEGAL SERVICES

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MEMORANDUM December 1, 2010

SUBJECT: Education Vouchers as Scholarships
(Work Order No. 27-LS0223\A)

TO: Representative Wes Keller
Attn: Jim Pound

FROM: Jean M. Mischel
Legislative Counsel

I have enclosed a draft version of an education voucher system based generally on the material provided, accommodating your desire to avoid a significant rewrite of the current funding system for public education and to base the draft on the "mission statement" rather than the model legislation provided. I tried to condense the proposal to that end but received no specific staff direction in doing so. The time allotted in your request does not allow for rewrites.

Although this proposal is unlike your previous education voucher request this session in that this draft attempts to provide vouchers as scholarships for use at both public and private schools, it is my opinion that the draft will not survive Alaska's express constitutional prohibition against providing public funds for the benefit of a private school under article VII, section 1. That section provides, in part:

> No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

The Alaska Supreme Court has interpreted that section to mean that a tuition assistance program awarding students attending private colleges an amount equal to the difference between public and private college tuition is unconstitutional. Sheldon Jackson College v. State, 599 P.2d 127 (Alaska 1979).

Sheldon Jackson is directly relevant to the proposed scholarship system. In that case, the Court established a three part test for determining the validity of public programs that provide economic benefit to private schools. First, the Court looks at the breadth of the class to which the economic benefits are directed. Second, the Court looks at how the public money is to be used; i.e., whether the benefit to the private school is incidental to education (as with fire and police protection) or whether it amounts to direct aid to education (as with tuition and books). Third, the Court looks at the magnitude of the benefit to private education. Significantly, the Court noted that channeling funds to a

private school through an intermediary (such as the student or parent) will not save an otherwise unconstitutional program providing aid to private schools.

In the Sheldon Jackson case, the Court struck down the state's tuition assistance program as violative of all three parts of the test. The class which the tuition assistance program benefitted consisted almost entirely of private schools, the funds were to be used directly for educational purposes (tuition), the benefit conferred on these schools was quite substantial, and the fact that the money was actually paid directly to the students, not the schools, did not mitigate the fact that the students were required to turn the money directly over to the private schools.

The proposed "scholarship" system (which appears to be a voucher system) suffers some of the same infirmities as the tuition assistance program did despite the inclusion of public schools. The money would go to private schools or public schools for the cost of education and facilities. A large part of the class benefitted would be private schools since the public schools currently receive public funding.

The second part of the test would also be violated because the vouchers would be used as a direct benefit to private education rather than an incidental benefit.

The third part of the test, the magnitude of the benefit, also presents a problem. The vouchers are to cover the entire cost of tuition or the cost of tuition plus the facilities spending. Obviously, the benefit to private schools would be substantial and, consequently, unconstitutional.

The proposed scholarship system is also potentially in violation of the "establishment" and "freedom of religion" clauses of article I, section 4 of the Constitution of the State of Alaska. I am aware that voucher systems in Wisconsin and Ohio have survived constitutional challenge under the U.S. First Amendment. See Zelman v. Simmon - Harris 536 U.S. 639 (2002). However, that does not mean scholarships would be upheld under art. I, section 4 of the state constitution. In addition, the Court in Sheldon Jackson noted that First Amendment cases upholding limited forms of assistance to religious schools have no relevance to the preceding analysis of article VII, section 1 of the state constitution. The prohibition against state aid to any private school is much broader than the prohibition under the First Amendment which relates only to religious schools. For example, the United States Supreme Court case upholding a Minnesota program of tax credits for public and private school expenses against a First Amendment challenge (Mueller v. Allen, 463 U.S. 388 (1983)) is not relevant to the analysis of the proposed voucher system in Alaska. Not only did that case involve a tax credit system rather than a voucher system, but it was challenged under the First Amendment. The case did not consider the kind of prohibition against direct aid to private schools found in the Alaska constitution. In other words, even if the scholarship system could survive scrutiny under the First Amendment, it would still violate article VII, section 1 of the state constitution.

In order to survive constitutional scrutiny under the state constitution, a voucher system, such as the proposed parental choice scholarship system, would have to satisfy all three parts of the Sheldon Jackson test and scrutiny under the First Amendment. It is difficult to imagine a voucher system, as I understand the voucher system to work, that would not violate the constitution. The system would have to benefit students in public as well as private schools without giving any substantial direct benefit to education in the private schools. By its nature, the voucher system seems to work against this.

The problem could be circumvented by amending article VII, section 1 of the state constitution as you have proposed in a separate draft resolution.

In addition to constitutional considerations, this draft leaves many unanswered and potentially very expensive questions. For example, do you really intend to make a home district pay transportation costs? How is the student count and scholarship funding affected if a student transfers midyear? How does a public school district which is paid under the existing formula (AS 14.17) account for direct scholarship payments to schools? The material provides no direction on these and other questions that arise under Alaska law.

If I may be of further assistance, please feel free to contact me.

JMM:ljw
10-436.ljw

Enclosure

SHELDON JACKSON COLLEGE, Appellant, v. STATE of Alaska, Avrum Gross, Attorney General for the State of Alaska, B. B. Allen, Commissioner of Administration for the State of Alaska, Kerry Romesburg, Executive Director, Post-Secondary Education Commission, Marshall L. Lind, Commissioner of Education for the State of Alaska, Appellees; INUPIAT UNIVERSITY OF the ARCTIC, Appellant, v. STATE of Alaska, Avrum Gross, Attorney General for the State of Alaska, B. B. Allen, Commissioner of Administration for the State of Alaska, Kerry Romesburg, Executive Director, Post-Secondary Education Commission, Marshall L. Lind, Commissioner of Education for the State of Alaska, Appellees

Supreme Court of Alaska
599 P.2d 127;1979 Alas. LEXIS 552
Nos. 3978, 4002
August 28, 1979

Editorial Information: Prior History

Appeal from the Superior Court of the State of Alaska, First Judicial District, Juneau, Thomas B. Stewart, Judge.

Counsel Monte L. Brice, Ely, Guess & Rudd, Juneau, for Appellant Sheldon Jackson College.

B. Richard Edwards, Mark S. Bledsoe, Law Offices of B. Richard Edwards, Anchorage, for Appellant Inupiat University of the Arctic.

Ronald W. Lorensen, Assistant Attorney General, Avrum M. Gross, Attorney General, Juneau, for Appellee.

Robert C. Erwin, Sanford M. Gibbs, Hagans, Smith, Brown, Erwin & Gibbs, Anchorage, for Amicus Curiae Catholic Bishop of Northern Alaska.

Judges: Rabinowitz, Chief Justice, Connor, Boochever, Burke and Matthews, Justices.

CASE SUMMARY

PROCEDURAL POSTURE: Appellant private universities challenged a decision of the Superior Court of the State of Alaska, First Judicial District, Juneau, which granted summary judgment in favor of appellee, the State of Alaska, and held that Alaska's tuition grant program, Alaska Stat. 14.40.751-.806, violated Alaska Const. art. VII, 1. The private universities had filed an action challenging the termination of the program.Tuition grant program that awarded students at private colleges difference between tuition at private and public colleges violated Alaska Constitution, which prohibited payment of public funds for direct benefit of a private educational institution.

OVERVIEW: The grant program awarded Alaska residents attending private colleges in Alaska an amount generally equal to the difference between the tuition charged by the student's private college and that charged by a public college in the same area, not to exceed $ 2,500 annually. The attorney general found that the grants violated Alaska Const. art. VII, 1, which prohibited the payment of money from public funds for the direct benefit of any religious or other private educational institution. The trial court granted summary judgment for the State. On appeal, the court affirmed, holding that the grant program clearly violated 1 because (1) the class primarily benefitted by the tuition grant program consisted only of private colleges and their students; (2) the public funds expended under Alaska Stat. 14.40.776 constituted nothing less than a subsidy of the education received by the student at his private college and thus implicated fully the core concern of the direct benefit provision; (3) the magnitude of benefits bestowed under the program was substantial; and (4) the students to whom benefits were paid were merely conduits for the transmission of state funds to private colleges.

OUTCOME: The summary judgment in favor of the State was affirmed.

LexisNexis Headnotes

Constitutional Law >

Opinion

{599 P.2d 128} The final sentence of article VII, section 1 of our state constitution prohibits the payment of money from public funds "for the direct benefit of any religious or other private educational institution." 1 The question in this case is whether Alaska's tuition grant program, AS 14.40.751-.806, violates this provision.

The tuition grant program awards Alaska residents attending private colleges in Alaska an amount generally equal to the difference between the tuition charged by the student's private college and the tuition charged by a public college in the same area, not to exceed $2,500.00 annually. The student is required to apply the entire amount of the grant towards his or her tuition. AS 14.40.776 (a).

In May of 1976 the attorney general issued an opinion declaring tuition grants to be invalid as a direct benefit to private schools in violation of article VII, section 1. The Department of Administration then stopped paying tuition grants. Appellant Sheldon Jackson College, a private educational institution, filed suit to enjoin the department's termination order, but agreed to dismiss the suit without prejudice when a proposition to amend article VII, section 1, to permit tuition grants was placed on the ballot to be voted on in the general election of November, 1976. 2

The ballot proposition was rejected by the voters 64,211 to 54,636. Sheldon Jackson then renewed its lawsuit and another private university, Inupiat University of the Arctic, filed a complaint in intervention. The superior court concluded that the tuition grant program provides direct benefits to private educational institutions and thus violates article VII, section 1. Summary judgment was thereupon granted in favor of the state. We affirm.

{599 P.2d 129} I

The minutes of the Alaska Constitutional Convention show that an unsuccessful motion was made to delete entirely the direct benefit prohibition of article VII, section 1. 3 The proponent of the motion argued that the state constitutional provisions prohibiting the establishment of religion 4 and prohibiting spending public funds for private purposes, 5 were sufficient to accomplish the objectives of the direct benefit clause. By rejecting this proposal the convention made it clear that it wished the constitution to support and protect a strong system of public schools. 6 Other authorities have also suggested that a constitutional provision barring aid to all private schools serves to enforce the separation of church and state without requiring executive or judicial inquiry into the sectarian affiliation of particular schools, 7 and furthermore disengages the state from the undesirable task of withholding benefits solely on the basis of religious affiliation. 8

At the same time, in expressly rejecting alternative language that would have prohibited "direct *or indirect* benefits," 9 the delegates to Alaska's Constitutional Convention made it abundantly clear that they did not wish to prevent the state from providing for the health and welfare of private school students, 10 or from focusing on the special needs of individual residents. 11 Article VII,

section 1 was thus designed to commit Alaska to the pursuit of public, not private education, without requiring absolute governmental indifference to any student choosing to be educated outside the public school system.

The Alaska Constitution is apparently unique in its express ban only on "direct" benefits. However, in construing state constitutional provisions that prohibit "support" for private schools, 12 or state and federal proscriptions against the establishment of religion, 13 the courts have frequently resorted to a distinction between "direct" and "incidental" benefits. 14 Though the distinction may at times appear more "metaphysical" {599 P.2d 130} than precise, 15 the analyses found in these decisions are helpful in determining generally the type of government action intended to be prohibited by article VII's direct benefit clause. The following generalizations can be drawn from these authorities.

First, constitutional provisions governing aid to private schools have generally been perceived as requiring neutrality rather than hostility from the state; 16 thus the breadth of the class to which statutory benefits are directed is a critical area of judicial scrutiny. 17 For example, though the police and fire protection afforded a private school may provide the school with quite direct benefits, as when a campus fire is extinguished, such benefits are provided without regard to status and affiliation, and have universally been presumed to be constitutional. 18 Conversely, a benefit flowing only to private institutions, or to those served by them, does not reflect the same neutrality and non-selectivity. 19

A second central criterion in determining the constitutionality of a state aid program, is the nature of the use to which the public funds are to be put. As is apparent from the convention debate, the core of the concern expressed in the direct benefit prohibition involves government aid to *Education* conducted outside the public schools. Though any state assistance that relieves the burden on a private school to provide for the health and welfare of its students will free the school to concentrate its funds on its private educational mission, numerous delegates voiced their understanding that the direct benefit clause would not bar such incidental support. 20 An analogous distinction has frequently been drawn in establishment clause cases, where the pertinent inquiry is whether a statute impacts "essentially secular educational functions" that are separable from the school's religious instruction. 21

Third, in determining whether a school is directly benefitted by public funds, a court must consider, though not in isolation, the magnitude of the benefit conferred. A trivial, though direct, benefit may not rise to the level of a constitutional violation, whereas a substantial, though arguably indirect, benefit may. 22

Finally, while a direct transfer of funds from the state to a private school will of course render a program constitutionally suspect, 23 merely channeling the funds through an intermediary will not save an otherwise improper expenditure of public monies. The courts have expressly noted {599 P.2d 131} that the superficial form of a benefit will not suffice to define its substantive character. 24

II

The foregoing observations are readily applicable to the present case. First, the class primarily benefitted by the tuition grant program consists only of private colleges and their students. Though the appellants characterize the statute as merely equalizing the positions of private and public university students, effectively the chief beneficiaries are the private colleges themselves. Unlike a statute that provides comparable dollar subsidies to all students, 25 Alaska's tuition grant program is not neutral, inasmuch as the only incentive it creates is the incentive to enroll in

a private college. Subsidy programs suffering from similar deficiencies have been repeatedly struck down under a variety of state constitutional provisions, 26 as well as under the Federal Constitution. 27

Second, the public funds expended under AS 14.40.776 constitute nothing less than a subsidy of the education received by the student at his or her private college, and thus implicate fully the core concern of the direct benefit provision. While the program may be motivated, as was stated in the preface to the statute as it was originally passed, by the desire to "help retain qualified students in Alaska," 28 such a laudable purpose cannot escape article VII's mandate that Alaska pursue its educational objectives through public educational institutions.

Furthermore, the magnitude of benefits bestowed under the tuition grant program is quite substantial. For the last year in which the tuition grants were paid, 1975-76, Sheldon Jackson received approximately six hundred thousand dollars from the program. The grants were then $1,850 for each eligible student, 29 and for the 1976-77 school year the grants were to be $2,500. 30 According to Sheldon Jackson it has suffered {599 P.2d 132} "a substantially diminished capacity" to function as an educational institution as a result of the termination of the tuition grant program, as reflected in a reduction of students, faculty, income and curriculum offerings. Inupiat University claims a similar impairment of function.

Finally, though the tuition grants are nominally paid from the public treasury directly to the student, the student here is merely a conduit for the transmission of state funds to private colleges. Before the state will deliver a check to the student, the latter must certify under oath and under penalty of perjury that he or she will pay it over to the college. AS 14.40.786. Simply interposing an intermediary "does not have a cleansing effect and somehow cause the funds to lose their identity as public funds. While the ingenuity of man is apparently limitless, the court has held with unvarying regularity that one may not do by indirection what is forbidden directly." *Wolman v. Essex,* 342 F. Supp. 399, 415 (S.D. Ohio), *aff'd mem.,* 409 U.S. 808, 93 S. Ct. 61, 34 L. Ed. 2d 69 (1972).

Based on the foregoing we have no difficulty in concluding that the tuition grant program is in its effect a direct benefit to private educational institutions and therefore violates article VII, section 1 of our constitution. Though Sheldon Jackson points out that several courts have upheld tuition grant programs involving college students, 31 and that aid programs involving colleges have more readily been found constitutional than similar programs involving elementary and secondary schools, 32 the cited decisions rely on the *de minimis* degree of church control in the benefitted sectarian colleges. Such reasoning obviously has no application with respect to article VII's direct benefit prohibition, which bans aid to all private educational institutions, including those with no religious affiliation.

Sheldon Jackson also argues that the direct benefit clause was not meant to apply to colleges and universities, but only to primary and secondary private educational institutions. We see no basis for this contention. Both the plain language of the constitution and the minutes of the constitutional debate 33 indicate that all private educational institutions were meant to be included. The judgment is AFFIRMED.

Footnotes

1 Art. VII, 1 of the Alaska Const. provides:

Public Education. The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

2 The proposition would have appended the following language to art. VII, 1: "however nothing in this section shall prevent direct aid to students in accordance with the law." 1976 House Joint Resolution 73 am S. In addition an explanation of the amendment appeared on the ballot as follows:

This is a proposal to amend Article VII, Section 1 of the Constitution of the State of Alaska to allow public funds to be used to provide direct aid such as scholarships and tuition equalization grants to students attending private educational institutions. The Attorney General of the State of Alaska has interpreted Article VII, Section 1 of the constitution as it now reads, to prohibit the state from giving tuition equalization grants to students attending private colleges or universities in the state.

3 Proceedings of the Alaska Constitutional Convention 1526-28 (hereafter cited as Proceedings).

4 Art. I, 4 provides in part: "No law shall be made respecting an establishment of religion . . . ."

5 Art. IX, 6 provides: "No tax shall be levied, or appropriation of public money made, or public property transferred, nor shall the public credit be used, except for a public purpose."

6 For example, delegate Armstrong, speaking for the committee which drafted art. VII, 7, stated that it had sought to "provide and protect for the future of our public schools." 2 Proceedings at 1514. Delegate Coghill expressed the thought that the amount of tax dollars available for the support of public schools might be lessened if public funds were used to support a great many private schools. *Id.* at 1520. In *Spears v. Honda,* 51 Haw. 1, 449 P.2d 130, 135 (1968), the need to ensure that public schools would not be neglected is expressed as the reason underlying Hawaii's constitutional bar to public aid of private schools. Hawaii, however, apparently had an elite private school system, a system having no strong parallels in the Territory of Alaska.

7 *See Gaffney v. State Bd. of Educ.,* 192 Neb. 358, 220 N.W.2d 550, 553 (1974).

8 *See Everson v. Bd. of Educ.,* 330 U.S. 1, 16, 91 L. Ed. 711, 724, 67 S. Ct. 504 (1947); *Spears v. Honda,* 51 Haw. 1, 449 P.2d 130, 137 (1968).

9 Proceedings, *supra* note 3 at 1528.

10 *Id.* at 1513-16, 1519-20, 1521-22, 1524.

11 *Id.* at 1514.

12 *E.g.,* Mo. Const. art. IX, 8.

13 U.S. Const. amend. I provides in part: "Congress shall make no law respecting an establishment of religion . . . ."

14 *See, e.g., Wolman v. Walter,* 433 U.S. 229, 250, 254, 53 L. Ed. 2d 714, 733, 97 S. Ct. 2593 (1977); *Meek v. Pittenger,* 421 U.S. 349, 364-65, 44 L. Ed. 2d 217, 231, 95 S. Ct. 1753 (1975); *Comm. for Publ. Educ. v. Nyquist,* 413 U.S. 756, 783 n. 39, 37 L. Ed. 2d 948, 969 n. 39, 93 S. Ct. 2955 (1973); *Americans United v. Rogers,* 538 S.W.2d 711, 719 (Mo.), *cert. denied,* 429 U.S. 1029, 50 L. Ed. 2d 632, 97 S. Ct. 653 (1976). Though the Federal Constitution does not explicitly refer to the relationship between the government and religious schools, the Supreme Court's "direct benefit" standard has been formulated almost exclusively in the context of school aid cases, *supra,* and is thus valuable precedent in construing our own constitutional provision.

15 *See* L. Tribe, American Constitutional Law 840 (1978).

16 *See Roemer v. Bd. of Publ. Works of Md.,* 426 U.S. 736, 747, 49 L. Ed. 2d 179, 188, 96 S. Ct. 2337 (1976); *Lemon v. Kurtzman,* 403 U.S. 602, 614, 29 L. Ed. 2d 745, 756, 91 S. Ct. 2105 (1971); *Everson v. Bd. of Educ.,* 330 U.S. 1, 18, 91 L. Ed. 711, 724-25, 67 S. Ct. 504 (1947).

17 *See, e.g., Comm. for Publ. Educ. v. Nyquist,* 413 U.S. 756, 782 n. 38, 37 L. Ed. 2d 948, 968 n. 38, 93 S. Ct. 2955 (1973); *Springfield Schl. Dist. v. Dept. of Educ.,* 483 Pa. 539, 397 A.2d 1154, 1163 (1979).

18 *See* citations *supra* notes 16 and 17.

19 *See infra* notes 26 and 27.

20 *See supra* note 10. In *Matthews v. Quinton,* 362 P.2d 932 (Alaska 1961); *cert. denied,* 368 U.S. 517, 7 L. Ed. 2d 522, 82 S. Ct. 530 (1962), a statute enabling private school children living far from their schools to ride public school buses at public expense, was held violative of the direct benefit prohibition. We do not rely on *Matthews* in reaching today's decision, and thus have no occasion to overrule or re-affirm it. A substantial question, however, can be raised as to its continuing vitality in light of the analysis which we employ in the present opinion.

21 *Roemer v. Bd. of Publ. Works of Md.,* 426 U.S. 736, 762, 49 L. Ed. 2d 179, 197, 96 S. Ct. 2337 (1976). *See Meek v. Pittenger,* 421 U.S. 349, 366, 44 L. Ed. 2d 217, 232, 95 S. Ct. 1753 (1975).

22 *Compare Lendall v. Cook,* 432 F. Supp. 971 (E.D. Ark. 1977)(program involving eight scholarships upheld), *with Meek v. Pittenger* (striking down a state loan of nonideological instructional materials, in part on the basis of the substantiality of aid to the overall functioning of the benefitted schools).

23 *Id.*

24 *Wolman v. Walter,* 433 U.S. 229, 250, 53 L. Ed. 2d 714, 733-34, 97 S. Ct. 2593 (1977) (striking down a loan of instructional materials to students after similar loan to schools had been struck down in *Meek); Comm. for Publ. Educ. v. Nyquist,* 413 U.S. 756, 785-86, 37 L. Ed. 2d 948, 970, 93 S. Ct. 2955 (1973) (striking down reimbursements to parents for private school tuitions).

25 *Minn. Civ. Lib. U. v. Roemer,* 452 F. Supp. 1316, 1322 (D.Minn. 1978)(tax deduction for parents of all school children upheld); *Americans United for the Sep. of Ch. and State v. Blanton,* 433 F. Supp. 97 (M.D. Tenn.), *aff'd mem.,* 434 U.S. 803, 98 S. Ct. 39, 54 L. Ed. 2d 65 (1977)(public and private college students eligible for grants); *Durham v. McLeod,* 259 S.C. 409, 192 S.E.2d 202 (1972), *appeal dismissed for lack of a substantial federal question,* 413 U.S. 902, 93 S. Ct. 3060, 37 L. Ed. 2d 1020 (1973)(loans to all college students). *But see Miller v. Ayres,* 213 Va. 251, 191 S.E.2d 261 (1972) (conditional grants to public and private college students held unconstitutional); *Weiss v. Bruno,* 82 Wash. 2d 199, 509 P.2d 973 (1973) (grants to needy private school children not saved by summer school grants to needy public school children).

26 *See Klinger v. Howlett,* 56 Ill. 2d 1, 305 N.E.2d 129 (1973); *Opinion of the Justices,* 357 Mass. 846, 259 N.E.2d 564 (1970); *Opinion of the Justices,* 109 N.H. 578, 258 A.2d 343 (1969).

27 *Comm. for Publ. Educ. v. Nyquist,* 413 U.S. 756, 782 n. 38, 37 L. Ed. 2d 948, 968 n. 38, 93 S. Ct. 2955 (1973) (tuition reimbursement to parents of non-public school children); *Sloan v. Lemon,* 413 U.S. 825, 37 L. Ed. 2d 939, 93 S. Ct. 2982 (1973)(tuition reimbursement); *Wolman v. Essex,* 342 F. Supp. 399, 412 (S.D. Ohio), *aff'd mem.,* 409 U.S. 808, 93 S. Ct. 61, 34 L. Ed. 2d 69 (1972)("the reimbursement grant aspects . . . . are directed only towards the parents of children who attend non-public schools"). *See also Meek v. Pittenger,* 421 U.S. 349, 44 L. Ed. 2d 217, 95 S. Ct. 1753 (1975)(auxiliary services only provided to non-public school students); *Publ. Funds for Publ. Schools of N.J. v. Marburger,* 358 F. Supp. 29 (D.N.J. 1973), *aff'd mem.,* 417 U.S. 961, 41 L. Ed. 2d 1134, 94 S. Ct. 3163 (1974) (private school students reimbursed for textbooks while public schoolers only loaned books); *Members of Jamestown Schl. Comm. v. Schmidt,* 427 F. Supp. 1338, 1348 (D.R.I.1977)(only private school students bused out of district); *Americans United for Sep. of Ch. and State v. Benton*, 413 F. Supp. 955 (D. Iowa 1976) (same).

28 Section 1 ch. 230 SLA 1970.

29 Section 2 ch. 136 SLA 1975.

30 AS 14.40.776(a)(2).

31 *Lendall v. Cook,* 432 F. Supp. 971 (E.D. Ark. 1977); *Americans United for Sep. of Ch. and State v. Bubb,* 379 F. Supp. 872 (D. Kan. 1974)(upheld with respect to most, but not all, church-related schools); *Americans United v. Rogers,* 538 S.W.2d 711 (Mo.), *cert. denied,* 429 U.S. 1029, 50 L. Ed. 2d 632, 97 S. Ct. 653 (1976).

32 *See Roemer v. Bd. of Publ. Works of Md.,* 426 U.S. 736, 49 L. Ed. 2d 179, 96 S. Ct. 2337 (1976)(non-categorical grants to colleges); *Hunt v. McNair,* 413 U.S. 734, 37 L. Ed. 2d 923, 93 S. Ct. 2868 (1973)(state leaseback arrangement with Baptist college); *Tilton v. Richardson,* 403 U.S. 672, 29 L. Ed. 2d 790, 91 S. Ct. 2091 (1971) (construction grants to colleges).

33 The convention delegates were informed by the chairperson of the authoring committee that the committee intended the phrase "other private educational institutions" to include "any educational institution that is not run by the state." 2 Proceedings, *supra* note 3 at 1511. *See also id.* at 1532.

536 U.S. 639 (2002)

ZELMAN, SUPERINTENDENT OF PUBLIC INSTRUCTION OF OHIO, et al. v. SIMMONS-HARRIS et al.

No. 00-1751.

United States Supreme Court.

Argued February 20, 2002.
Decided June 27, 2002.[*]
CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE SIXTH CIRCUIT

640*640 641*641 Rehnquist, C. J., delivered the opinion of the Court, in which O'Connor, Scalia, Kennedy, and Thomas, JJ., joined. O'Connor, J., *post,* p. 663, and Thomas, J., *post,* p. 676, filed concurring opinions. Stevens, J., filed a dissenting opinion, *post,* p. 684. Souter, J., filed a dissenting opinion, in which Stevens, Ginsburg, and Breyer, JJ., joined, *post,* p. 686. Breyer, J., filed a dissenting opinion, in which Stevens and Souter, JJ., joined, *post,* p. 717.

Judith L. French, Assistant Attorney General of Ohio, argued the cause for petitioners in No. 00-1751. With her on the briefs were *Betty D. Montgomery,* Attorney General, *David M. Gormley,* State Solicitor, *Karen L. Lazorishak, James G. Tassie,* and *Robert L. Strayer,* Assistant Attorneys General, *Kenneth W. Starr,* and *Robert R. Gasaway. David J. Young* argued the cause for petitioners in No. 00-1777. With him on the briefs were *Michael R. Reed* and *David*642*642 *J. Hessler. Clint Bolick, William H. Mellor, Richard D. Komer, Robert Freedman, David Tryon,* and *Charles Fried* filed briefs for petitioners in No. 00-1779.

Solicitor General Olson argued the cause for the United States as *amicus curiae* urging reversal. With him on the brief were *Assistant Attorney General McCallum, Deputy Solicitor General Kneedler, Gregory G. Garre, Robert M. Loeb,* and *Lowell V. Sturgill, Jr.*

Robert H. Chanin argued the cause for respondents Simmons-Harris et al. in all cases. With him on the brief were *Andrew D. Roth, Laurence Gold, Steven R. Shapiro, Raymond Vasvari, Elliot M. Mincberg,* and *Judith E. Schaeffer. Marvin E. Frankel* argued the cause for respondents Gatton et al. in all cases. With him on the brief were *David J. Strom, Donald J. Mooney, Jr.,* and *Marc D. Stern.*[†]

643*643 Chief Justice Rehnquist delivered the opinion of the Court.

The State of Ohio has established a pilot program designed to provide educational choices to families with children who 644*644 reside in the Cleveland City School

District. The question presented is whether this program offends the Establishment Clause of the United States Constitution. We hold that it does not.

There are more than 75,000 children enrolled in the Cleveland City School District. The majority of these children are from low-income and minority families. Few of these families enjoy the means to send their children to any school other than an inner-city public school. For more than a generation, however, Cleveland's public schools have been among the worst performing public schools in the Nation. In 1995, a Federal District Court declared a "crisis of magnitude" and placed the entire Cleveland school district under state control. See *Reed* v. *Rhodes,* No. 1:73 CV 1300 (ND Ohio, Mar. 3, 1995). Shortly thereafter, the state auditor found that Cleveland's public schools were in the midst of a "crisis that is perhaps unprecedented in the history of American education." Cleveland City School District Performance Audit 2-1 (Mar. 1996). The district had failed to meet any of the 18 state standards for minimal acceptable performance. Only 1 in 10 ninth graders could pass a basic proficiency examination, and students at all levels performed at a dismal rate compared with students in other Ohio public schools. More than two-thirds of high school students either dropped or failed out before graduation. Of those students who managed to reach their senior year, one of every four still failed to graduate. Of those students who did graduate, few could read, write, or compute at levels comparable to their counterparts in other cities.

It is against this backdrop that Ohio enacted, among other initiatives, its Pilot Project Scholarship Program, Ohio Rev. Code Ann. §§ 3313.974-3313.979 (Anderson 1999 and Supp. 2000) (program). The program provides financial assistance to families in any Ohio school district that is or has been "under federal court order requiring supervision and operational 645*645 management of the district by the state superintendent." § 3313.975(A). Cleveland is the only Ohio school district to fall within that category.

The program provides two basic kinds of assistance to parents of children in a covered district. First, the program provides tuition aid for students in kindergarten through third grade, expanding each year through eighth grade, to attend a participating public or private school of their parent's choosing. §§ 3313.975(B) and (C)(1). Second, the program provides tutorial aid for students who choose to remain enrolled in public school. § 3313.975(A).

The tuition aid portion of the program is designed to provide educational choices to parents who reside in a covered district. Any private school, whether religious or nonreligious, may participate in the program and accept program students so long as the school is located within the boundaries of a covered district and meets statewide educational standards. § 313.976(A)(3). Participating private schools must agree not to discriminate on the basis of race, religion, or ethnic background, or to "advocate or foster unlawful behavior or teach hatred of any person or group on the basis of race, ethnicity, national origin, or religion." § 3313.976(A)(6). Any public school located in a school district adjacent to the covered district may also participate in the program. § 3313.976(C). Adjacent public schools are eligible to receive a $2,250 tuition grant for

each program student accepted in addition to the full amount of per-pupil state funding attributable to each additional student. §§ 3313.976(C), 3317.03(I)(1).[1] All participating schools, 646*646 whether public or private, are required to accept students in accordance with rules and procedures established by the state superintendent. §§ 3313.977(A)(1)(a)—(c).

Tuition aid is distributed to parents according to financial need. Families with incomes below 200% of the poverty line are given priority and are eligible to receive 90% of private school tuition up to $2,250. §§ 3313.978(A) and (C)(1). For these lowest income families, participating private schools may not charge a parental copayment greater than $250. § 3313.976(A)(8). For all other families, the program pays 75% of tuition costs, up to $1,875, with no copayment cap. §§ 3313.976(A)(8), 3313.978(A). These families receive tuition aid only if the number of available scholarships exceeds the number of low-income children who choose to participate.[2] Where tuition aid is spent depends solely upon where parents who receive tuition aid choose to enroll their child. If parents choose a private school, checks are made payable to the parents who then endorse the checks over to the chosen school. § 3313.979.

The tutorial aid portion of the program provides tutorial assistance through grants to any student in a covered district who chooses to remain in public school. Parents arrange for registered tutors to provide assistance to their children and then submit bills for those services to the State for payment. §§ 3313.976(D), 3313.979(C). Students from low-income families receive 90% of the amount charged for such assistance up to $360. All other students receive 75% of that amount. § 3313.978(B). The number of tutorial assistance grants offered to students in a covered district must equal the number of tuition aid scholarships provided to students 647*647 enrolled at participating private or adjacent public schools. § 3313.975(A).

The program has been in operation within the Cleveland City School District since the 1996-1997 school year. In the 1999-2000 school year, 56 private schools participated in the program, 46 (or 82%) of which had a religious affiliation. None of the public schools in districts adjacent to Cleveland have elected to participate. More than 3,700 students participated in the scholarship program, most of whom (96%) enrolled in religiously affiliated schools. Sixty percent of these students were from families at or below the poverty line. In the 1998-1999 school year, approximately 1,400 Cleveland public school students received tutorial aid. This number was expected to double during the 1999-2000 school year.

The program is part of a broader undertaking by the State to enhance the educational options of Cleveland's schoolchildren in response to the 1995 takeover. That undertaking includes programs governing community and magnet schools. Community schools are funded under state law but are run by their own school boards, not by local school districts. §§ 3314.01(B), 3314.04. These schools enjoy academic independence to hire their own teachers and to determine their own curriculum. They can have no religious affiliation and are required to accept students by lottery. During the 1999-2000 school year, there were 10 startup community schools in the Cleveland City School

District with more than 1,900 students enrolled. For each child enrolled in a community school, the school receives state funding of $4,518, twice the funding a participating program school may receive.

Magnet schools are public schools operated by a local school board that emphasize a particular subject area, teaching method, or service to students. For each student enrolled in a magnet school, the school district receives $7,746, including state funding of $4,167, the same amount received 648*648 per student enrolled at a traditional public school. As of 1999, parents in Cleveland were able to choose from among 23 magnet schools, which together enrolled more than 13,000 students in kindergarten through eighth grade. These schools provide specialized teaching methods, such as Montessori, or a particularized curriculum focus, such as foreign language, computers, or the arts.

In 1996, respondents, a group of Ohio taxpayers, challenged the Ohio program in state court on state and federal grounds. The Ohio Supreme Court rejected respondents' federal claims, but held that the enactment of the program violated certain procedural requirements of the Ohio Constitution. *Simmons-Harris* v. *Goff*, 86 Ohio St. 3d 1, 8-9, 711 N. E. 2d 203, 211 (1999). The state legislature immediately cured this defect, leaving the basic provisions discussed above intact.

In July 1999, respondents filed this action in United States District Court, seeking to enjoin the reenacted program on the ground that it violated the Establishment Clause of the United States Constitution. In August 1999, the District Court issued a preliminary injunction barring further implementation of the program, 54 F. Supp. 2d 725 (ND Ohio), which we stayed pending review by the Court of Appeals, 528 U. S. 983 (1999). In December 1999, the District Court granted summary judgment for respondents. 72 F. Supp. 2d 834. In December 2000, a divided panel of the Court of Appeals affirmed the judgment of the District Court, finding that the program had the "primary effect" of advancing religion in violation of the Establishment Clause. 234 F. 3d 945 (CA6). The Court of Appeals stayed its mandate pending disposition in this Court. App. to Pet. for Cert. in No. 00-1779, p. 151. We granted certiorari, 533 U. S. 976 (2001), and now reverse the Court of Appeals.

The Establishment Clause of the First Amendment, applied to the States through the Fourteenth Amendment, prevents a State from enacting laws that have the "purpose" 649*649 or "effect" of advancing or inhibiting religion. *Agostini* v. *Felton*, 521 U. S. 203, 222-223 (1997) ("[W]e continue to ask whether the government acted with the purpose of advancing or inhibiting religion [and] whether the aid has the `effect' of advancing or inhibiting religion" (citations omitted)). There is no dispute that the program challenged here was enacted for the valid secular purpose of providing educational assistance to poor children in a demonstrably failing public school system. Thus, the question presented is whether the Ohio program nonetheless has the forbidden "effect" of advancing or inhibiting religion.

To answer that question, our decisions have drawn a consistent distinction between government programs that provide aid directly to religious schools, *Mitchell* v. *Helms*, 530 U. S. 793, 810-814 (2000) (plurality opinion); *id.*, at 841-844 (O'Connor, J., concurring in judgment); *Agostini*, *supra*, at 225-227; *Rosenberger* v. *Rector and Visitors of Univ. of Va.*, 515 U. S. 819, 842 (1995) (collecting cases), and programs of true private choice, in which government aid reaches religious schools only as a result of the genuine and independent choices of private individuals, *Mueller* v. *Allen*, 463 U. S. 388 (1983); *Witters* v. *Washington Dept. of Servs. for Blind*, 474 U. S. 481 (1986); *Zobrest* v. *Catalina Foothills School Dist.*, 509 U. S. 1 (1993). While our jurisprudence with respect to the constitutionality of direct aid programs has "changed significantly" over the past two decades, *Agostini*, *supra*, at 236, our jurisprudence with respect to true private choice programs has remained consistent and unbroken. Three times we have confronted Establishment Clause challenges to neutral government programs that provide aid directly to a broad class of individuals, who, in turn, direct the aid to religious schools or institutions of their own choosing. Three times we have rejected such challenges.

In *Mueller*, we rejected an Establishment Clause challenge to a Minnesota program authorizing tax deductions for various educational expenses, including private school tuition 650*650 costs, even though the great majority of the program's beneficiaries (96%) were parents of children in religious schools. We began by focusing on the class of beneficiaries, finding that because the class included "*all* parents," including parents with "children [who] attend nonsectarian private schools or sectarian private schools," 463 U. S., at 397 (emphasis in original), the program was "not readily subject to challenge under the Establishment Clause," *id.*, at 399 (citing *Widmar* v. *Vincent*, 454 U. S. 263, 274 (1981) ("The provision of benefits to so broad a spectrum of groups is an important index of secular effect")). Then, viewing the program as a whole, we emphasized the principle of private choice, noting that public funds were made available to religious schools "only as a result of numerous, private choices of individual parents of school-age children." 463 U. S., at 399-400. This, we said, ensured that "no `imprimatur of state approval' can be deemed to have been conferred on any particular religion, or on religion generally." *Id.*, at 399 (quoting *Widmar*, *supra*, at 274)). We thus found it irrelevant to the constitutional inquiry that the vast majority of beneficiaries were parents of children in religious schools, saying:

"We would be loath to adopt a rule grounding the constitutionality of a facially neutral law on annual reports reciting the extent to which various classes of private citizens claimed benefits under the law." 463 U. S., at 401.

That the program was one of true private choice, with no evidence that the State deliberately skewed incentives toward religious schools, was sufficient for the program to survive scrutiny under the Establishment Clause.

In *Witters*, we used identical reasoning to reject an Establishment Clause challenge to a vocational scholarship program that provided tuition aid to a student studying at a religious institution to become a pastor. Looking at the program as a whole, we

observed that "[a]ny aid . . .that ultimately 651*651 flows to religious institutions does so only as a result of the genuinely independent and private choices of aid recipients." 474 U. S., at 487. We further remarked that, as in *Mueller,* "[the] program is made available generally without regard to the sectarian-nonsectarian, or public-nonpublic nature of the institution benefited." 474 U. S., at 487 (internal quotation marks omitted). In light of these factors, we held that the program was not inconsistent with the Establishment Clause. *Id.,* at 488-489.

Five Members of the Court, in separate opinions, emphasized the general rule from *Mueller* that the amount of government aid channeled to religious institutions by individual aid recipients was not relevant to the constitutional inquiry. 474 U. S., at 490-491 (Powell, J., joined by Burger, C. J., and Rehnquist, J.,concurring) (citing *Mueller, supra,* at 398— 399); 474 U. S., at 493 (O'Connor, J., concurring in part and concurring in judgment); *Id.,* at 490 (White, J., concurring). Our holding thus rested not on whether few or many recipients chose to expend government aid at a religious school but, rather, on whether recipients generally were empowered to direct the aid to schools or institutions of their own choosing.

Finally, in *Zobrest,* we applied *Mueller* and *Witters* to reject an Establishment Clause challenge to a federal program that permitted sign-language interpreters to assist deaf children enrolled in religious schools. Reviewing our earlier decisions, we stated that "government programs that neutrally provide benefits to a broad class of citizens defined without reference to religion are not readily subject to an Establishment Clause challenge." 509 U. S., at 8. Looking once again to the challenged program as a whole, we observed that the program "distributes benefits neutrally to any child qualifying as `disabled.' " *Id.,* at 10. Its "primary beneficiaries," we said, were "disabled children, not sectarian schools." *Id.,* at 12.

652*652 We further observed that "[b]y according parents freedom to select a school of their choice, the statute ensures that a government-paid interpreter will be present in a sectarian school only as a result of the private decision of individual parents." *Id.,* at 10. Our focus again was on neutrality and the principle of private choice, not on the number of program beneficiaries attending religious schools. *Id.,* at 10-11. See, *e. g., Agostini,* 521 U. S., at 229 ("*Zobrest* did not turn on the fact that James Zobrest had, at the time of litigation, been the only child using a publicly funded sign-language interpreter to attend a parochial school"). Because the program ensured that parents were the ones to select a religious school as the best learning environment for their handicapped child, the circuit between government and religion was broken, and the Establishment Clause was not implicated.

Mueller, Witters, and *Zobrest* thus make clear that where a government aid program is neutral with respect to religion, and provides assistance directly to a broad class of citizens who, in turn, direct government aid to religious schools wholly as a result of their own genuine and independent private choice, the program is not readily subject to challenge under the Establishment Clause. A program that shares these features permits government aid to reach religious institutions only by way of the deliberate

choices of numerous individual recipients. The incidental advancement of a religious mission, or the perceived endorsement of a religious message, is reasonably attributable to the individual recipient, not to the government, whose role ends with the disbursement of benefits. As a plurality of this Court recently observed:

"[I]f numerous private choices, rather than the single choice of a government, determine the distribution of aid, pursuant to neutral eligibility criteria, then a government cannot, or at least cannot easily, grant special 653*653 favors that might lead to a religious establishment." *Mitchell,* 530 U. S., at 810.

See also *id.,* at 843 (O'Connor, J., concurring in judgment) ("[W]hen government aid supports a school's religious mission only because of independent decisions made by numerous individuals to guide their secular aid to that school, `no reasonable observer is likely to draw from the facts . . . an inference that the State itself is endorsing a religious practice or belief' " (quoting *Witters,* 474 U. S., at 493 (O'Connor, J., concurring in part and concurring in judgment))). It is precisely for these reasons that we have never found a program of true private choice to offend the Establishment Clause.

We believe that the program challenged here is a program of true private choice, consistent with *Mueller, Witters,* and *Zobrest,* and thus constitutional. As was true in those cases, the Ohio program is neutral in all respects toward religion. It is part of a general and multifaceted undertaking by the State of Ohio to provide educational opportunities to the children of a failed school district. It confers educational assistance directly to a broad class of individuals defined without reference to religion, *i. e.,* any parent of a school-age child who resides in the Cleveland City School District. The program permits the participation of *all* schools within the district, religious or nonreligious. Adjacent public schools also may participate and have a financial incentive to do so. Program benefits are available to participating families on neutral terms, with no reference to religion. The only preference stated anywhere in the program is a preference for low-income families, who receive greater assistance and are given priority for admission at participating schools.

There are no "financial incentive[s]" that "ske[w]" the program toward religious schools. *Witters, supra,* at 487-488. Such incentives "[are] not present . . . where the aid is allocated on the basis of neutral, secular criteria that neither favor nor disfavor religion, and is made available to both religious 654*654 and secular beneficiaries on a nondiscriminatory basis." *Agostini, supra,* at 231. The program here in fact creates financial *dis* incentives for religious schools, with private schools receiving only half the government assistance given to community schools and one-third the assistance given to magnet schools. Adjacent public schools, should any choose to accept program students, are also eligible to receive two to three times the state funding of a private religious school. Families too have a financial disincentive to choose a private religious school over other schools. Parents that choose to participate in the scholarship program and then to enroll their children in a private school (religious or nonreligious) must copay a portion of the school's tuition. Families that choose a community school, magnet school, or traditional public school pay nothing. Although such features of the program

are not necessary to its constitutionality, they clearly dispel the claim that the program "creates . . . financial incentive[s] for parents to choose a sectarian school." *Zobrest*, 509 U. S., at 10.[3]

Respondents suggest that even without a financial incentive for parents to choose a religious school, the program creates a "public perception that the State is endorsing religious practices and beliefs." Brief for Respondents Simmons-Harris et al. 37-38. But we have repeatedly recognized 655*655 that no reasonable observer would think a neutral program of private choice, where state aid reaches religious schools solely as a result of the numerous independent decisions of private individuals, carries with it the *imprimatur* of government endorsement. *Mueller*, 463 U. S., at 399; *Witters*, *supra*, at 488-489; *Zobrest*, *supra*, at 10-11; *e. g.*, *Mitchell*, *supra*, at 842-843 (O'Connor, J., concurring in judgment) ("In terms of public perception, a government program of direct aid to religious schools . . . differs meaningfully from the government distributing aid directly to individual students who, in turn, decide to use the aid at the same religious schools"). The argument is particularly misplaced here since "the reasonable observer in the endorsement inquiry must be deemed aware" of the "history and context" underlying a challenged program. *Good News Club* v. *Milford Central School*, 533 U. S. 98, 119 (2001) (internal quotation marks omitted). See also *Capitol Square Review and Advisory Bd.* v. *Pinette*, 515 U. S. 753, 780 (1995) (O'Connor, J., concurring in part and concurring in judgment). Any objective observer familiar with the full history and context of the Ohio program would reasonably view it as one aspect of a broader undertaking to assist poor children in failed schools, not as an endorsement of religious schooling in general.

There also is no evidence that the program fails to provide genuine opportunities for Cleveland parents to select secular educational options for their school-age children. Cleveland schoolchildren enjoy a range of educational choices: They may remain in public school as before, remain in public school with publicly funded tutoring aid, obtain a scholarship and choose a religious school, obtain a scholarship and choose a nonreligious private school, enroll in a community school, or enroll in a magnet school. That 46 of the 56 private schools now participating in the program are religious schools does not condemn it as a violation of the Establishment Clause. The Establishment Clause question is whether Ohio is coercing 656*656 parents into sending their children to religious schools, and that question must be answered by evaluating *all* options Ohio provides Cleveland schoolchildren, only one of which is to obtain a program scholarship and then choose a religious school.

Justice Souter speculates that because more private religious schools currently participate in the program, the program itself must somehow discourage the participation of private nonreligious schools. *Post*, at 703-705 (dissenting opinion).[4] But Cleveland's preponderance of religiously affiliated 657*657 private schools certainly did not arise as a result of the program; it is a phenomenon common to many American cities. See U. S. Dept. of Ed., National Center for Education Statistics, Private School Universe Survey: 1999-2000, pp. 2-4 (NCES 2001-330, 2001) (hereinafter Private School Universe Survey) (cited in Brief for United States as *Amicus Curiae* 24). Indeed,

by all accounts the program has captured a remarkable cross-section of private schools, religious and nonreligious. It is true that 82% of Cleveland's participating private schools are religious schools, but it is also true that 81% of private schools in Ohio are religious schools. See Brief for State of Florida et al. as *Amici Curiae* 16 (citing Private School Universe Survey). To attribute constitutional significance to this figure, moreover, would lead to the absurd result that a neutral school-choice program might be permissible in some parts of Ohio, such as Columbus, where a lower percentage of private schools are religious schools, see Ohio Educational Directory (Lodging of Respondents Gatton et al., available in Clerk of Court's case file), and Reply Brief for Petitioners in No. 00-1751, p. 12, n. 1, but not in inner-city Cleveland, where Ohio has deemed such programs most sorely needed, but where the preponderance of religious schools happens to be greater. Cf. Brief for State of Florida et al. as *Amici Curiae* 17 ("[T]he percentages of sectarian to nonsectarian private schools within Florida's 67 school districts . . . vary from zero to 100 percent"). Likewise, an identical private choice program might be constitutional in some States, such as Maine or Utah, where less 658*658 than 45% of private schools are religious schools, but not in other States, such as Nebraska or Kansas, where over 90% of private schools are religious schools. *Id.,* at 15-16 (citing Private School Universe Survey).

Respondents and Justice Souter claim that even if we do not focus on the number of participating schools that are religious schools, we should attach constitutional significance to the fact that 96% of scholarship recipients have enrolled in religious schools. They claim that this alone proves parents lack genuine choice, even if no parent has ever said so. We need not consider this argument in detail, since it was flatly rejected in *Mueller,* where we found it irrelevant that 96% of parents taking deductions for tuition expenses paid tuition at religious schools. Indeed, we have recently found it irrelevant even to the constitutionality of a direct aid program that a vast majority of program benefits went to religious schools. See *Agostini,* 521 U. S., at 229 ("Nor are we willing to conclude that the constitutionality of an aid program depends on the number of sectarian school students who happen to receive the otherwise neutral aid" (citing *Mueller,* 463 U. S., at 401)); see also *Mitchell,* 530 U. S., at 812, n. 6 (plurality opinion) ("*[Agostini]* held that the proportion of aid benefiting students at religious schools pursuant to a neutral program involving private choices was irrelevant to the constitutional inquiry"); *id.,* at 848 (O'Connor, J., concurring in judgment) (same) (quoting *Agostini, supra,* at 229). The constitutionality of a neutral educational aid program simply does not turn on whether and why, in a particular area, at a particular time, most private schools are run by religious organizations, or most recipients choose to use the aid at a religious school. As we said in *Mueller,* "[s]uch an approach would scarcely provide the certainty that this field stands in need of, nor can we perceive principled standards by which such statistical evidence might be evaluated." 463 U. S., at 401.

659*659 This point is aptly illustrated here. The 96% figure upon which respondents and Justice Souter rely discounts entirely (1) the more than 1,900 Cleveland children enrolled in alternative community schools, (2) the more than 13,000 children enrolled in alternative magnet schools, and (3) the more than 1,400 children enrolled in traditional

public schools with tutorial assistance. See *supra,* at 647-648. Including some or all of these children in the denominator of children enrolled in nontraditional schools during the 1999— 2000 school year drops the percentage enrolled in religious schools from 96% to under 20%. See also J. Greene, The Racial, Economic, and Religious Context of Parental Choice in Cleveland 11, Table 4 (Oct. 8, 1999), App. 217a (reporting that only 16.5% of nontraditional schoolchildren in Cleveland choose religious schools). The 96% figure also represents but a snapshot of one particular school year. In the 1997— 1998 school year, by contrast, only 78% of scholarship recipients attended religious schools. See App. to Pet. for Cert. in No. 00-1751, p. 5a. The difference was attributable to two private nonreligious schools that had accepted 15% of all scholarship students electing instead to register as community schools, in light of larger per-pupil funding for community schools and the uncertain future of the scholarship program generated by this litigation. See App. 59a—62a, 209a, 223a—227a.[5] Many of the students enrolled in these schools 660*660 as scholarship students remained enrolled as community school students, *id.,* at 145a—146a, thus demonstrating the arbitrariness of counting one type of school but not the other to assess primary effect, *e. g.,* Ohio Rev. Code Ann. § 3314.11 (Anderson 1999) (establishing a single "office of school options" to "provide services that facilitate the management of the community schools program and the pilot project scholarship program"). In spite of repeated questioning from the Court at oral argument, respondents offered no convincing justification for their approach, which relies entirely on such arbitrary classifications. Tr. of Oral Arg. 52-60.[6]

661*661 Respondents finally claim that we should look to *Committee for Public Ed. & Religious Liberty* v. *Nyquist,* 413 U. S. 756 (1973), to decide these cases. We disagree for two reasons. First, the program in *Nyquist* was quite different from the program challenged here. *Nyquist* involved a New York program that gave a package of benefits exclusively to private schools and the parents of private school enrollees. Although the program was enacted for ostensibly secular purposes, *id.,* at 773-774, we found that its "function" was "*unmistakably* to provide desired financial support for nonpublic, sectarian institutions," *id.,* at 783 (emphasis added). Its genesis, we said, was that private religious schools faced "increasingly grave fiscal problems." *Id.,* at 795. The program thus provided direct money grants to religious schools. *Id.,* at 762-764. It provided tax benefits "unrelated to the amount of money actually expended by any parent on tuition," ensuring a windfall to parents of children in religious schools. *Id.,* at 790. It similarly provided tuition reimbursements designed explicitly to "offe[r] . . . an incentive to parents to send their children to sectarian schools." *Id.,* at 786. Indeed, the program flatly prohibited the participation of any public school, or parent of any public school enrollee. *Id.,* at 763-765. Ohio's program shares none of these features.

Second, were there any doubt that the program challenged in *Nyquist* is far removed from the program challenged here, we expressly reserved judgment with respect to "a case involving some form of public assistance (*e. g.,* scholarships) made available generally without regard to the sectariannonsectarian, or public-nonpublic nature of the institution benefited." *Id.,* at 782-783, n. 38. That, of course, is the very question now before us, and it has since been answered, first in *Mueller,* 463 U. S., at 398-399 ("[A] program . . . that neutrally provides state assistance to a broad spectrum of citizens is

not readily subject to challenge under the Establishment Clause" (citing *Nyquist, supra,* at 782-783, n. 38)), 662*662 then in *Witters,* 474 U. S., at 487 ("Washington's program is `made available generally without regard to the sectariannonsectarian, or public-nonpublic nature of the institution benefited' " (quoting *Nyquist, supra,* at 782-783, n. 38)), and again in *Zobrest,* 509 U. S., at 12-13 ("[T]he function of the [program] is hardly `to provide desired financial support for nonpublic, sectarian institutions' " (quoting *Nyquist, supra,* at 782-783, n. 38)). To the extent the scope of *Nyquist* has remained an open question in light of these later decisions, we now hold that *Nyquist* does not govern neutral educational assistance programs that, like the program here, offer aid directly to a broad class of individual recipients defined without regard to religion.[7]

In sum, the Ohio program is entirely neutral with respect to religion. It provides benefits directly to a wide spectrum of individuals, defined only by financial need and residence in a particular school district. It permits such individuals to exercise genuine choice among options public and private, secular and religious. The program is therefore a program of true private choice. In keeping with an unbroken line of 663*663 decisions rejecting challenges to similar programs, we hold that the program does not offend the Establishment Clause.

The judgment of the Court of Appeals is reversed.

It is so ordered.

Justice O'Connor, concurring.

The Court holds that Ohio's Pilot Project Scholarship Program, Ohio Rev. Code Ann. §§ 3313.974-3313.979 (Anderson 1999 and Supp. 2000) (voucher program), survives respondents' Establishment Clause challenge. While I join the Court's opinion, I write separately for two reasons. First, although the Court takes an important step, I do not believe that today's decision, when considered in light of other longstanding government programs that impact religious organizations and our prior Establishment Clause jurisprudence, marks a dramatic break from the past. Second, given the emphasis the Court places on verifying that parents of voucher students in religious schools have exercised "true private choice," I think it is worth elaborating on the Court's conclusion that this inquiry should consider all reasonable educational alternatives to religious schools that are available to parents. To do otherwise is to ignore how the educational system in Cleveland actually functions.

I

These cases are different from prior indirect aid cases in part because a significant portion of the funds appropriated for the voucher program reach religious schools without restrictions on the use of these funds. The share of public resources that reach religious schools is not, however, as significant as respondents suggest. See, *e. g.,* Brief for Respondents Simmons-Harris et al. 1-2. Data from the 1999-2000 school year indicate that 82 percent of schools participating in the voucher program were religious

and that 96 percent of participating students enrolled in religious 664*664 schools, see App. in Nos. 00-3055, etc. (CA6), p. 1679 (46 of 56 private schools in the program are religiously affiliated; 3,637 of 3,765 voucher students attend religious private schools), but these data are incomplete. These statistics do not take into account all of the reasonable educational choices that may be available to students in Cleveland public schools. When one considers the option to attend community schools, the percentage of students enrolled in religious schools falls to 62.1 percent. If magnet schools are included in the mix, this percentage falls to 16.5 percent. See J. Greene, The Racial, Economic, and Religious Context of Parental Choice in Cleveland 11, Table 4 (Oct. 8, 1999), App. 217a (reporting 2,087 students in community schools and 16,184 students in magnet schools).

Even these numbers do not paint a complete picture. The Cleveland program provides voucher applicants from lowincome families with up to $2,250 in tuition assistance and provides the remaining applicants with up to $1,875 in tuition assistance. §§ 3313.976(A)(8), 3313.978(A) and (C)(1). In contrast, the State provides community schools $4,518 per pupil and magnet schools, on average, $7,097 per pupil. Affidavit of Caroline M. Hoxby ¶¶ 4b, 4c, App. 56a. Even if one assumes that all voucher students came from low-income families and that each voucher student used up the entire $2,250 voucher, at most $8.2 million of public funds flowed to religious schools under the voucher program in 1999-2000. Although just over one-half as many students attended community schools as religious private schools on the state fisc, the State spent over $1 million more—$9.4 million—on students in community schools than on students in religious private schools because per-pupil aid to community schools is more than double the per-pupil aid to private schools under the voucher program. Moreover, the amount spent on religious private schools is minor compared to the $114.8 million the State spent on students in the Cleveland magnet schools.

665*665 Although $8.2 million is no small sum, it pales in comparison to the amount of funds that federal, state, and local governments already provide religious institutions. Religious organizations may qualify for exemptions from the federal corporate income tax, see 26 U. S. C. § 501(c)(3); the corporate income tax in many States, see, *e. g.,* Cal. Rev. & Tax. Code Ann. § 23701d (West 1992); and property taxes in all 50 States, see Turner, Property Tax Exemptions for Nonprofits, 12 Probate & Property 25 (Sept./Oct. 1998); and clergy qualify for a federal tax break on income used for housing expenses, 26 U. S. C. § 1402(a)(8). In addition, the Federal Government provides individuals, corporations, trusts, and estates a tax deduction for charitable contributions to qualified religious groups. See §§ 170, 642(c). Finally, the Federal Government and certain state governments provide tax credits for educational expenses, many of which are spent on education at religious schools. See, *e. g.,* § 25A (Hope tax credit); Minn. Stat. § 290.0674 (Supp. 2001).

Most of these tax policies are well established, see, *e. g.,* *Mueller* v. *Allen,* 463 U. S. 388 (1983) (upholding Minnesota tax deduction for educational expenses); *Walz* v. *Tax Comm'n of City of New York,* 397 U. S. 664 (1970) (upholding an exemption for religious organizations from New York property tax), yet confer a significant relative

benefit on religious institutions. The state property tax exemptions for religious institutions alone amount to very large sums annually. For example, available data suggest that Colorado's exemption lowers that State's tax revenues by more than $40 million annually, see Rabey, Exemptions a Matter of Faith: No Proof Required of Tax-Free Churches, Colorado Springs Gazette Telegraph, Oct. 26, 1992, p. B1; Colorado Debates Church, Nonprofit Tax-Exempt Status, Philadelphia Enquirer, Oct. 4, 1996, p. 8; Maryland's exemption lowers revenues by more than $60 million, see Maryland Dept. of Assessment and Taxation, 2001 SDAT Annual Report (Apr. 25, 2002), http://www.dat.state.md.us/sdatweb/stats/ 666*666 01ar_rpt.html (Internet sources available in Clerk of Court's case file); Wisconsin's exemption lowers revenues by approximately $122 million, see Wisconsin Dept. of Revenue, Division of Research and Analysis, Summary of Tax Exemption Devices 2001, Property Tax (Apr. 25, 2002), http://www.dor. state.wi.us/ra/sum00pro.html ($5.688 billion in exempt religious property; statewide average property tax rate of $21.46 per $1,000 of property); and Louisiana's exemption, looking just at the city of New Orleans, lowers revenues by over $36 million, see Bureau of Governmental Research, Property Tax Exemptions and Assessment Administration in Orleans Parish: Summary and Recommendations 2 (Dec. 1999) ($22.6 million for houses of worship and $14.1 million for religious schools). As for the Federal Government, the tax deduction for charitable contributions reduces federal tax revenues by nearly $25 billion annually, see U. S. Dept. of Commerce, Bureau of Census, Statistical Abstract of the United States 344 (2000) (hereinafter Statistical Abstract), and it is reported that over 60 percent of household charitable contributions go to religious charities, *id.,* at 397. Even the relatively minor exemptions lower federal tax receipts by substantial amounts. The parsonage exemption, for example, lowers revenues by around $500 million. See Diaz, Ramstad Prepares Bill to Retain Tax Break for Clergy's Housing, Star Tribune (Minneapolis-St. Paul), Mar. 30, 2002, p. 4A.

These tax exemptions, which have "much the same effect as [cash grants] . . . of the amount of tax [avoided]," *Regan* v. *Taxation With Representation of Wash.*, 461 U. S. 540, 544 (1983); see also *Rosenberger* v. *Rector and Visitors of Univ. of Va.*, 515 U. S. 819, 859-860, esp. n. 4 (1995) (Thomas, J., concurring), are just part of the picture. Federal dollars also reach religiously affiliated organizations through public health programs such as Medicare, 42 U. S. C. §§ 1395— 1395ggg, and Medicaid, § 1396 *et seq.,* through educational programs such as the Pell Grant program, 20 U. S. C. § 1070a, and the G. I. Bill of Rights, 38 U. S. C. §§ 3451, 3698; and 667*667 through childcare programs such as the Child Care and Development Block Grant Program (CCDBG), 42 U. S. C. § 9858 (1994 ed., Supp. V). Medicare and Medicaid provide federal funds to pay for the healthcare of the elderly and the poor, respectively, see 1 B. Furrow, T. Greaney, S. Johnson, T. Jost, & R. Schwartz, Health Law 545-546 (2d ed. 2000); 2 *id.,* at 2; the Pell Grant program and the G. I. Bill subsidize higher education of low-income individuals and veterans, respectively, see Mulleneaux, The Failure to Provide Adequate Higher Education Tax Incentives for Lower-Income Individuals, 14 Akron Tax J. 27, 31 (1999); and the CCDBG program finances child care for low-income parents, see Pitegoff, Child Care Policy and the Welfare Reform Act, 6 J. Affordable Housing & Community Dev. L. 113, 121-122 (1997). These programs are well-

established parts of our social welfare system, see, *e. g.,* Committee for Public Ed. & Religious Liberty v. Nyquist, 413 U. S. 756, 782-783, n. 38 (1973), and can be quite substantial, see Statistical Abstract 92 (Table 120) ($211.4 billion spent on Medicare and nearly $176.9 billion on Medicaid in 1998), *id.,* at 135 (Table 208) ($9.1 billion in financial aid provided by the Department of Education and $280.5 million by the Department of Defense in 1999); Bush On Welfare: Tougher Work Rules, More State Control, Congress Daily, Feb. 26, 2002, p. 8 ($4.8 billion for the CCDBG program in 2001).

A significant portion of the funds appropriated for these programs reach religiously affiliated institutions, typically without restrictions on its subsequent use. For example, it has been reported that religious hospitals, which account for 18 percent of all hospital beds nationwide, rely on Medicare funds for 36 percent of their revenue. MergerWatch, New Study Details Public Funding of Religious Hospitals (Jan. 2002), http://www.mergerwatch.org/inthenews/ publicfunding.html. Moreover, taking into account both Medicare and Medicaid, religious hospitals received nearly $45 billion from the federal fisc in 1998. *Ibid.* Federal aid 668*668 to religious schools is also substantial. Although data for all States are not available, data from Minnesota, for example, suggest that a substantial share of Pell Grant and other federal funds for college tuition reach religious schools. Roughly one-third or $27.1 million of the federal tuition dollars spent on students at schools in Minnesota were used at private 4-year colleges. Minnesota Higher Education Services Office, Financial Aid Awarded, Fiscal Year 1999: Grants, Loans, and Student Earning from Institution Jobs (Jan. 24, 2001). The vast majority of these funds—$23.5 million— flowed to religiously affiliated institutions. *Ibid.*

Against this background, the support that the Cleveland voucher program provides religious institutions is neither substantial nor atypical of existing government programs. While this observation is not intended to justify the Cleveland voucher program under the Establishment Clause, see *post,* at 709-710, n. 19 (Souter, J., dissenting), it places in broader perspective alarmist claims about implications of the Cleveland program and the Court's decision in these cases. See *post,* at 685-686 (Stevens, J., dissenting); *post,* at 715-716 (Souter, J., dissenting); *post,* p. 717 (Breyer, J., dissenting).

II

Nor does today's decision signal a major departure from this Court's prior Establishment Clause jurisprudence. A central tool in our analysis of cases in this area has been the *Lemon* test. As originally formulated, a statute passed this test only if it had "a secular legislative purpose," if its "principal or primary effect" was one that "neither advance[d] nor inhibit[ed] religion," and if it did "not foster an excessive government entanglement with religion." Lemon v. Kurtzman, 403 U. S. 602, 612-613 (1971) (internal quotation marks omitted). In Agostini v. Felton, 521 U. S. 203, 218, 232-233 (1997), we folded the entanglement inquiry into the primary effect inquiry. This made sense because both inquiries rely on the same evidence, see *ibid.,* and the degree of entanglement 669*669 has implications for whether a statute advances or inhibits religion, see Lynch v.

Donnelly, 465 U. S. 668, 688 (1984) (O'Connor, J., concurring). The test today is basically the same as that set forth in *School Dist. of Abington Township* v. *Schempp*, 374 U. S. 203, 222 (1963) (citing *Everson* v. *Board of Ed. of Ewing*, 330 U. S. 1 (1947); *McGowan* v. *Maryland*, 366 U. S. 420, 442 (1961)), over 40 years ago.

The Court's opinion in these cases focuses on a narrow question related to the *Lemon* test: how to apply the primary effects prong in indirect aid cases? Specifically, it clarifies the basic inquiry when trying to determine whether a program that distributes aid to beneficiaries, rather than directly to service providers, has the primary effect of advancing or inhibiting religion, *Lemon* v. *Kurtzman*, *supra*, at 613-614, or, as I have put it, of "endors[ing] or disapprov[ing] . . . religion," *Lynch* v. *Donnelly*, *supra*, at 691-692 (concurring opinion); see also *Wallace* v. *Jaffree*, 472 U. S. 38, 69-70 (1985) (O'Connor, J., concurring in judgment). See also *ante,* at 652. Courts are instructed to consider two factors: first, whether the program administers aid in a neutral fashion, without differentiation based on the religious status of beneficiaries or providers of services; second, and more importantly, whether beneficiaries of indirect aid have a genuine choice among religious and nonreligious organizations when determining the organization to which they will direct that aid. If the answer to either query is "no," the program should be struck down under the Establishment Clause. See *ante,* at 652-653.

Justice Souter portrays this inquiry as a departure from *Everson*. See *post,* at 687-688 (dissenting opinion). A fair reading of the holding in that case suggests quite the opposite. Justice Black's opinion for the Court held that the "[First] Amendment requires the state to be a neutral in its relations with groups of religious believers and nonbelievers; it does not require the state to be their adversary." *Everson*, *supra*, at 18; see also *Schempp*, *supra*, at 218, 222. 670*670 How else could the Court have upheld a state program to provide students transportation to public and religious schools alike? What the Court clarifies in these cases is that the Establishment Clause also requires that state aid flowing to religious organizations through the hands of beneficiaries must do so only at the direction of those beneficiaries. Such a refinement of the *Lemon* test surely does not betray *Everson*.

III

There is little question in my mind that the Cleveland voucher program is neutral as between religious schools and nonreligious schools. See *ante,* at 653-654. Justice Souter rejects the Court's notion of neutrality, proposing that the neutrality of a program should be gauged not by the opportunities it presents but rather by its effects. In particular, a "neutrality test . . . [should] focus on a category of aid that may be directed to religious as well as secular schools, and ask whether the scheme favors a religious direction." *Post,* at 697 (dissenting opinion). Justice Souter doubts that the Cleveland program is neutral under this view. He surmises that the cap on tuition that voucher schools may charge low-income students encourages these students to attend religious rather than nonreligious private voucher schools. See *post,* at 704-705. But Justice Souter's notion of neutrality is inconsistent with that in our case law. As we put it in

Agostini, government aid must be "made available to both religious and secular beneficiaries on a nondiscriminatory basis." 521 U. S., at 231.

I do not agree that the nonreligious schools have failed to provide Cleveland parents reasonable alternatives to religious schools in the voucher program. For nonreligious schools to qualify as genuine options for parents, they need not be superior to religious schools in every respect. They need only be adequate substitutes for religious schools in the eyes of parents. The District Court record demonstrates that nonreligious schools were able to compete effectively 671*671 with Catholic and other religious schools in the Cleveland voucher program. See *ante,* at 656-657, n. 4. The best evidence of this is that many parents with vouchers selected nonreligious private schools over religious alternatives and an even larger number of parents send their children to community and magnet schools rather than seeking vouchers at all. *Supra,* at 663-664. Moreover, there is no record evidence that any voucher-eligible student was turned away from a nonreligious private school in the voucher program, let alone a community or magnet school. See 234 F. 3d 945, 969 (CA6 2000) (Ryan, J., concurring in part and dissenting in part); Affidavit of David L. Brennan ¶ 8, App. 147a.

To support his hunch about the effect of the cap on tuition under the voucher program, Justice Souter cites national data to suggest that, on average, Catholic schools have a cost advantage over other types of schools. See *post,* at 705-706, n. 15 (dissenting opinion). Even if national statistics were relevant for evaluating the Cleveland program, Justice Souter ignores evidence which suggests that, at a national level, nonreligious private schools may target a market for a different, if not a higher, quality of education. For example, nonreligious private schools are smaller, see U. S. Dept. of Ed., National Center for Education Statistics, Private School Universe Survey, 1997-1998 (Oct. 1999) (Table 60) (87 and 269 students per private nonreligious and Catholic elementary school, respectively); have smaller class sizes, see *ibid.* (9.4 and 18.8 students per teacher at private nonreligious and Catholic elementary schools, respectively); have more highly educated teachers, see U. S. Dept. of Ed., National Center for Education Statistics, Private Schools in the United States: A Statistical Profile, 1993-1994 (NCES 97-459, July 1997) (Table 3.4) (37.9 percent of nonreligious private school teachers but only 29.9 percent of Catholic school teachers have Master's degrees); and have principals with longer job tenure than Catholic schools, see *ibid.* (Table 3.7) (average tenure 672*672 of principals at private nonreligious and Catholic schools is 8.2 and 4.7 years, respectively).

Additionally, Justice Souter's theory that the Cleveland voucher program's cap on the tuition encourages low-income students to attend religious schools ignores that these students receive nearly double the amount of tuition assistance under the community schools program than under the voucher program and that none of the community schools is religious. See *ante,* at 647.

In my view the more significant finding in these cases is that Cleveland parents who use vouchers to send their children to religious private schools do so as a result of true private choice. The Court rejects, correctly, the notion that the high percentage of

voucher recipients who enroll in religious private schools necessarily demonstrates that parents do not actually have the option to send their children to nonreligious schools. *Ante,* at 656-660. Likewise, the mere fact that some parents enrolled their children in religious schools associated with a different faith than their own, see *post,* at 704 (Souter, J., dissenting), says little about whether these parents had reasonable nonreligious options. Indeed, no voucher student has been known to be turned away from a nonreligious private school participating in the voucher program. *Supra* this page. This is impressive given evidence in the record that the present litigation has discouraged the entry of some nonreligious private schools into the voucher program. Declaration of David P. Zanotti ¶¶ 5, 10, App. 225a, 227a. Finally, as demonstrated above, the Cleveland program does not establish financial incentives to undertake a religious education.

I find the Court's answer to the question whether parents of students eligible for vouchers have a genuine choice between religious and nonreligious schools persuasive. In looking at the voucher program, all the choices available to potential beneficiaries of the government program should be considered. In these cases, parents who were eligible to 673*673 apply for a voucher also had the option, at a minimum, to send their children to community schools. Yet the Court of Appeals chose not to look at community schools, let alone magnet schools, when evaluating the Cleveland voucher program. See 234 F. 3d, at 958. That decision was incorrect. Focusing in these cases only on the program challenged by respondents ignores how the educational system in Cleveland actually functions. The record indicates that, in 1999, two nonreligious private schools that had previously served 15 percent of the students in the voucher program were prompted to convert to community schools because parents were concerned about the litigation surrounding the program, and because a new community schools program provided more per-pupil financial aid. Many of the students that enrolled in the two schools under the voucher program transferred to the community schools program and continued to attend these schools. See Affidavit of David L. Brennan ¶¶ 3, 10, App. 145a, 147a; Declaration of David P. Zanotti ¶¶ 4-10, *id.,* at 225a—227a. This incident provides strong evidence that both parents and nonreligious schools view the voucher program and the community schools program as reasonable alternatives.

Considering all the educational options available to parents whose children are eligible for vouchers, including community and magnet schools, the Court finds that parents in the Cleveland schools have an array of nonreligious options. *Ante,* at 655. Not surprisingly, respondents present no evidence that any students who were candidates for a voucher were denied slots in a community school or a magnet school. Indeed, the record suggests the opposite with respect to community schools. See Affidavit of David L. Brennan ¶ 8, App. 147a.

Justice Souter nonetheless claims that, of the 10 community schools operating in Cleveland during the 1999-2000 school year, 4 were unavailable to students with vouchers and 4 others reported poor test scores. See *post,* at 702— 674*674 703, n. 10 (dissenting opinion). But that analysis unreasonably limits the choices available to Cleveland parents. It is undisputed that Cleveland's 24 magnet schools are reasonable

alternatives to voucher schools. See *post,* at 701— 702, n. 9 (Souter, J., dissenting); http://www.cmsdnet.net/ administration/EducationalServices/magnet.htm (June 20, 2002). And of the four community schools Justice Souter claims are unavailable to voucher students, he is correct only about one (Life Skills Center of Cleveland). Affidavit of Steven M. Puckett ¶ 12, App. 162a. Justice Souter rejects the three other community schools (Horizon Science Academy, Cleveland Alternative Learning, and International Preparatory School) because they did not offer primary school classes, were targeted toward poor students or students with disciplinary or academic problems, or were not in operation for a year. See *post,* at 702-703, n. 10. But a community school need not offer primary school classes to be an alternative to religious middle schools, and catering to impoverished or otherwise challenged students may make a school more attractive to certain inner-city parents. Moreover, the one community school that was closed in 1999— 2000 was merely looking for a new location and was operational in other years. See Affidavit of Steven M. Puckett ¶ 12, App. 162a; Ohio Dept. of Ed., Office of School Options, Community Schools, Ohio's Community School Directory (June 22, 2002), http://www.ode.state.oh.us/community_ schools/community_school_directory/default.asp. Two more community schools were scheduled to open after the 1999— 2000 school year. See Affidavit of Steven M. Puckett ¶ 13, App. 163a.

Of the six community schools that Justice Souter admits as alternatives to the voucher program in 1999-2000, he notes that four (the Broadway, Cathedral, Chapelside, and Lincoln Park campuses of the Hope Academy) reported lower test scores than public schools during the school year *after* the District Court's grant of summary judgment to respondents, 675*675 according to report cards prepared by the Ohio Department of Education. See *post,* at 702-703, n. 10 (dissenting opinion). (One, Old Brooklyn Montessori School, performed better than public schools. *Ibid.;* see also Ohio Dept. of Ed., 2001 Community School Report Card, Old Brooklyn Montessori School 5 (community school scored higher than public schools in four of five subjects in 1999— 2000).) These report cards underestimate the value of the four Hope Academy schools. Before they entered the community school program, two of them participated in the voucher program. Although they received far less state funding in that capacity, they had among the highest rates of parental satisfaction of all voucher schools, religious or nonreligious. See P. Peterson, W. Howell, & J. Greene, An Evaluation of the Cleveland Voucher Program after Two Years 6, Table 4 (June 1999) (hereinafter Peterson). This is particularly impressive given that a Harvard University study found that the Hope Academy schools attracted the "poorest and most educationally disadvantaged students." J. Greene, W. Howell, P. Peterson, Lessons from the Cleveland Scholarship Program 22, 24 (Oct. 15, 1997). Moreover, Justice Souter's evaluation of the Hope Academy schools assumes that the only relevant measure of school quality is academic performance. It is reasonable to suppose, however, that parents in the inner city also choose schools that provide discipline and a safe environment for their children. On these dimensions some of the schools that Justice Souter derides have performed quite ably. See Peterson, Table 7.

Ultimately, Justice Souter relies on very narrow data to draw rather broad conclusions. One year of poor test scores at four community schools targeted at the most challenged students from the inner city says little about the value of those schools, let alone the quality of the 6 other community schools and 24 magnet schools in Cleveland. Justice Souter's use of statistics confirms the Court's wisdom in refusing 676*676 to consider them when assessing the Cleveland program's constitutionality. See *ante,* at 658. What appears to motivate Justice Souter's analysis is a desire for a limiting principle to rule out certain nonreligious schools as alternatives to religious schools in the voucher program. See *post,* at 700, 701-702, n. 9 (dissenting opinion). But the goal of the Court's Establishment Clause jurisprudence is to determine whether, after the Cleveland voucher program was enacted, parents were free to direct state educational aid in either a nonreligious or religious direction. See *ante,* at 655-656. That inquiry requires an evaluation of all reasonable educational options Ohio provides the Cleveland school system, regardless of whether they are formally made available in the same section of the Ohio Code as the voucher program.

Based on the reasoning in the Court's opinion, which is consistent with the realities of the Cleveland educational system, I am persuaded that the Cleveland voucher program affords parents of eligible children genuine nonreligious options and is consistent with the Establishment Clause.

Justice Thomas, concurring.

Frederick Douglass once said that "[e]ducation . . . means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light by which men can only be made free."[1] Today many of our inner-city public schools deny emancipation to urban minority students. Despite this Court's observation nearly 50 years ago in *Brown* v. *Board of Education,* 347 U. S. 483, 493 (1954), that "it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education," urban children have been forced into a system that continually fails them. These cases present an 677*677 example of such failures. Besieged by escalating financial problems and declining academic achievement, the Cleveland City School District was in the midst of an academic emergency when Ohio enacted its scholarship program.

The dissents and respondents wish to invoke the Establishment Clause of the First Amendment, as incorporated through the Fourteenth, to constrain a State's neutral efforts to provide greater educational opportunity for underprivileged minority students. Today's decision properly upholds the program as constitutional, and I join it in full.

I

This Court has often considered whether efforts to provide children with the best educational resources conflict with constitutional limitations. Attempts to provide aid to religious schools or to allow some degree of religious involvement in public schools have generated significant controversy and litigation as States try to navigate the line

between the secular and the religious in education. See generally *Illinois ex rel. McCollum* v. *Board of Ed. of School Dist. No. 71, Champaign Cty.*, 333 U. S. 203, 237-238 (1948) (Jackson, J., concurring) (noting that the Constitution does not tell judges "where the secular ends and the sectarian begins in education"). We have recently decided several cases challenging federal aid programs that include religious schools. See, *e. g.*, *Mitchell* v. *Helms*, 530 U. S. 793 (2000); *Agostini* v. *Felton*, 521 U. S. 203 (1997). To determine whether a federal program survives scrutiny under the Establishment Clause, we have considered whether it has a secular purpose and whether it has the primary effect of advancing or inhibiting religion. See *Mitchell*, *supra*, at 807-808. I agree with the Court that Ohio's program easily passes muster under our stringent test, but, as a matter of first principles, I question whether this test should be applied to the States.

678*678 The Establishment Clause of the First Amendment states that "Congress shall make no law respecting an establishment of religion." On its face, this provision places no limit on the States with regard to religion. The Establishment Clause originally protected States, and by extension their citizens, from the imposition of an established religion by the Federal Government.[2] Whether and how this Clause should constrain state action under the Fourteenth Amendment is a more difficult question.

The Fourteenth Amendment fundamentally restructured the relationship between individuals and the States and ensured that States would not deprive citizens of liberty without due process of law. It guarantees citizenship to all individuals born or naturalized in the United States and provides that "[n]o State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." As Justice Harlan noted, the Fourteenth Amendment "added greatly to the dignity and glory of American citizenship, and to the security of personal liberty." *Plessy* v. *Ferguson*, 163 U. S. 537, 555 (1896) (dissenting opinion). When rights are incorporated against the States through the Fourteenth Amendment they should advance, not constrain, individual liberty.

Consequently, in the context of the Establishment Clause, it may well be that state action should be evaluated on different terms than similar action by the Federal Government. "States, while bound to observe strict neutrality, should be freer to experiment with involvement [in religion]—on a neutral 679*679 basis—than the Federal Government." *Walz* v. *Tax Comm'n of City of New York*, 397 U. S. 664, 699 (1970) (Harlan, J., concurring). Thus, while the Federal Government may "make no law respecting an establishment of religion," the States may pass laws that include or touch on religious matters so long as these laws do not impede free exercise rights or any other individual religious liberty interest. By considering the particular religious liberty right alleged to be invaded by a State, federal courts can strike a proper balance between the demands of the Fourteenth Amendment on the one hand and the federalism prerogatives of States on the other.[3]

Whatever the textual and historical merits of incorporating the Establishment Clause, I can accept that the Fourteenth Amendment protects religious liberty rights.[4] But I 680*680 cannot accept its use to oppose neutral programs of school choice through the incorporation of the Establishment Clause. There would be a tragic irony in converting the Fourteenth Amendment's guarantee of individual liberty into a prohibition on the exercise of educational choice.

II

The wisdom of allowing States greater latitude in dealing with matters of religion and education can be easily appreciated in this context. Respondents advocate using the Fourteenth Amendment to handcuff the State's ability to experiment with education. But without education one can hardly exercise the civic, political, and personal freedoms conferred by the Fourteenth Amendment. Faced with a severe educational crisis, the State of Ohio enacted wide-ranging educational reform that allows voluntary participation of private and religious schools in educating poor urban children otherwise condemned to failing public schools. The program does not force any individual to submit to religious indoctrination or education. It simply gives parents a greater choice as to where and in what manner to educate their children.[5] This is a choice that those with greater means have routinely exercised.

681*681 Cleveland parents now have a variety of educational choices. There are traditional public schools, magnet schools, and privately run community schools, in addition to the scholarship program. Currently, 46 of the 56 private schools participating in the scholarship program are church affiliated (35 are Catholic), and 96 percent of students in the program attend religious schools. See App. 281a—286a; 234 F. 3d 945, 949 (CA6 2000). Thus, were the Court to disallow the inclusion of religious schools, Cleveland children could use their scholarships at only 10 private schools.

In addition to expanding the reach of the scholarship program, the inclusion of religious schools makes sense given Ohio's purpose of increasing educational performance and opportunities. Religious schools, like other private schools, achieve far better educational results than their public counterparts. For example, the students at Cleveland's Catholic schools score significantly higher on Ohio proficiency tests than students at Cleveland public schools. Of Cleveland eighth graders taking the 1999 Ohio proficiency test, 95 percent in Catholic schools passed the reading test, whereas only 57 percent in public schools passed. And 75 percent of Catholic school students passed the math proficiency test, compared to only 22 percent of public school students. See Brief for Petitioners in No. 00-1777, p. 10. But the success of religious and private schools is in the end beside the point, because the State has a constitutional right to experiment with a variety of different programs to promote educational opportunity. That Ohio's program includes successful schools simply indicates that such reform can in fact provide improved education to underprivileged urban children.

Although one of the purposes of public schools was to promote democracy and a more egalitarian culture,[6] failing urban public schools disproportionately affect minority

children most in need of educational opportunity. At the time 682*682 of Reconstruction, blacks considered public education "a matter of personal liberation and a necessary function of a free society." J. Anderson, Education of Blacks in the South, 1860-1935, p. 18 (1988). Today, however, the promise of public school education has failed poor inner-city blacks. While in theory providing education to everyone, the quality of public schools varies significantly across districts. Just as blacks supported public education during Reconstruction, many blacks and other minorities now support school choice programs because they provide the greatest educational opportunities for their children in struggling communities.[7] Opponents of the program raise formalistic concerns about the Establishment Clause but ignore the core purposes of the Fourteenth Amendment.

While the romanticized ideal of universal public education resonates with the cognoscenti who oppose vouchers, poor urban families just want the best education for their children, who will certainly need it to function in our high-tech and advanced society. As Thomas Sowell noted 30 years ago: "Most black people have faced too many grim, concrete problems to be romantics. They want and need certain tangible results, which can be achieved only by developing certain specific abilities." Black Education: Myths and Tragedies 228 (1972). The same is true today. An individual's life prospects increase dramatically with each successfully completed phase of education. For instance, a black high 683*683 school dropout earns just over $13,500, but with a high school degree the average income is almost $21,000. Blacks with a bachelor's degree have an average annual income of about $37,500, and $75,500 with a professional degree. See U. S. Dept. of Commerce, Bureau of Census, Statistical Abstract of the United States 140 (2001) (Table 218). Staying in school and earning a degree generates real and tangible financial benefits, whereas failure to obtain even a high school degree essentially relegates students to a life of poverty and, all too often, of crime.[8] The failure to provide education to poor urban children perpetuates a vicious cycle of poverty, dependence, criminality, and alienation that continues for the remainder of their lives. If society cannot end racial discrimination, at least it can arm minorities with the education to defend themselves from some of discrimination's effects.

* * *

Ten States have enacted some form of publicly funded private school choice as one means of raising the quality of education provided to underprivileged urban children.[9] These programs address the root of the problem with failing urban public schools that disproportionately affect minority students. Society's other solution to these educational failures is often to provide racial preferences in higher education. Such preferences, however, run afoul of the Fourteenth Amendment's prohibition against distinctions based on race. See *Plessy*, 163 U. S., at 555 (Harlan, J., dissenting). By contrast, school choice programs that involve religious schools 684*684 appear unconstitutional only to those who would twist the Fourteenth Amendment against itself by expansively incorporating the Establishment Clause. Converting the Fourteenth Amendment from a guarantee of opportunity to an obstacle against education reform distorts our constitutional values and disserves those in the greatest need.

As Frederick Douglass poignantly noted, "no greater benefit can be bestowed upon a long benighted people, than giving to them, as we are here earnestly this day endeavoring to do, the means of an education."[10]

Justice Stevens, dissenting.

Is a law that authorizes the use of public funds to pay for the indoctrination of thousands of grammar schoolchildren in particular religious faiths a "law respecting an establishment of religion" within the meaning of the First Amendment? In answering that question, I think we should ignore three factual matters that are discussed at length by my colleagues.

First, the severe educational crisis that confronted the Cleveland City School District when Ohio enacted its voucher program is not a matter that should affect our appraisal of its constitutionality. In the 1999-2000 school year, that program provided relief to less than five percent of the students enrolled in the district's schools. The solution to the disastrous conditions that prevented over 90 percent of the student body from meeting basic proficiency standards obviously required massive improvements unrelated to the voucher program.[1] Of course, the emergency may have 685*685 given some families a powerful motivation to leave the public school system and accept religious indoctrination that they would otherwise have avoided, but that is not a valid reason for upholding the program.

Second, the wide range of choices that have been made available to students *within the public school system* has no bearing on the question whether the State may pay the tuition for students who wish to reject public education entirely and attend private schools that will provide them with a sectarian education. The fact that the vast majority of the voucher recipients who have entirely rejected public education receive religious indoctrination at state expense does, however, support the claim that the law is one "respecting an establishment of religion." The State may choose to divide up its public schools into a dozen different options and label them magnet schools, community schools, or whatever else it decides to call them, but the State is still required to provide a public education and it is the State's decision to fund private school education over and above its traditional obligation that is at issue in these cases.[2]

Third, the voluntary character of the private choice to prefer a parochial education over an education in the public school system seems to me quite irrelevant to the question whether the government's choice to pay for religious indoctrination is constitutionally permissible. Today, however, the Court seems to have decided that the mere fact that a family that cannot afford a private education wants its children educated in a parochial school is a sufficient justification for this use of public funds.

For the reasons stated by Justice Souter and Justice Breyer, I am convinced that the Court's decision is profoundly misguided. Admittedly, in reaching that conclusion 686*686 I have been influenced by my understanding of the impact of religious strife on the decisions of our forbears to migrate to this continent, and on the decisions of

neighbors in the Balkans, Northern Ireland, and the Middle East to mistrust one another. Whenever we remove a brick from the wall that was designed to separate religion and government, we increase the risk of religious strife and weaken the foundation of our democracy.

I respectfully dissent.

Justice Souter, with whom Justice Stevens, Justice Ginsburg, and Justice Breyer join, dissenting.

The Court's majority holds that the Establishment Clause is no bar to Ohio's payment of tuition at private religious elementary and middle schools under a scheme that systematically provides tax money to support the schools' religious missions. The occasion for the legislation thus upheld is the condition of public education in the city of Cleveland. The record indicates that the schools are failing to serve their objective, and the vouchers in issue here are said to be needed to provide adequate alternatives to them. If there were an excuse for giving short shrift to the Establishment Clause, it would probably apply here. But there is no excuse. Constitutional limitations are placed on government to preserve constitutional values in hard cases, like these. "[C]onstitutional lines have to be drawn, and on one side of every one of them is an otherwise sympathetic case that provokes impatience with the Constitution and with the line. But constitutional lines are the price of constitutional government." *Agostini* v. *Felton*, 521 U. S. 203, 254 (1997) (Souter, J., dissenting). I therefore respectfully dissent.

The applicability of the Establishment Clause[1] to public funding of benefits to religious schools was settled in *Everson* v. *Board of Ed. of Ewing*, 330 U. S. 1 (1947), which inaugurated 687*687 the modern era of establishment doctrine. The Court stated the principle in words from which there was no dissent:

"No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion." *Id.,* at 16.

The Court has never in so many words repudiated this statement, let alone, in so many words, overruled *Everson.*

Today, however, the majority holds that the Establishment Clause is not offended by Ohio's Pilot Project Scholarship Program, under which students may be eligible to receive as much as $2,250 in the form of tuition vouchers transferable to religious schools. In the city of Cleveland the overwhelming proportion of large appropriations for voucher money must be spent on religious schools if it is to be spent at all, and will be spent in amounts that cover almost all of tuition. The money will thus pay for eligible students' instruction not only in secular subjects but in religion as well, in schools that can fairly be characterized as founded to teach religious doctrine and to imbue teaching in all subjects with a religious dimension.[2] Public tax money will pay at a systemic level

for teaching the covenant with Israel and Mosaic law in Jewish schools, the primacy of the Apostle Peter and the Papacy in Catholic schools, the truth of reformed Christianity in Protestant schools, and the revelation to the Prophet in Muslim schools, to speak only of major religious groupings in the Republic.

688*688 How can a Court consistently leave *Everson* on the books and approve the Ohio vouchers? The answer is that it cannot. It is only by ignoring *Everson* that the majority can claim to rest on traditional law in its invocation of neutral aid provisions and private choice to sanction the Ohio law. It is, moreover, only by ignoring the meaning of neutrality and private choice themselves that the majority can even pretend to rest today's decision on those criteria.

I

The majority's statements of Establishment Clause doctrine cannot be appreciated without some historical perspective on the Court's announced limitations on government aid to religious education, and its repeated repudiation of limits previously set. My object here is not to give any nuanced exposition of the cases, which I tried to classify in some detail in an earlier opinion, see *Mitchell* v. *Helms*, 530 U. S. 793, 873-899 (2000) (dissenting opinion), but to set out the broad doctrinal stages covered in the modern era, and to show that doctrinal bankruptcy has been reached today.

Viewed with the necessary generality, the cases can be categorized in three groups. In the period from 1947 to 1968, the basic principle of no aid to religion through school benefits was unquestioned. Thereafter for some 15 years, the Court termed its efforts as attempts to draw a line against aid that would be divertible to support the religious, as distinct from the secular, activity of an institutional beneficiary. Then, starting in 1983, concern with divertibility was gradually lost in favor of approving aid in amounts unlikely to afford substantial benefits to religious schools, when offered evenhandedly without regard to a recipient's religious character, and when channeled to a religious institution only by the genuinely free choice of some private individual. Now, the three stages are succeeded by a fourth, in which the substantial character of government aid is held to have no constitutional significance, and the espoused criteria 689*689 of neutrality in offering aid, and private choice in directing it, are shown to be nothing but examples of verbal formalism.

A

Everson v. *Board of Ed. of Ewing* inaugurated the modern development of Establishment Clause doctrine at the behest of a taxpayer challenging state provision of "tax-raised funds to pay the bus fares of parochial school pupils" on regular city buses as part of a general scheme to reimburse the public-transportation costs of children attending both public and private nonprofit schools. 330 U. S., at 17. Although the Court split, no Justice disagreed with the basic doctrinal principle already quoted, that "[n]o tax in any amount . . . can be levied to support any religious activities or institutions, . . .

whatever form they may adopt to teach . . . religion." *Id.,* at 16. Nor did any Member of the Court deny the tension between the New Jersey program and the aims of the Establishment Clause. The majority upheld the state law on the strength of rights of religious-school students under the Free Exercise Clause, *id.,* at 17-18, which was thought to entitle them to free public transportation when offered as a "general government servic[e]" to all schoolchildren, *id.,* at 17. Despite the indirect benefit to religious education, the transportation was simply treated like "ordinary police and fire protection, connections for sewage disposal, public highways and sidewalks," *id.,* at 17-18, and, most significantly, "state-paid policemen, detailed to protect children going to and from church schools from the very real hazards of traffic," *id.,* at 17. The dissenters, however, found the benefit to religion too pronounced to survive the general principle of no establishment, no aid, and they described it as running counter to every objective served by the establishment ban: New Jersey's use of tax-raised funds forced a taxpayer to "contribut[e] to the propagation of opinions which he disbelieves in so far as . . . religions differ," *id.,* at 45 (internal quotation marks omitted); it exposed religious 690*690 liberty to the threat of dependence on state money, *id.,* at 53; and it had already sparked political conflicts with opponents of public funding, *id.,* at 54.[3]

The difficulty of drawing a line that preserved the basic principle of no aid was no less obvious some 20 years later in *Board of Ed. of Central School Dist. No. 1* v. *Allen,* 392 U. S. 236 (1968), which upheld a New York law authorizing local school boards to lend textbooks in secular subjects to children attending religious schools, a result not self-evident from *Everson*'s "general government services" rationale. The Court relied instead on the theory that the in-kind aid could only be used for secular educational purposes, 392 U. S., at 243, and found it relevant that "no funds or books are furnished [directly] to parochial schools, and the financial benefit is to parents and children, not to schools," *id.,* at 243— 244.[4] Justice Black, who wrote *Everson,* led the dissenters. Textbooks, even when "`secular,' realistically will in some way inevitably tend to propagate the religious views of the favored sect," 392 U. S., at 252, he wrote, and Justice Douglas raised other objections underlying the establishment ban, *id.,* at 254-266. Religious schools would request those books most in keeping with their faiths, and public boards would have final approval power: "If the board of education supinely submits by approving and supplying the sectarian or sectarian-oriented textbooks, the struggle to keep church 691*691 and state separate has been lost. If the board resists, then the battle line between church and state will have been drawn . . . ." *Id.,* at 256 (Douglas, J., dissenting). The scheme was sure to fuel strife among religions as well: "we can rest assured that a contest will be on to provide those books for religious schools which the dominant religious group concludes best reflect the theocentric or other philosophy of the particular church." *Id.,* at 265.

Transcending even the sharp disagreement, however, was

"the consistency in the way the Justices went about deciding the case . . . . Neither side rested on any facile application of the `test' or any simplistic reliance on the generality or evenhandedness of the state law. Disagreement concentrated on the true intent inferrable behind the law, the feasibility of distinguishing in fact between religious and

secular teaching in church schools, and the reality or sham of lending books to pupils instead of supplying books to schools. . . . [T]he stress was on the practical significance of the actual benefits received by the schools." *Mitchell*, 530 U. S., at 876 (Souter, J., dissenting).

B

Allen recognized the reality that "religious schools pursue two goals, religious instruction and secular education," 392 U. S., at 245; if state aid could be restricted to serve the second, it might be permissible under the Establishment Clause. But in the retrenchment that followed, the Court saw that the two educational functions were so intertwined in religious primary and secondary schools that aid to secular education could not readily be segregated, and the intrusive monitoring required to enforce the line itself raised Establishment Clause concerns about the entanglement of church and state. See *Lemon* v. *Kurtzman*, 403 U. S. 602, 620 (1971) (striking down program supplementing salaries for teachers of secular subjects in private schools). To avoid 692*692 the entanglement, the Court's focus in the post-*Allen* cases was on the principle of divertibility, on discerning when ostensibly secular government aid to religious schools was susceptible to religious uses. The greater the risk of diversion to religion (and the monitoring necessary to avoid it), the less legitimate the aid scheme was under the no-aid principle. On the one hand, the Court tried to be practical, and when the aid recipients were not so "pervasively sectarian" that their secular and religious functions were inextricably intertwined, the Court generally upheld aid earmarked for secular use. See, *e. g.*, *Roemer* v. *Board of Public Works of Md.*, 426 U. S. 736 (1976); *Hunt* v. *McNair*, 413 U. S. 734 (1973); *Tilton* v. *Richardson*, 403 U. S. 672 (1971). But otherwise the principle of nondivertibility was enforced strictly, with its violation being presumed in most cases, even when state aid seemed secular on its face. Compare, *e. g.*, *Levitt* v. *Committee for Public Ed. & Religious Liberty*, 413 U. S. 472, 480 (1973) (striking down state program reimbursing private schools' administrative costs for teacher-prepared tests in compulsory secular subjects), with *Wolman* v. *Walter*, 433 U. S. 229, 255 (1977) (upholding similar program using standardized tests); and *Meek* v. *Pittenger*, 421 U. S. 349, 369-372 (1975) (no public funding for staff and materials for "auxiliary services" like guidance counseling and speech and hearing services), with *Wolman*, *supra*, at 244 (permitting state aid for diagnostic speech, hearing, and psychological testing).

The fact that the Court's suspicion of divertibility reflected a concern with the substance of the no-aid principle is apparent in its rejection of stratagems invented to dodge it. In *Committee for Public Ed. & Religious Liberty* v. *Nyquist*, 413 U. S. 756 (1973), for example, the Court struck down a New York program of tuition grants for poor parents and tax deductions for more affluent ones who sent their children to private schools. The *Nyquist* Court dismissed warranties of a "statistical guarantee," that the scheme provided at most 15% of the total cost of an education at a religious school, 693*693 *id.*, at 787-788, which could presumably be matched to a secular 15% of a child's education at the school. And it rejected the idea that the path of state aid to religious schools might be dispositive: "far from providing a *per se* immunity from examination of the substance

of the State's program, the fact that aid is disbursed to parents rather than to the schools is only one among many factors to be considered." *Id.,* at 781. The point was that "the effect of the aid is unmistakably to provide desired financial support for nonpublic, sectarian institutions." *Id.,* at 783.[5] *Nyquist* thus held that aid to parents through tax deductions was no different from forbidden direct aid to religious schools for religious uses. The focus remained on what the public money bought when it reached the end point of its disbursement.

C

Like all criteria requiring judicial assessment of risk, divertibility is an invitation to argument, but the object of the arguments provoked has always been a realistic assessment of facts aimed at respecting the principle of no aid. In *Mueller* v. *Allen,* 463 U. S. 388 (1983), however, that object began to fade, for *Mueller* started down the road from realism to formalism.

694*694 The aid in *Mueller* was in substance indistinguishable from that in *Nyquist,* see 463 U. S., at 396-397, n. 6, and both were substantively difficult to distinguish from aid directly to religious schools, *id.,* at 399. But the Court upheld the Minnesota tax deductions in *Mueller,* emphasizing their neutral availability for religious and secular educational expenses and the role of private choice in taking them. *Id.,* at 397— 398. The Court relied on the same two principles in *Witters* v. *Washington Dept. of Servs. for Blind,* 474 U. S. 481 (1986), approving one student's use of a vocational training subsidy for the blind at a religious college, characterizing it as aid to individuals from which religious schools could derive no "large" benefit: "the full benefits of the program [are not] limited, in large part or in whole, to students at sectarian institutions." *Id.,* at 488.

School Dist. of Grand Rapids v. *Ball,* 473 U. S. 373, 395— 396, and n. 13 (1985), overruled in part by *Agostini* v. *Felton,* 521 U. S. 203 (1997), clarified that the notions of evenhandedness neutrality and private choice in *Mueller* did not apply to cases involving direct aid to religious schools, which were still subject to the divertibility test. But in *Agostini,* where the substance of the aid was identical to that in *Ball,* public employees teaching remedial secular classes in private schools, the Court rejected the 30-year-old presumption of divertibility, and instead found it sufficient that the aid "supplement[ed]" but did not "supplant" existing educational services, 521 U. S., at 210, 230. The Court, contrary to *Ball,* viewed the aid as aid "directly to the eligible students . . . no matter where they choose to attend school." 521 U. S., at 229.

In the 12 years between *Ball* and *Agostini,* the Court decided not only *Witters,* but two other cases emphasizing the form of neutrality and private choice over the substance of aid to religious uses, but always in circumstances where any aid to religion was isolated and insubstantial. *Zobrest* v. *Catalina Foothills School Dist.,* 509 U. S. 1 (1993), like *Wit-*695*695 *ters,* involved one student's choice to spend funds from a general public program at a religious school (to pay for a signlanguage interpreter). As in *Witters,* the Court reasoned that "[d]isabled children, not sectarian schools, [were] the primary

beneficiaries . . . ; to the extent sectarian schools benefit at all . . . , they are only incidental beneficiaries." 509 U. S., at 12. *Rosenberger* v. *Rector and Visitors of Univ. of Va.*, 515 U. S. 819 (1995), like *Zobrest* and *Witters,* involved an individual and insubstantial use of neutrally available public funds for a religious purpose (to print an evangelical magazine).

To be sure, the aid in *Agostini* was systemic and arguably substantial, but, as I have said, the majority there chose to view it as a bare "supplement." 521 U. S., at 229. And this was how the controlling opinion described the systemic aid in our most recent case, *Mitchell* v. *Helms,* 530 U. S. 793 (2000), as aid going merely to a "portion" of the religious schools' budgets, *id.,* at 860 (O'Connor, J., concurring in judgment). The plurality in that case did not feel so uncomfortable about jettisoning substance entirely in favor of form, finding it sufficient that the aid was neutral and that there was virtual private choice, since any aid "first passes through the hands (literally or figuratively) of numerous private citizens who are free to direct the aid elsewhere." *Id.,* at 816. But that was only the plurality view.

Hence it seems fair to say that it was not until today that substantiality of aid has clearly been rejected as irrelevant by a majority of this Court, just as it has not been until today that a majority, not a plurality, has held purely formal criteria to suffice for scrutinizing aid that ends up in the coffers of religious schools. Today's cases are notable for their stark illustration of the inadequacy of the majority's chosen formal analysis.

II

Although it has taken half a century since *Everson* to reach the majority's twin standards of neutrality and 696*696 free choice, the facts show that, in the majority's hands, even these criteria cannot convincingly legitimize the Ohio scheme.

A

Consider first the criterion of neutrality. As recently as two Terms ago, a majority of the Court recognized that neutrality conceived of as evenhandedness toward aid recipients had never been treated as alone sufficient to satisfy the Establishment Clause, *Mitchell,* 530 U. S., at 838-839 (O'Connor, J., concurring in judgment); *id.,* at 884 (Souter, J., dissenting). But at least in its limited significance, formal neutrality seemed to serve some purpose. Today, however, the majority employs the neutrality criterion in a way that renders it impossible to understand.

Neutrality in this sense refers, of course, to evenhandedness in setting eligibility as between potential religious and secular recipients of public money. *Id.,* at 809-810 (plurality opinion); *id.,* at 878-884 (Souter, J., dissenting) (three senses of "neutrality").[6] Thus, for example, the aid scheme in *Witters* provided an eligible recipient with a scholarship to be used at any institution within a practically unlimited universe of schools, 474 U. S., at 488; it did not tend to provide more or less aid depending on

which one the scholarship recipient chose, and there was no indication that the maximum scholarship amount would be insufficient at secular 697*697 schools. Neither did any condition of Zobrest's interpreter's subsidy favor religious education. See 509 U. S., at 10.

In order to apply the neutrality test, then, it makes sense to focus on a category of aid that may be directed to religious as well as secular schools, and ask whether the scheme favors a religious direction. Here, one would ask whether the voucher provisions, allowing for as much as $2,250 toward private school tuition (or a grant to a public school in an adjacent district), were written in a way that skewed the scheme toward benefiting religious schools.

This, however, is not what the majority asks. The majority looks not to the provisions for tuition vouchers, Ohio Rev. Code Ann. § 3313.976 (West Supp. 2002), but to every provision for educational opportunity: "The program permits the participation of *all* schools within the district, [as well as public schools in adjacent districts], religious or nonreligious." *Ante,* at 653 (emphasis in original). The majority then finds confirmation that "participation of *all* schools" satisfies neutrality by noting that the better part of total state educational expenditure goes to public schools, *ante,* at 654, thus showing there is no favor of religion.

The illogic is patent. If regular, public schools (which can get no voucher payments) "participate" in a voucher scheme with schools that can, and public expenditure is still predominantly on public schools, then the majority's reasoning would find neutrality in a scheme of vouchers available for private tuition in districts with no secular private schools at all. "Neutrality" as the majority employs the term is, literally, verbal and nothing more. This, indeed, is the only way the majority can gloss over the very nonneutral feature of the total scheme covering "*all* schools": public tutors may receive from the State no more than $324 per child to support extra tutoring (that is, the State's 90% of a total amount of $360), App. 166a, whereas the tuition voucher schools (which 698*698 turn out to be mostly religious) can receive up to $2,250, *id.,* at 56a.[7]

Why the majority does not simply accept the fact that the challenge here is to the more generous voucher scheme and judge its neutrality in relation to religious use of voucher money seems very odd. It seems odd, that is, until one recognizes that comparable schools for applying the criterion of neutrality are also the comparable schools for applying the other majority criterion, whether the immediate recipients of voucher aid have a genuinely free choice of religious and secular schools to receive the voucher money. And in applying this second criterion, the consideration of "*all* schools" is ostensibly helpful to the majority position.

B

The majority addresses the issue of choice the same way it addresses neutrality, by asking whether recipients or potential recipients of voucher aid have a choice of public schools among secular alternatives to religious schools. Again, however, the majority

asks the wrong question and misapplies the criterion. The majority has confused choice in spending scholarships with choice from the entire menu of 699*699 possible educational placements, most of them open to anyone willing to attend a public school. I say "confused" because the majority's new use of the choice criterion, which it frames negatively as "whether Ohio is coercing parents into sending their children to religious schools," *ante,* at 655-656, ignores the reason for having a private choice enquiry in the first place. Cases since *Mueller* have found private choice relevant under a rule that aid to religious schools can be permissible so long as it first passes through the hands of students or parents.[8] The majority's view that all educational choices are comparable for purposes of choice thus ignores the whole point of the choice test: it is a criterion for deciding whether indirect aid to a religious school is legitimate because it passes through private hands that can spend or use the aid in a secular school. The question is whether the private hand is genuinely free to send the money in either a secular direction or a religious one. The majority now has transformed this question about private choice in channeling aid into a question about selecting from examples of state spending (on education) including direct spending on magnet and community public schools that goes through no private hands and could never reach a religious school under any circumstance. When the choice test is transformed from where to spend the money to where to go to school, it is cut loose from its very purpose.

700*700 Defining choice as choice in spending the money or channeling the aid is, moreover, necessary if the choice criterion is to function as a limiting principle at all. If "choice" is present whenever there is any educational alternative to the religious school to which vouchers can be endorsed, then there will always be a choice and the voucher can always be constitutional, even in a system in which there is not a single private secular school as an alternative to the religious school. See *supra,* at 697 (noting the same result under the majority's formulation of the neutrality criterion). And because it is unlikely that any participating private religious school will enroll more pupils than the generally available public system, it will be easy to generate numbers suggesting that aid to religion is not the significant intent or effect of the voucher scheme.

That is, in fact, just the kind of rhetorical argument that the majority accepts in these cases. In addition to secular private schools (129 students), the majority considers public schools with tuition assistance (roughly 1,400 students), magnet schools (13,000 students), and community schools (1,900 students), and concludes that fewer than 20% of pupils receive state vouchers to attend religious schools. *Ante,* at 659. (In fact, the numbers would seem even more favorable to the majority's argument if enrollment in traditional public schools without tutoring were considered, an alternative the majority thinks relevant to the private choice enquiry, *ante,* at 655.) Justice O'Connor focuses on how much money is spent on each educational option and notes that at most $8.2 million is spent on vouchers for students attending religious schools, *ante,* at 664 (concurring opinion), which is only 6% of the State's expenditure if one includes separate funding for Cleveland's community ($9.4 million) and magnet ($114.8 million) public schools. The variations show how results may shift when a judge can pick and choose the alternatives to use in the comparisons, and they also show what dependably comfortable results the choice criterion 701*701 will yield if the identification of relevant

choices is wide open. If the choice of relevant alternatives is an open one, proponents of voucher aid will always win, because they will always be able to find a "choice" somewhere that will show the bulk of public spending to be secular. The choice enquiry will be diluted to the point that it can screen out nothing, and the result will always be determined by selecting the alternatives to be treated as choices.

Confining the relevant choices to spending choices, on the other hand, is not vulnerable to comparable criticism. Although leaving the selection of alternatives for choice wide open, as the majority would, virtually guarantees the availability of a "choice" that will satisfy the criterion, limiting the choices to spending choices will not guarantee a negative result in every case. There may, after all, be cases in which a voucher recipient will have a real choice, with enough secular private school desks in relation to the number of religious ones, and a voucher amount high enough to meet secular private school tuition levels. See *infra,* at 704-707. But, even to the extent that choice-to-spend does tend to limit the number of religious funding options that pass muster, the choice criterion has to be understood this way in order, as I have said, for it to function as a limiting principle.[9] Otherwise 702*702 there is surely no point in requiring the choice to be a true or real or genuine one.[10]

703*703 It is not, of course, that I think even a genuine choice criterion is up to the task of the Establishment Clause when substantial state funds go to religious teaching; the discussion in Part III, *infra,* shows that it is not. The point is simply that if the majority wishes to claim that choice is a criterion, it must define choice in a way that can function as a criterion with a practical capacity to screen something out.

If, contrary to the majority, we ask the right question about genuine choice to use the vouchers, the answer shows that something is influencing choices in a way that aims the money in a religious direction: of 56 private schools in the district participating in the voucher program (only 53 of which accepted voucher students in 1999-2000), 46 of them are religious; 96.6% of all voucher recipients go to religious schools, only 3.4% to nonreligious ones. See App. 281a— 286a. Unfortunately for the majority position, there is no explanation for this that suggests the religious direction results simply from free choices by parents. One answer to these statistics, for example, which would be consistent with the genuine choice claimed to be operating, might be that 96.6% of families choosing to avail themselves of vouchers choose to educate their children in schools of their own religion. This would not, in my view, render the scheme constitutional, but it would speak to the majority's choice criterion. 704*704 Evidence shows, however, that almost two out of three families using vouchers to send their children to religious schools did not embrace the religion of those schools. App. to Pet. for Cert. in No. 00-1777, p. 147a.[11] The families made it clear they had not chosen the schools because they wished their children to be proselytized in a religion not their own, or in any religion, but because of educational opportunity.[12]

Even so, the fact that some 2,270 students chose to apply their vouchers to schools of other religions, App. 281a—286a, might be consistent with true choice if the students "chose" their religious schools over a wide array of private nonreligious options, or if it

could be shown generally that Ohio's program had no effect on educational choices and thus no impermissible effect of advancing religious education. But both possibilities are contrary to fact. First, even if all existing nonreligious private schools in Cleveland were willing to accept large numbers of voucher students, only a few more than the 129 currently enrolled in such schools would be able to attend, as the total enrollment at all nonreligious private schools in Cleveland for kindergarten through eighth grade is only 510 children, see Brief for California Alliance for Public Schools as *Amicus Curiae* 15, and there is no indication that these schools have many open seats.[13] Second, the 705*705 $2,500 cap that the program places on tuition for participating low-income pupils has the effect of curtailing the participation of nonreligious schools: "nonreligious schools with higher tuition (about $4,000) stated that they could afford to accommodate just a few voucher students."[14] By comparison, the average tuition at participating Catholic schools in Cleveland in 1999-2000 was $1,592, almost $1,000 below the cap.[15]

706*706 Of course, the obvious fix would be to increase the value of vouchers so that existing nonreligious private and nonCatholic religious schools would be able to enroll more voucher students, and to provide incentives for educators to create new such schools given that few presently exist. Private choice, if as robust as that available to the seminarian in *Witters,* would then be "true private choice" under the majority's criterion. But it is simply unrealistic to presume that parents of elementary and middle school students in Cleveland will have a range of secular and religious choices even arguably comparable to the statewide program for vocational and higher education in *Witters.* And to get to that hypothetical point would require that such massive financial support be made available to religion as to disserve every objective of the Establishment Clause even more than the present scheme does. See Part III—B, *infra.*[16]

707*707 There is, in any case, no way to interpret the 96.6% of current voucher money going to religious schools as reflecting a free and genuine choice by the families that apply for vouchers. The 96.6% reflects, instead, the fact that too few nonreligious school desks are available and few but religious schools can afford to accept more than a handful of voucher students. And contrary to the majority's assertion, *ante,* at 654, public schools in adjacent districts hardly have a financial incentive to participate in the Ohio voucher program, and none has.[17] For the overwhelming number of children in the voucher scheme, the only alternative to the public schools is religious. And it is entirely irrelevant that the State did not deliberately design the network of private schools for the sake of channeling money into religious institutions. The criterion is one of genuinely free choice on the part of the private individuals who choose, and a Hobson's choice is not a choice, whatever the reason for being Hobsonian.

III

I do not dissent merely because the majority has misapplied its own law, for even if I assumed *arguendo* that the 708*708 majority's formal criteria were satisfied on the facts, today's conclusion would be profoundly at odds with the Constitution. Proof of this

is clear on two levels. The first is circumstantial, in the now discarded symptom of violation, the substantial dimension of the aid. The second is direct, in the defiance of every objective supposed to be served by the bar against establishment.

A

The scale of the aid to religious schools approved today is unprecedented, both in the number of dollars and in the proportion of systemic school expenditure supported. Each measure has received attention in previous cases. On one hand, the sheer quantity of aid, when delivered to a class of religious primary and secondary schools, was suspect on the theory that the greater the aid, the greater its proportion to a religious school's existing expenditures, and the greater the likelihood that public money was supporting religious as well as secular instruction. As we said in *Meek,* "it would simply ignore reality to attempt to separate secular educational functions from the predominantly religious role" as the object of aid that comes in "substantial amounts." 421 U. S., at 365. Cf. *Nyquist,* 413 U. S., at 787-788 (rejecting argument that tuition assistance covered only 15% of education costs, presumably secular, at religious schools). Conversely, the more "attenuated [the] financial benefit . . . that eventually flows to parochial schools," the more the Court has been willing to find a form of state aid permissible. *Mueller,* 463 U. S., at 400.[18]

709*709 On the other hand, the Court has found the gross amount unhelpful for Establishment Clause analysis when the aid afforded a benefit solely to one individual, however substantial as to him, but only an incidental benefit to the religious school at which the individual chose to spend the State's money. See *Witters,* 474 U. S., at 488; cf. *Zobrest,* 509 U. S., at 12. When neither the design nor the implementation of an aid scheme channels a series of individual students' subsidies toward religious recipients, the relevant beneficiaries for establishment purposes, the Establishment Clause is unlikely to be implicated. The majority's reliance on the observations of five Members of the Court in *Witters* as to the irrelevance of substantiality of aid in that case, see *ante,* at 651, is therefore beside the point in the matter before us, which involves considerable sums of public funds systematically distributed through thousands of students attending religious elementary and middle schools in the city of Cleveland.[19]

710*710 The Cleveland voucher program has cost Ohio taxpayers $33 million since its implementation in 1996 ($28 million in voucher payments, $5 million in administrative costs), and its cost was expected to exceed $8 million in the 2001-2002 school year. People for the American Way Foundation, Five Years and Counting: A Closer Look at the Cleveland Voucher Program 1-2 (Sept. 25, 2001) (hereinafter Cleveland Voucher Program) (cited in Brief for National School Boards Association et al. as *Amici Curiae* 9). These tax-raised funds are on top of the textbooks, reading and math tutors, laboratory equipment, and the like that Ohio provides to private schools, worth roughly $600 per child. Cleveland Voucher Program 2.[20]

The gross amounts of public money contributed are symptomatic of the scope of what the taxpayers' money buys for a broad class of religious-school students. In paying for

practically the full amount of tuition for thousands of qualifying students,[21] cf. *Nyquist, supra,* at 781-783 (state aid amounting to 50% of tuition was unconstitutional), the scholarships purchase everything that tuition purchases, be it instruction in math or indoctrination in faith. The consequences 711*711 of "substantial" aid hypothesized in *Meek* are realized here: the majority makes no pretense that substantial amounts of tax money are not systematically underwriting religious practice and indoctrination.

B

It is virtually superfluous to point out that every objective underlying the prohibition of religious establishment is betrayed by this scheme, but something has to be said about the enormity of the violation. I anticipated these objectives earlier, *supra,* at 689-690, in discussing *Everson,* which cataloged them, the first being respect for freedom of conscience. Jefferson described it as the idea that no one "shall be compelled to . . . support any religious worship, place, or ministry whatsoever," A Bill for Establishing Religious Freedom, in 5 The Founders' Constitution 84 (P. Kurland & R. Lerner eds. 1987), even a "teacher of his own religious persuasion," *ibid.,* and Madison thought it violated by any "`authority which can force a citizen to contribute three pence . . . of his property for the support of any . . . establishment.' " Memorial and Remonstrance ¶ 3, reprinted in *Everson,* 330 U. S., at 65-66. "Any tax to establish religion is antithetical to the command that the minds of men always be wholly free," *Mitchell,* 530 U. S., at 871 (Souter, J., dissenting) (internal quotation marks and citations omitted).[22] Madison's objection to three pence has simply been lost in the majority's formalism.

As for the second objective, to save religion from its own corruption, Madison wrote of the "`experience . . . that ecclesiastical 712*712 establishments, instead of maintaining the purity and efficacy of Religion, have had a contrary operation.' " Memorial and Remonstrance ¶ 7, reprinted in *Everson,* 330 U. S., at 67. In Madison's time, the manifestations were "pride and indolence in the Clergy; ignorance and servility in the laity[,] in both, superstition, bigotry and persecution," *ibid.;* in the 21st century, the risk is one of "corrosive secularism" to religious schools, *Ball,* 473 U. S., at 385, and the specific threat is to the primacy of the schools' mission to educate the children of the faithful according to the unaltered precepts of their faith. Even "[t]he favored religion may be compromised as political figures reshape the religion's beliefs for their own purposes; it may be reformed as government largesse brings government regulation." *Lee* v. *Weisman,* 505 U. S. 577, 608 (1992) (Blackmun, J., concurring).

The risk is already being realized. In Ohio, for example, a condition of receiving government money under the program is that participating religious schools may not "discriminate on the basis of . . .religion," Ohio Rev. Code Ann. § 3313.976(A)(4) (West Supp. 2002), which means the school may not give admission preferences to children who are members of the patron faith; children of a parish are generally consigned to the same admission lotteries as nonbelievers, §§ 3313.977(A)(1)(c)—(d). This indeed was the exact object of a 1999 amendment repealing the portion of a predecessor statute that had allowed an admission preference for "[c]hildren . . . whose parents are affiliated with any organization that provides financial support to the school, at the discretion of

the school." § 3313.977(A)(1)(d) (West 1999). Nor is the State's religious antidiscrimination restriction limited to student admission policies: by its terms, a participating religious school may well be forbidden to choose a member of its own clergy to serve as teacher or principal over a layperson of a different religion claiming 713*713 equal qualification for the job.[23] Cf. National Catholic Educational Association, Balance Sheet for Catholic Elementary Schools: 2001 Income and Expenses 25 (2001) ("31% of [reporting Catholic elementary and middle] schools had at least one full-time teacher who was a religious sister"). Indeed, a separate condition that "[t]he school . . . not . . . teach hatred of any person or group on the basis of . . . religion," § 3313.976(A)(6) (West Supp. 2002), could be understood (or subsequently broadened) to prohibit religions from teaching traditionally legitimate articles of faith as to the error, sinfulness, or ignorance of others,[24] if they want government money for their schools.

714*714 For perspective on this foot-in-the-door of religious regulation, it is well to remember that the money has barely begun to flow. Prior examples of aid, whether grants through individuals or in-kind assistance, were never significant enough to alter the basic fiscal structure of religious schools; state aid was welcome, but not indispensable. See, *e. g., Mitchell,* 530 U. S., at 802 (federal funds could only supplement funds from nonfederal sources); *Agostini,* 521 U. S., at 210 (federally funded services could "`supplement, and in no case supplant, the level of services' " already provided). But given the figures already involved here, there is no question that religious schools in Ohio are on the way to becoming bigger businesses with budgets enhanced to fit their new stream of tax-raised income. See, *e. g.,* People for the American Way Foundation, A Painful Price 5, 9, 11 (Feb. 14, 2002) (of 91 schools participating in the Milwaukee program, 75 received voucher payments in excess of tuition, 61 of those were religious and averaged $185,000 worth of overpayment per school, justified in part to "raise low salaries"). The administrators of those same schools are also no doubt following the politics of a move in the Ohio State Senate to raise the current maximum value of a school voucher from $2,250 to the base amount of current state spending on each public school student ($4,814 for the 2001 fiscal year). See Bloedel, Bill Analysis of S. B. No. 89, 124th Ohio Gen. Assembly, regular session 2001-2002 (Ohio Legislative Service Commission). Ohio, in fact, is merely replicating the experience in Wisconsin, where a similar increase in the value of educational vouchers in Milwaukee has induced the creation of some 23 new private schools, Public Policy Forum, Research Brief, vol. 90, no. 1, p. 3 (Jan. 23, 2002), some of which, we may safely surmise, are religious. New schools have presumably 715*715 pegged their financial prospects to the government from the start, and the odds are that increases in government aid will bring the threshold voucher amount closer to the tuition at even more expensive religious schools.

When government aid goes up, so does reliance on it; the only thing likely to go down is independence. If Justice Douglas in *Allen* was concerned with state agencies, influenced by powerful religious groups, choosing the textbooks that parochial schools would use, 392 U. S., at 265 (dissenting opinion), how much more is there reason to wonder when dependence will become great enough to give the State of Ohio an effective veto over basic decisions on the content of curriculums? A day will come when

religious schools will learn what political leverage can do, just as Ohio's politicians are now getting a lesson in the leverage exercised by religion.

Increased voucher spending is not, however, the sole portent of growing regulation of religious practice in the school, for state mandates to moderate religious teaching may well be the most obvious response to the third concern behind the ban on establishment, its inextricable link with social conflict. See *Mitchell, supra,* at 872 (Souter, J., dissenting); *Everson,* 330 U. S., at 8-11. As appropriations for religious subsidy rise, competition for the money will tap sectarian religion's capacity for discord. "Public money devoted to payment of religious costs, educational or other, brings the quest for more. It brings too the struggle of sect against sect for the larger share or for any. Here one by numbers alone will benefit most, there another." *Id.,* at 53. (Rutledge, J., dissenting).

Justice Breyer has addressed this issue in his own dissenting opinion, which I join, and here it is enough to say that the intensity of the expectable friction can be gauged by realizing that the scramble for money will energize not only contending sectarians, but taxpayers who take their liberty of conscience seriously. Religious teaching at taxpayer 716*716 expense simply cannot be cordoned from taxpayer politics, and every major religion currently espouses social positions that provoke intense opposition. Not all taxpaying Protestant citizens, for example, will be content to underwrite the teaching of the Roman Catholic Church condemning the death penalty.[25] Nor will all of America's Muslims acquiesce in paying for the endorsement of the religious Zionism taught in many religious Jewish schools, which combines "a nationalistic sentiment" in support of Israel with a "deeply religious" element.[26] Nor will every secular taxpayer be content to support Muslim views on differential treatment of the sexes,[27] or, for that matter, to fund the espousal of a wife's obligation of obedience to her husband, presumably taught in any schools adopting the articles of faith of the Southern Baptist Convention.[28] Views like these, and innumerable others, have been safe in the sectarian pulpits and classrooms of this Nation not only because the Free Exercise Clause protects them directly, but because the ban on supporting religious establishment has protected free exercise, by keeping it relatively private. With the arrival of vouchers in religious schools, that privacy will go, and along with it will go confidence that religious disagreement will stay moderate.

* * *

If the divisiveness permitted by today's majority is to be avoided in the short term, it will be avoided only by action 717*717 of the political branches at the state and national levels. Legislatures not driven to desperation by the problems of public education may be able to see the threat in vouchers negotiable in sectarian schools. Perhaps even cities with problems like Cleveland's will perceive the danger, now that they know a federal court will not save them from it.

My own course as a judge on the Court cannot, however, simply be to hope that the political branches will save us from the consequences of the majority's decision.

Everson's statement is still the touchstone of sound law, even though the reality is that in the matter of educational aid the Establishment Clause has largely been read away. True, the majority has not approved vouchers for religious schools alone, or aid earmarked for religious instruction. But no scheme so clumsy will ever get before us, and in the cases that we may see, like these, the Establishment Clause is largely silenced. I do not have the option to leave it silent, and I hope that a future Court will reconsider today's dramatic departure from basic Establishment Clause principle.

Justice Breyer, with whom Justice Stevens and Justice Souter join, dissenting.

I join Justice Souter's opinion, and I agree substantially with Justice Stevens. I write separately, however, to emphasize the risk that publicly financed voucher programs pose in terms of religiously based social conflict. I do so because I believe that the Establishment Clause concern for protecting the Nation's social fabric from religious conflict poses an overriding obstacle to the implementation of this well-intentioned school voucher program. And by explaining the nature of the concern, I hope to demonstrate why, in my view, "parental choice" cannot significantly alleviate the constitutional problem. See Part IV, *infra*.

I

The First Amendment begins with a prohibition, that "Congress shall make no law respecting an establishment of 718*718 religion," and a guarantee, that the government shall not prohibit "the free exercise thereof." These Clauses embody an understanding, reached in the 17th century after decades of religious war, that liberty and social stability demand a religious tolerance that respects the religious views of all citizens, permits those citizens to "worship God in their own way," and allows all families to "teach their children and to form their characters" as they wish. C. Radcliffe, The Law & Its Compass 71 (1960). The Clauses reflect the Framers' vision of an American Nation free of the religious strife that had long plagued the nations of Europe. See, *e. g.,* Freund, Public Aid to Parochial Schools, 82 Harv. L. Rev. 1680, 1692 (1969) (religious strife was "one of the principal evils that the first amendment sought to forestall"); B. Kosmin & S. Lachman, One Nation Under God: Religion in Contemporary American Society 24 (1993) (First Amendment designed in "part to prevent the religious wars of Europe from entering the United States"). Whatever the Framers might have thought about particular 18th-century school funding practices, they undeniably intended an interpretation of the Religion Clauses that would implement this basic First Amendment objective.

In part for this reason, the Court's 20th-century Establishment Clause cases—both those limiting the practice of religion in public schools and those limiting the public funding of private religious education—focused directly upon social conflict, potentially created when government becomes involved in religious education. In *Engel* v. *Vitale,* 370 U. S. 421 (1962), the Court held that the Establishment Clause forbids prayer in public elementary and secondary schools. It did so in part because it recognized the "anguish, hardship and bitter strife that could come when zealous religious groups

struggl[e] with one another to obtain the Government's stamp of approval . . . ." *Id.,* at 429. And it added:

"The history of governmentally established religion, both in England and in this country, showed that whenever 719*719 government had allied itself with one particular form of religion, the inevitable result had been that it had incurred the hatred, disrespect and even contempt of those who held contrary beliefs." *Id.,* at 431.

See also *Lee* v. *Weisman,* 505 U. S. 577, 588 (1992) (striking down school-sanctioned prayer at high school graduation ceremony because "potential for divisiveness" has "particular relevance" in school environment); *School Dist. of Abington Township* v. *Schempp,* 374 U. S. 203, 307 (1963) (Goldberg, J., concurring) (Bible-reading program violated Establishment Clause in part because it gave rise "to those very divisive influences and inhibitions of freedom" that come with government efforts to impose religious influence on "young impressionable [school] children").

In *Lemon* v. *Kurtzman,* 403 U. S. 602 (1971), the Court held that the Establishment Clause forbids state funding, through salary supplements, of religious school teachers. It did so in part because of the "threat" that this funding would create religious "divisiveness" that would harm "the normal political process." *Id.,* at 622. The Court explained:

"[P]olitical debate and division . . . are normal and healthy manifestations of our democratic system of government, but political division along religious lines was one of the principal evils against which [the First Amendment's religious clauses were] . . . intended to protect." *Ibid.*

And in *Committee for Public Ed. & Religious Liberty* v. *Nyquist,* 413 U. S. 756, 794 (1973), the Court struck down a state statute that, much like voucher programs, provided aid for parents whose children attended religious schools, explaining that the "assistance of the sort here involved carries grave potential for . . . continuing political strife over aid to religion."

When it decided these 20th-century Establishment Clause cases, the Court did not deny that an earlier American society 720*720 might have found a less clear-cut church/state separation compatible with social tranquility. Indeed, historians point out that during the early years of the Republic, American schools—including the first public schools—were Protestant in character. Their students recited Protestant prayers, read the King James version of the Bible, and learned Protestant religious ideals. See, *e. g.,* D. Tyack, Onward Christian Soldiers: Religion in the American Common School, in History and Education 217-226 (P. Nash ed. 1970). Those practices may have wrongly discriminated against members of minority religions, but given the small number of such individuals, the teaching of Protestant religions in schools did not threaten serious social conflict. See Kosmin & Lachman, *supra,* at 45 (Catholics constituted less than 2% of American church-affiliated population at time of founding).

The 20th-century Court was fully aware, however, that immigration and growth had changed American society dramatically since its early years. By 1850, 1.6 million Catholics lived in America, and by 1900 that number rose to 12 million. Jeffries & Ryan, A Political History of the Establishment Clause, 100 Mich. L. Rev. 279, 299-300 (Nov. 2001). There were similar percentage increases in the Jewish population. Kosmin & Lachman, *supra,* at 45-46. Not surprisingly, with this increase in numbers, members of nonProtestant religions, particularly Catholics, began to resist the Protestant domination of the public schools. Scholars report that by the mid-19th century religious conflict over matters such as Bible reading "grew intense," as Catholics resisted and Protestants fought back to preserve their domination. Jeffries & Ryan, *supra,* at 300. "Dreading Catholic domination," native Protestants "terrorized Catholics." P. Hamburger, Separation of Church and State 219 (2002). In some States "Catholic students suffered beatings or expulsions for refusing to read from the Protestant Bible, and crowds . .. rioted over whether Catholic children could be 721*721 released from the classroom during Bible reading." Jeffries & Ryan, 100 Mich. L. Rev., at 300.

The 20th-century Court was also aware that political efforts to right the wrong of discrimination against religious minorities in primary education had failed; in fact they had exacerbated religious conflict. Catholics sought equal government support for the education of their children in the form of aid for private Catholic schools. But the "Protestant position" on this matter, scholars report, "was that public schools must be `nonsectarian' (which was usually understood to allow Bible reading and other Protestant observances) and public money must not support `sectarian' schools (which in practical terms meant Catholic)." *Id.,* at 301. And this sentiment played a significant role in creating a movement that sought to amend several state constitutions (often successfully), and to amend the United States Constitution (unsuccessfully) to make certain that government would not help pay for "sectarian" (*i. e.,* Catholic) schooling for children. *Id.,* at 301-305. See also Hamburger, *supra,* at 287.

These historical circumstances suggest that the Court, applying the Establishment Clause through the Fourteenth Amendment to 20th-century American society, faced an interpretive dilemma that was in part practical. The Court appreciated the religious diversity of contemporary American society. See *Schempp, supra,* at 240 (Brennan, J., concurring). It realized that the status quo favored some religions at the expense of others. And it understood the Establishment Clause to prohibit (among other things) any such favoritism. Yet *how* did the Clause achieve that objective? Did it simply require the government to give each religion an equal chance to introduce religion into the primary schools—a kind of "equal opportunity" approach to the interpretation of the Establishment Clause? Or, did that Clause avoid government favoritism of some religions by insisting upon "separation"—that the government achieve 722*722 equal treatment by removing itself from the business of providing religious education for children? This interpretive choice arose in respect both to religious activities in public schools and government aid to private education.

In both areas the Court concluded that the Establishment Clause required "separation," in part because an "equal opportunity" approach was not workable. With respect to

religious activities in the public schools, how could the Clause require public primary and secondary school teachers, when reading prayers or the Bible, *only* to treat all religions alike? In many places there were too many religions, too diverse a set of religious practices, too many whose spiritual beliefs denied the virtue of formal religious training. This diversity made it difficult, if not impossible, to devise meaningful forms of "equal treatment" by providing an "equal opportunity" for all to introduce their own religious practices into the public schools.

With respect to government aid to private education, did not history show that efforts to obtain equivalent funding for the private education of children whose parents did not hold popular religious beliefs only exacerbated religious strife? As Justice Rutledge recognized:

"Public money devoted to payment of religious costs, educational or other, brings the quest for more. It brings too the struggle of sect against sect for the larger share or for any. Here one [religious sect] by numbers [of adherents] alone will benefit most, there another. This is precisely the history of societies which have had an established religion and dissident groups." *Everson* v. *Board of Ed. of Ewing*, 330 U. S. 1, 53-54 (1947) (dissenting opinion).

The upshot is the development of constitutional doctrine that reads the Establishment Clause as avoiding religious strife, *not* by providing every religion with an *equal opportunity* (say, to secure state funding or to pray in the public 723*723 schools), but by drawing fairly clear lines of *separation* between church and state—at least where the heartland of religious belief, such as primary religious education, is at issue.

II

The principle underlying these cases—avoiding religiously based social conflict—remains of great concern. As religiously diverse as America had become when the Court decided its major 20th-century Establishment Clause cases, we are exponentially more diverse today. America boasts more than 55 different religious groups and subgroups with a significant number of members. Graduate Center of the City University of New York, B. Kosmin, E. Mayer, & A. Keysar, American Religious Identification Survey 12-13 (2001). Major religions include, among others, Protestants, Catholics, Jews, Muslims, Buddhists, Hindus, and Sikhs. *Ibid.* And several of these major religions contain different subsidiary sects with different religious beliefs. See Lester, Oh, Gods!, The Atlantic Monthly 37 (Feb. 2002). Newer Christian immigrant groups are "expressing their Christianity in languages, customs, and independent churches that are barely recognizable, and often controversial, for Europeanancestry Catholics and Protestants." H. Ebaugh & J. Chafetz, Religion and the New Immigrants: Continuities and Adaptations in Immigrant Congregations 4 (abridged student ed. 2002).

Under these modern-day circumstances, how is the "equal opportunity" principle to work—without risking the "struggle of sect against sect" against which Justice Rutledge warned? School voucher programs finance the religious education of the young. And, if

widely adopted, they may well provide billions of dollars that will do so. Why will different religions not become concerned about, and seek to influence, the criteria used to channel this money to religious schools? Why will they not want to examine the implementation of the programs that provide this money—to determine, for example, 724*724 whether implementation has biased a program toward or against particular sects, or whether recipient religious schools are adequately fulfilling a program's criteria? If so, just how is the State to resolve the resulting controversies without provoking legitimate fears of the kinds of religious favoritism that, in so religiously diverse a Nation, threaten social dissension?

Consider the voucher program here at issue. That program insists that the religious school accept students of all religions. Does that criterion treat fairly groups whose religion forbids them to do so? The program also insists that no participating school "advocate or foster unlawful behavior or teach hatred of any person or group on the basis of race, ethnicity, national origin, or religion." Ohio Rev. Code Ann. § 3313.976(A)(6) (West Supp. 2002). And it requires the State to "revoke the registration of any school if, after a hearing, the superintendent determines that the school is in violation" of the program's rules. § 3313.976(B). As one *amicus* argues, "it is difficult to imagine a more divisive activity" than the appointment of state officials as referees to determine whether a particular religious doctrine "teaches hatred or advocates lawlessness." Brief for National Committee for Public Education and Religious Liberty as *Amicus Curiae* 23.

How are state officials to adjudicate claims that one religion or another is advocating, for example, civil disobedience in response to unjust laws, the use of illegal drugs in a religious ceremony, or resort to force to call attention to what it views as an immoral social practice? What kind of public hearing will there be in response to claims that one religion or another is continuing to teach a view of history that casts members of other religions in the worst possible light? How will the public react to government funding for schools that take controversial religious positions on topics that are of current popular interest—say, the conflict in the Middle East or the war on terrorism? Yet any major funding program 725*725 for primary religious education will require criteria. And the selection of those criteria, as well as their application, inevitably pose problems that are divisive. Efforts to respond to these problems not only will seriously entangle church and state, see *Lemon*, 403 U. S., at 622, but also will promote division among religious groups, as one group or another fears (often legitimately) that it will receive unfair treatment at the hands of the government.

I recognize that other nations, for example Great Britain and France, have in the past reconciled religious school funding and religious freedom without creating serious strife. Yet British and French societies are religiously more homogeneous—and it bears noting that recent waves of immigration have begun to create problems of social division there as well. See, *e. g.,* The Muslims of France, 75 Foreign Affairs 78 (1996) (describing increased religious strife in France, as exemplified by expulsion of teenage girls from school for wearing traditional Muslim scarves); Ahmed, Extreme Prejudice; Muslims in

Britain, The Times of London, May 2, 1992, p. 10 (describing religious strife in connection with increased Muslim immigration in Great Britain).

In a society as religiously diverse as ours, the Court has recognized that we must rely on the Religion Clauses of the First Amendment to protect against religious strife, particularly when what is at issue is an area as central to religious belief as the shaping, through primary education, of the next generation's minds and spirits. See, *e. g.,* Webster, On the Education of Youth in America (1790), in Essays on Education in the Early Republic 43, 53, 59 (F. Rudolph ed. 1965) ("[E]ducation of youth" is "of more consequence than making laws and preaching the gospel, because it lays the foundation on which both law and gospel rest for success"); Pope Paul VI, Declaration on Christian Education (1965) ("[T]he Catholic school can be such an aid to the fulfillment of the mission of the People of God and to the fostering of dialogue between 726*726 the Church and mankind, to the benefit of both, it retains even in our present circumstances the utmost importance").

III

I concede that the Establishment Clause currently permits States to channel various forms of assistance to religious schools, for example, transportation costs for students, computers, and secular texts. See *Everson* v. *Board of Ed. of Ewing,* 330 U. S. 1 (1947); *Mitchell* v. *Helms,* 530 U. S. 793 (2000). States now certify the nonsectarian educational content of religious school education. See, *e. g., New Life Baptist Church Academy* v. *East Longmeadow,* 885 F. 2d 940 (CA1 1989). Yet the consequence has not been great turmoil. But see, *e. g.,* May, Charter School's Religious Tone; Operation of South Bay Academy Raises Church-State Questions, San Francisco Chronicle, Dec. 17, 2001, p. A1 (describing increased government supervision of charter schools after complaints that students were "studying Islam in class and praying with their teachers," and Muslim educators complaining of "`post-Sept. 11 anti-Muslim sentiment' ").

School voucher programs differ, however, in both *kind* and *degree* from aid programs upheld in the past. They differ in kind because they direct financing to a core function of the church: the teaching of religious truths to young children. For that reason the constitutional demand for "separation" is of particular constitutional concern. See, *e. g., Weisman,* 505 U. S., at 592 ("heightened concerns" in context of primary education); *Edwards* v. *Aguillard,* 482 U. S. 578, 583— 584 (1987) ("Court has been particularly vigilant in monitoring compliance with the Establishment Clause in elementary and secondary schools").

Private schools that participate in Ohio's program, for example, recognize the importance of primary religious education, for they pronounce that their goals are to "communicate the gospel," "provide opportunities to . . . experience a faith community," "provide . . . for growth in prayer," and "provide 727*727 instruction in religious truths and values." App. 408a, 487a. History suggests, not that such private school teaching of religion is undesirable, but that *government funding* of this kind of religious endeavor is far more contentious than providing funding for secular textbooks, computers,

vocational training, or even funding for adults who wish to obtain a college education at a religious university. See *supra,* at 720-722. Contrary to Justice O'Connor's opinion, *ante,* at 665-666 (concurring opinion), history also shows that government involvement in religious primary education is far more divisive than state property tax exemptions for religious institutions or tax deductions for charitable contributions, both of which come far closer to exemplifying the neutrality that distinguishes, for example, fire protection on the one hand from direct monetary assistance on the other. Federal aid to religiously based hospitals, *ante,* at 666 (O'Connor, J., concurring), is even further removed from education, which lies at the heartland of religious belief.

Vouchers also differ in *degree.* The aid programs recently upheld by the Court involved limited amounts of aid to religion. But the majority's analysis here appears to permit a considerable shift of taxpayer dollars from public secular schools to private religious schools. That fact, combined with the use to which these dollars will be put, exacerbates the conflict problem. State aid that takes the form of peripheral secular items, with prohibitions against diversion of funds to religious teaching, holds significantly less potential for social division. In this respect as well, the secular aid upheld in *Mitchell* differs dramatically from the present case. Although it was conceivable that minor amounts of money could have, contrary to the statute, found their way to the religious activities of the recipients, see 530 U. S., at 864 (O'Connor, J., concurring in judgment), that case is at worst the camel's nose, while the litigation before us is the camel itself.

728*728 IV

I do not believe that the "parental choice" aspect of the voucher program sufficiently offsets the concerns I have mentioned. Parental choice cannot help the taxpayer who does not want to finance the religious education of children. It will not always help the parent who may see little real choice between inadequate nonsectarian public education and adequate education at a school whose religious teachings are contrary to his own. It will not satisfy religious minorities unable to participate because they are too few in number to support the creation of their own private schools. It will not satisfy groups whose religious beliefs preclude them from participating in a government-sponsored program, and who may well feel ignored as government funds primarily support the education of children in the doctrines of the dominant religions. And it does little to ameliorate the entanglement problems or the related problems of social division that Part II, *supra,* describes. Consequently, the fact that the parent may choose which school can cash the government's voucher check does not alleviate the Establishment Clause concerns associated with voucher programs.

V

The Court, in effect, turns the clock back. It adopts, under the name of "neutrality," an interpretation of the Establishment Clause that this Court rejected more than half a century ago. In its view, the parental choice that offers each religious group a kind of equal opportunity to secure government funding overcomes the Establishment Clause

concern for social concord. An earlier Court found that "equal opportunity" principle insufficient; it read the Clause as insisting upon greater separation of church and state, at least in respect to primary education. See *Nyquist*, 413 U. S., at 783. In a society composed of many different religious creeds, I fear that this present departure from the Court's earlier understanding risks creating a form of religiously 729*729 based conflict potentially harmful to the Nation's social fabric. Because I believe the Establishment Clause was written in part to avoid this kind of conflict, and for reasons set forth by Justice Souter and Justice Stevens, I respectfully dissent.

[*] Together with No. 00-1777, *Hanna Perkins School et al.* v. *SimmonsHarris et al.*, and No. 00-1779, *Taylor et al.* v. *Simmons-Harris et al.*, also on certiorari to the same court.

[†] Briefs of *amici curiae* urging reversal were filed for the State of Florida et al. by *Robert A. Butterworth*, Attorney General of Florida, *Thomas E. Warner*, Solicitor General, and *Matthew J. Conigliaro*, Deputy Solicitor General, and by the Attorneys General for their respective States as follows: *Bill Pryor* of Alabama, *M. Jane Brady* of Delaware, *Don Stenberg* of Nebraska, *D. Michael Fisher* of Pennsylvania, *Charles M. Condon* of South Carolina, and *Randolph A. Beales* of Virginia; for the State of Wisconsin by *Stephen P. Hurley, Gordon P. Giampietro,* and *Donald A. Daugherty, Jr.;* for Gary E. Johnson, Governor of New Mexico, by *Jeffrey S. Bucholtz;* for Mayor Rudolph W. Giuliani et al. by *Michael D. Hess,* Corporation Counsel of the City of New York, *Leonard J. Koerner,* and *Edward F. X. Hart;* for Councilwoman Fannie Lewis by *Steffen N. Johnson, Stephen M. Shapiro, Robert M. Dow, Jr.,* and *Richard P. Hutchison;* for the American Education Reform Council by *Louis R. Cohen, C. Boyden Gray,* and *Todd Zubler;* for the American Civil Rights Union by *Peter J. Ferrara;* for the American Center for Law and Justice, Inc., et al. by *Jay Alan Sekulow, James M. Henderson, Sr., Colby M. May, Vincent McCarthy,* and *Walter M. Weber;* for the Association of Christian Schools International et al. by *Edward McGlynn Gaffney, Jr.,* and *Richard A. Epstein;* for the Becket Fund for Religious Liberty by *Kevin J. Hasson, Eric W. Treene, Roman P. Storzer, Anthony R. Picarello, Jr.,* and *Richard Garnett;* for the Black Alliance for Educational Options by *Samuel Estreicher;* for the Catholic League for Religious and Civil Rights by *Robert P. George;* for the Center for Education Reform et al. by *Robert A. Destro* and *Joseph E. Schmitz;* for the Center for Individual Freedom et al. by *Erik S. Jaffe;* for Children First America et al. by *Harold J. (Tex) Lezar, Jr.,* and *Stephen G. Gilles;* for the Christian Legal Society et al. by *Stuart J. Lark* and *Gregory S. Baylor;* for the Claremont Institute Center for Constitutional Jurisprudence by *Edwin Meese III;* for the Coalition for Local Sovereignty by *Kenneth B. Clark;* for the National Association of Independent Schools by *Allen G. Siegel;* for the National Jewish Commission on Law and Public Affairs by *Nathan Lewin, Dennis Rapps, Nathan Diament,* and *David Zwiebel;* for the REACH Alliance by *Philip J. Murren;* for the Rutherford Institute by *John W. Whitehead, Steven H. Aden, Robert R. Melnick,* and *James J. Knicely;* for the Solidarity Center for Law and Justice, P. C., by *James P. Kelly III;* for the United States Conference of Catholic Bishops by *Mark E. Chopko, John Liekweg,* and *Jeffrey Hunter Moon;* and for *Hugh Calkins, pro se.*

Briefs of *amici curiae* urging affirmance were filed for the American Jewish Committee et al. by *Howard G. Kristol, Erwin Chemerinsky, Jeffrey P. Sinensky, Kara H. Stein, Arthur H. Bryant,* and *Victoria W. Ni;* for the Anti-Defamation League by *Martin E. Karlinsky, Daniel J. Beller, Steven M. Freeman,* and *Frederick M. Lawrence;* for the Council on Religious Freedom et al. by *Lee Boothby* and *Alan J. Reinach;* for the NAACP Legal Defense and Educational Fund, Inc., et al. by *Norman J. Chachkin, Elaine R. Jones, Theodore M. Shaw, James L. Cott, Dennis D. Parker,* and *Dennis Courtland Hayes;* for the National Committee for Public Education and Religious Liberty by *Geoffrey F. Aronow* and *Stanley Geller;* for the National School Boards Association et al. by *Julie K. Underwood, Scott Bales,* and *James Martin;* for the Ohio Association for Public Education and Religious Liberty by *Patrick Farrell Timmins, Jr.;* and for the Ohio School Boards Association et al. by *Kimball H. Carey* and *Susan B. Greenberger.*

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Coons, pro se, and *Stephen D. Sugarman, pro se;* for Jesse H. Choper et al. by *Mr. Choper, pro se, William Bassett, Teresa Collett, David Forte, Richard Garnett, Lino Graglia, Michael Heise, Gail Heriot, Roderick Hills, Grant Nelson, Michael Perry, David Post, Charles Rice, Rosemary Salomone, Gregory Sisk, Steve Smith,* and *Harry Tepker;* and for Ira J. Paul et al. by *Sharon L. Browne.*

[1] Although the parties dispute the precise amount of state funding received by suburban school districts adjacent to the Cleveland City School District, there is no dispute that any suburban district agreeing to participate in the program would receive a $2,250 tuition grant *plus* the ordinary allotment of per-pupil state funding for each program student enrolled in a suburban public school. See Brief for Respondents Simmons-Harris et al. 30, n. 11 (suburban schools would receive "on average, approximately, $4,750" per program student); Brief for Petitioners in No. 00-1779, p. 39 (suburban schools would receive "about $6,544" per program student).

[2] The number of available scholarships per covered districtis determined annually by the Ohio Superintendent for Public Instruction. §§ 3313.978(A)—(B).

[3] Justice Souter suggests the program is not "neutral" because program students cannot spend scholarship vouchers at traditional public schools. *Post,* at 697-698 (dissenting opinion). This objection is mistaken: Public schools in Cleveland already receive $7,097 in public funding per pupil—$4,167 of which is attributable to the State. App. 56a. Program students who receive tutoring aid and remain enrolled in traditional public schools therefore direct almost twice as much state funding to their chosen school as do program students who receive a scholarship and attend a private school. *Ibid.* Justice Souter does not seriously claim that the program differentiates based on the religious status of beneficiaries or providers of services,the touchstone of neutrality under the Establishment Clause. *Mitchell* v. *Helms,* 530 U. S. 793, 809 (2000) (plurality opinion); *id.,* at 838 (O'Connor, J., concurring in judgment).

[4] Justice Souter appears to base this claim on the unfounded assumption that capping the amount of tuition charged to low-income students (at $2,500) favors participation by religious schools. *Post,* at 704-705 (dissenting opinion). But elsewhere he claims that the program spends *too much* money on private schools and chides the state legislature for even proposing to raise the scholarship amount for low-income recipients. *Post,* at 697-698, 710-711, 714-715. His assumption also finds no support in the record, which shows that nonreligious private schools operating in Cleveland also seek and receive substantial third-party contributions. App. 194a—195a; App. to Pet. for Cert. in No. 00-1777, p. 119a. Indeed, the actual operation of the program refutes Justice Souter's argument that few but religious schools can afford to participate: Ten secular private schools operated within the Cleveland City School District when the program was adopted. Reply Brief for Petitioners in No. 00-1777, p. 4 (citing Ohio Educational Directory, 1999-2000 School Year, Alphabetic List of Nonpublic Schools, Ohio Dept. of Ed.). All 10 chose to participate in the program and have continued to participate to this day. App. 281a—286a. And while no religious schools have been created in response to the program, several *nonreligious* schools have been created, *id.,* at 144a—148a, 224a—225a, in spite of the fact that a principal barrier to entry of new private schools is the uncertainty caused by protracted litigation which has plagued the program since its inception, *post,* at 672 (O'Connor, J., concurring) (citing App. 225a, 227a). See also 234 F. 3d 945, 970 (CA6 2000) (Ryan, J., concurring in part and dissenting in part) ("There is not a scintilla of evidence in this case that any school, public or private, has been discouraged from participating in the school voucher program because it cannot `afford' to do so"). Similarly mistaken is Justice Souter's reliance on the low enrollment of scholarship students in nonreligious schools during the 1999-2000 school year. *Post,* at 704 (citing Brief for California Alliance for Public Schools as *Amicus Curiae* 15). These figures ignore the fact that the number of program students enrolled in nonreligious schools has widely varied from year to year, *infra,* at 659; *e. g.,* n. 5, *infra,* underscoring why the constitutionality of a neutral choice program does not turn on annual tallies of private decisions made in any given year by thousands of individual aid recipients, *infra,* at 659 (citing *Mueller* v. *Allen,* 463 U. S. 388, 401 (1983)).

[5] The fluctuations seen in the Cleveland program are hardly atypical. Experience in Milwaukee, which since 1991 has operated an educational choice program similar to the Ohio program, demonstrates that the mix of participating schools fluctuates significantly from year to year based on a number of factors,

one of which is the uncertainty caused by persistent litigation. See App. 218a, 229a—236a; Brief for State of Wisconsin as *Amicus Curiae* 10-13 (hereinafter Brief for Wisconsin) (citing Wisconsin Dept. of Public Instruction, Milwaukee Parental Choice Program Facts and Figures for 2001-2002). Since the Wisconsin Supreme Court declared the Milwaukee program constitutional in 1998, *Jackson* v. *Benson*, 218 Wis. 2d 835, 578 N. W. 2d 602, several nonreligious private schools have entered the Milwaukee market, and now represent 32% of all participating schools. Brief for Wisconsin 11-12. Similarly, the number of program students attending nonreligious private schools increased from 2,048 to 3,582; these students now represent 33% of all program students. *Id.,* at 12-13. There are currently 34 nonreligious private schools participating in the Milwaukee program, a nearly five-fold increase from the 7 nonreligious schools that participated when the program began in 1990. See App. 218a; Brief for Wisconsin 12. And the total number of students enrolled in nonreligious schools has grown from 337 when the program began to 3,582 in the most recent school year. See App. 218a, 234a—236a; Brief for Wisconsin 12-13. These numbers further demonstrate the wisdom of our refusal in *Mueller* v. *Allen*, 463 U. S., at 401, to make the constitutionality of such a program depend on "annual reports reciting the extent to which various classes of private citizens claimed benefits under the law."

[6] Justice Souter and Justice Stevens claim that community schools and magnet schools are separate and distinct from program schools, simply because the program itself does not include community and magnet school options. *Post,* at 698-701 (Souter, J., dissenting); *post,* at 685 (Stevens, J., dissenting). But none of the dissenting opinions explain how there is any perceptible difference between scholarship schools, community schools, or magnet schools from the perspective of Cleveland parents looking to choose the best educational option for their school-age children. Parents who choose a program school in fact receive from the State precisely what parents who choose a community or magnet school receive—the opportunity to send their children largely at state expense to schools they prefer to their local public school. See, *e. g.,* App. 147a, 168a—169a; App. in Nos. 00-3055, etc. (CA6), pp. 1635-1645 and 1657-1673 (Cleveland parents who enroll their children in schools other than local public schools typically explore all state-funded options before choosing an alternative school).

[7] Justice Breyer would raise the invisible specters of "divisiveness" and "religious strife" to find the program unconstitutional. *Post,* at 719, 725-728 (dissenting opinion). It is unclear exactly what sort of principle Justice Breyer has in mind, considering that the program has ignited no "divisiveness" or "strife" other than this litigation. Nor is it clear where Justice Breyer would locate this presumed authority to deprive Cleveland residents of a program that they have chosen but that we subjectively find "divisive." We quite rightly have rejected the claim that some speculative potential for divisiveness bears on the constitutionality of educational aid programs. *Mitchell* v. *Helms*, 530 U. S., at 825 (plurality opinion) ("The dissent resurrects the concern for political divisiveness that once occupied the Court but that post-*Aguilar* cases have rightly disregarded") (citing cases); *id.,* at 825-826 ("`It is curious indeed to base our interpretation of the Constitution on speculation as to the likelihood of a phenomenon which the parties may create merely by prosecuting a lawsuit' " (quoting *Aguilar* v. *Felton*, 473 U. S. 402, 429 (1985) (O'Connor, J., dissenting))).

[1] The Blessings of Liberty and Education: An Address Delivered in Manassas, Virginia, on 3 September 1894, in 5 The Frederick Douglass Papers 623 (J. Blassingame & J. McKivigan eds. 1992) (hereinafter Douglass Papers).

[2] See, *e. g.,* *School Dist. of Abington Township* v. *Schempp*, 374 U. S. 203, 309-310 (1963) (Stewart, J., dissenting) ("[T]he Establishment Clause was primarily an attempt to insure that Congress not only would be powerless to establish a national church, but would also be unable to interfere with existing state establishments"); see also *Wallace* v. *Jaffree*, 472 U. S. 38, 113 (1985) (Rehnquist, J., dissenting).

[3] Several Justices have suggested that rights incorporated through the Fourteenth Amendment apply in a different manner to the States than they do to the Federal Government. For instance, Justice Jackson stated, "[t]he inappropriateness of a single standard for restricting State and Nation is indicated by the disparity between their functions and duties in relation to those freedoms." *Beauharnais* v. *Illinois*, 343 U. S. 250, 294 (1952) (dissenting opinion). Justice Harlan noted: "The Constitution differentiates between

those areas of human conduct subject to the regulation of the States and those subject to the powers of the Federal Government. The substantive powers of the two governments, in many instances, are distinct. And in every case where we are called upon to balance the interest in free expression against other interests, it seems to me important that we should keep in the forefront the question of whether those other interests are state or federal." *Roth* v. *United States*, 354 U. S. 476, 503-504 (1957) (dissenting opinion). See also *Gitlow* v. *New York*, 268 U. S. 652, 672 (1925) (Holmes, J., dissenting).

[4] In particular, these rights inhere in the Free Exercise Clause, which unlike the Establishment Clause protects individual liberties of religious worship. "That the central value embodied in the First Amendment— and, more particularly, in the guarantee of `liberty' contained in the Fourteenth—is the safeguarding of an individual's right to free exercise of his religion has been consistently recognized." *Schempp, supra,* at 312 (Stewart, J., dissenting). See also Amar, The Bill of Rights as a Constitution, 100 Yale L. J. 1131, 1159 (1991) ("[T]he free exercise clause was paradigmatically about citizen rights, not state rights; it thus invites incorporation. Indeed, this clause was specially concerned with the plight of minority religions, and thus meshes especially well with the minorityrights thrust of the Fourteenth Amendment"); Lietzau, Rediscovering the Establishment Clause: Federalism and the Rollback of Incorporation, 39 DePaul L. Rev. 1191, 1206-1207 (1990).

[5] This Court has held that parents have the fundamental liberty to choose how and in what manner to educate their children. "The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations." *Pierce* v. *Society of Sisters*, 268 U. S. 510, 535 (1925). But see *Troxel* v. *Granville*, 530 U. S. 57, 80 (2000) (Thomas, J., concurring in judgment).

[6] See, *e. g.,* N. Edwards, School in the American Social Order: The Dynamics of American Education 360-362 (1947).

[7] Minority and low-income parents express the greatest support for parental choice and are most interested in placing their children in private schools. "[T]he appeal of private schools is especially strong among parents who are low in income, minority, and live in low-performing districts: precisely the parents who are the most disadvantaged under the current system." T. Moe, Schools, Vouchers, and the American Public 164 (2001). Nearly three-fourths of all public school parents with an annual income less than $20,000 support vouchers, compared to 57 percent of public school parents with an annual income of over $60,000. See *id.,* at 214 (Table 7-3). In addition, 75 percent of black public school parents support vouchers, as do 71 percent of Hispanic public school parents. *Ibid.*

[8] In 1997, approximately 68 percent of prisoners in state correctional institutions did not have a high school degree. See U. S. Dept. of Justice, Bureau of Justice Statistics, Sourcebook of Criminal Justice Statistics2000, p. 519 (Table 6.38).

[9] These programs include tax credits for such schooling. In addition, 37 States have some type of charter school law. See School Choice 2001: What's Happening in the States xxv (R. Moffitt, J. Garrett, & J. Smith eds. 2001) (Table 1).

[10] Douglass Papers 623.

[1] Ohio is currently undergoing a major overhaul of its public school financing pursuant to an order of the Ohio Supreme Court in *DeRolph* v. *State*, 93 Ohio St. 3d 309, 754 N. E. 2d 1184 (2001). The Court ought, at least, to allow that reform effort and the district's experimentation with alternative public schools to take effect before relying on Cleveland's educational crisis as a reason for state financed religious education.

[2] The Court suggests that an education at one of the district's community or magnet schools is provided "largely at state expense." *Ante,* at 660, n. 6. But a public education at either of these schools is provided *entirely* at state expense—as the State is required to do.

[1] "Congress shall make no law respecting an establishment of religion," U. S. Const., Amdt. 1.

[2] See, *e. g.,* App. 319a (Saint Jerome School Parent and Student Handbook 1999-2000, p. 1) ("FAITH must dominate the entire educational process so that the child can make decisions according to Catholic values and choose to lead a Christian life"); *id.,* at 347a (Westside Baptist Christian School Parent-Student Handbook, p. 7) ("Christ is the basis of all learning. All subjects will be taught from the Biblical perspective that all truth is God's truth").

[3] See *Everson,* 330 U. S., at 54, n. 47 (noting that similar programs had been struck down in six States, upheld in eight, and *amicus curiae* briefs filed by "three religious sects, one labor union, the American Civil Liberties Union, and the states of Illinois, Indiana, Louisiana, Massachusetts, Michigan and New York").

[4] The Court noted that "the record contains no evidence that any of the private schools . . . previously provided textbooks for their students," and "[t]here is some evidence that at least some of the schools did not." *Allen,* 392 U. S., at 244, n. 6. This was a significant distinction: if the parochial schools provided secular textbooks to their students, then the State's provision of the same in their stead might have freed up church resources for allocation to other uses, including, potentially, religious indoctrination.

[5] The Court similarly rejected a path argument in *Wolman* v. *Walter,* 433 U. S. 229 (1977), overruled by *Mitchell* v. *Helms,* 530 U. S. 793 (2000), where the State sought to distinguish *Meek* v. *Pittenger,* 421 U. S. 349 (1975), overruled by *Mitchell, supra,* based on the fact that, in *Meek,* the State had lent educational materials to individuals rather than to schools. "Despite the technical change in legal bailee," the Court explained, "the program in substance is the same as before," and "it would exalt form over substance if this distinction were found to justify a result different from that in *Meek.* " *Wolman, supra,* at 250. Conversely, the Court upheld a law reimbursing private schools for state-mandated testing, dismissing a proffered distinction based on the indirect path of aid in an earlier case as "a formalistic dichotomy that bears . .. little relationship either to common sense or to the realities of school finance." *Committee for Public Ed. and Religious Liberty* v. *Regan,* 444 U. S. 646, 658 (1980).

[6] Justice O'Connor apparently no longer distinguishes between this notion of evenhandedness neutrality and the free-exercise neutrality in *Everson.* Compare *ante,* at 669 (concurring opinion), with *Mitchell,* 530 U. S., at 839 (opinion concurring in judgment) ("Even if we at one time used the term `neutrality' in a descriptive sense to refer to those aid programs characterized by the requisite equipoise between support of religion and antagonism to religion, Justice Souter's discussion convincingly demonstrates that the evolution in the meaning of the term in our jurisprudence is cause to hesitate before equating the neutrality of recent decisions with the neutrality of old").

[7] The majority's argument that public school students within the program "direct almost twice as much state funding to their chosen school as do program students who receive a scholarship and attend a private school," *ante,* at 654, n. 3, was decisively rejected in *Committee for Public Ed. & Religious Liberty* v. *Nyquist,* 413 U. S. 756, 782-783, n. 38 (1973): "We do not agree with the suggestion . . . that tuition grants are an analogous endeavor to provide comparable benefits to all parents of schoolchildren whether enrolled in public or nonpublic schools. . . . The grants to parents of private schoolchildren are given in addition to the right that they have to send their children to public schools `totally at state expense.' And in any event, the argument proves too much, for it would also provide a basis for approving through tuition grants the *complete subsidization* of all religious schools on the ground that such action is necessary if the State is fully to equalize the position of parents who elect such schools— a result wholly at variance with the Establishment Clause."

[8] In some earlier cases, "private choice" was sensibly understood to go beyond the mere formalism of path, to ensure that aid was neither systemic nor predestined to go to religious uses. Witters, for example, had a virtually unlimited choice among professional training schools, only a few of which were religious; and Zobrest was simply one recipient who chose to use a government-funded interpreter at a religious school over a secular school, either of which was open to him. But recent decisions seem to have stripped away any substantive bite, as "private choice" apparently means only that government aid follows individuals to religious schools. See, *e. g.,* Agostini v. Felton, 521 U. S. 203, 229 (1997) (state aid for remedial instruction at a religious school goes "directly to the eligible students . . . no matter where they choose to attend school").

[9] The need for a limit is one answer to Justice O'Connor, who argues at length that community schools should factor in the "private choice" calculus. *Ante,* at 672-673 (concurring opinion). To be fair, community schools do exhibit some features of private schools: they are autonomously managed without any interference from the school district or State and two have prior histories as private schools. It may be, then, that community schools might arguably count as choices because they are not like other public schools run by the State or municipality, but in substance merely private schools with state funding outside the voucher program.

But once any public school is deemed a relevant object of choice, there is no stopping this progression. For example, both the majority and Justice O'Connor characterize public magnet schools as an independent category of genuine educational options, simply because they are "nontraditional" public schools. But they do not share the "private school" features of community schools, and the only thing that distinguishes them from "traditional" public schools is their thematic focus, which in some cases appears to be nothing more than creative marketing. See, *e. g.,* Cleveland Municipal School District, Magnet and Thematic Programs/ Schools (including, as magnet schools, "[f]undamental [e]ducation [c]enters," which employ "[t]raditional classrooms and teaching methods with an emphasis on basic skills"; and "[a]ccelerated [l]earning" schools, which rely on "[i]nstructional strategies [that] provide opportunities for students to build on individual strengths, interests and talents").

[10] And how should we decide which "choices" are "genuine" if the range of relevant choices is theoretically wide open? The showcase educational options that the majority and Justice O'Connor trumpet are Cleveland's 10 community schools, but they are hardly genuine choices. Two do not even enroll students in kindergarten through third grade, App. 162a, and thus parents contemplating participation in the voucher program cannot select those schools. See Ohio Rev. Code Ann. § 3313.975(C)(1) (West Supp. 2002) ("[N]o new students may receive scholarships unless they are enrolled in grade kindergarten, one, two, or three"). One school was not "in operation" as of 1999, and in any event targeted students below the federal poverty line, App. 162a, not all voucher-eligible students, see n. 21, *infra.* Another school was a special population school for students with "numerous suspensions, behavioral problems and who are a grade level below their peers," App. 162a, which, as Justice O'Connor points out, may be "more attractive to certain inner-city parents," *ante,* at 674, but is probably not an attractive "choice" for most parents.

Of the six remaining schools, the most recent statistics on fourth-grade student performance (unavailable for one school) indicate: three scored well below the Cleveland average in each of five tested subjects on state proficiency examinations, one scored above in one subject, and only one community school, Old Brooklyn Montessori School, was even an arguable competitor, scoring slightly better than traditional public schools in three subjects, and somewhat below in two. See Ohio Dept. of Ed., 2002 Community School Report Card, Hope Academy, Lincoln Park, p. 5; *id.,* Hope Academy, Cathedral Campus, at 5; *id.,* Hope Academy, Chapelside Campus, at 5; *id.,* Hope Academy, Broadway Campus, at 5; *id.,* Old Brooklyn Montessori School, at 5; 2002 District Report Card, Cleveland Municipal School District, p. 1. These statistics are consistent with 1999 test results, which were only available for three of the schools. Brief for Ohio School Boards Association et al. as *Amici Curiae* 26-28 (for example, 34.3% of students in the Cleveland City School District were proficient in math, as compared with 3.3% in Hope Chapelside and 0% in Hope Cathedral).

I think that objective academic excellence should be the benchmark in comparing schools under the majority's test; Justice O'Connor prefers comparing educational options on the basis of subjective "parental satisfaction," *ante,* at 675, and I am sure there are other plausible ways to evaluate "genuine choices." Until now, our cases have never talked about the quality of educational options by whatever standard, but now that every educational option is a relevant "choice," this is what the "genuine and independent private choice" enquiry, *ante,* at 652 (opinion of the Court), would seem to require if it is to have any meaning at all. But if that is what genuine choice means, what does this enquiry have to do with the Establishment Clause?

[11] For example, 40% of families who sent their children to private schools for the first time under the voucher program were Baptist, App. 118a, but only one school, enrolling 44 voucher students, is Baptist, *id.,* at 284a.

[12] When parents were surveyed as to their motives for enrolling their children in the voucher program, 96.4% cited a better education than available in the public schools, and 95% said their children's safety. *Id.,* at 69a—70a. When asked specifically in one study to identify the most important factor in selecting among participating private schools, 60% of parents mentioned academic quality, teacher quality, or the substance of what is taught (presumably secular); only 15% mentioned the religious affiliation of the school as even a consideration. *Id.,* at 119a.

[13] Justice O'Connor points out that "there is no record evidence that any voucher-eligible student was turned away from a nonreligious private school in the voucher program." *Ante,* at 671. But there is equally no evidence to support her assertion that "many parents with vouchers selected nonreligious private schools over religious alternatives," *ibid.,* and in fact the evidence is to the contrary, as only 129 students used vouchers at private nonreligious schools.

[14] General Accounting Office Report No. 01-914, School Vouchers: Publicly Funded Programs in Cleveland and Milwaukee 25 (Aug. 2001) (GAO Report). Of the 10 nonreligious private schools that "participate" in the Cleveland voucher program, 3 currently enroll no voucher students. And of the remaining seven schools, one enrolls over half of the 129 students that attend these nonreligious schools, while only two others enroll more than 8 voucher students. App. 281a—286a. Such schools can charge full tuition to students whose families do not qualify as "low income," but unless the number of vouchers are drastically increased, it is unlikely that these students will constitute a large fraction of voucher recipients, as the program gives preference in the allocation of vouchers to low-income children. See Ohio Rev. Code Ann. § 3313.978(A) (West Supp. 2002).

[15] GAO Report 25. A 1993-1994 national study reported a similar average tuition for Catholic elementary schools ($1,572), but higher tuition for other religious schools ($2,213), and nonreligious schools ($3,773). U. S. Dept. of Ed., Office of Educational Research and Improvement, National Center for Education Statistics, Private Schools in the United States: A Statistical Profile, 1993-94 (NCES 1997-459 June 1997) (Table 1.5). The figures are explained in part by the lower teaching expenses of the religious schools and general support by the parishes that run them. Catholic schools, for example, received 24.1% of their revenue from parish subsidies in the 2000-2001 school year. National Catholic Educational Association, Balance Sheet for Catholic Elementary Schools: 2001 Income and Expenses 25 (2001). Catholic schools also often rely on priests or members of religious communities to serve as principals, 32% of 550 reporting schools in one study, *id.,* at 21; at the elementary school level, the average salary of religious sisters serving as principals in 2000-2001 was $28,876, as compared to lay principals, who received on average $45,154, and public school principals who reported an average salary of $72,587. *Ibid.*

Justice O'Connor argues that nonreligious private schools can compete with Catholic and other religious schools below the $2,500 tuition cap. See *ante,* at 670-671. The record does not support this assertion, as only three secular private schools in Cleveland enroll more than eight voucher students. See n. 14, *supra.* Nor is it true, as she suggests, that our national statistics are spurious because secular schools cater to a different market from Catholic or other religious schools: while there is a spectrum of

nonreligious private schools, there is likely a commensurate range of low-end and high-end religious schools. My point is that at each level, the religious schools have a comparative cost advantage due to church subsidies, donations of the faithful, and the like. The majority says that nonreligious private schools in Cleveland derive similar benefits from "third-party contributions," *ante,* at 656, n. 4, but the one affidavit in the record that backs up this assertion with data concerns a private school for "emotionally disabled and developmentally delayed children" that received 11% of its budget from the United Way organization, App. 194a—195a, a large proportion to be sure, but not even half of the 24.1% of budget that Catholic schools on average receive in parish subsidies alone, see *supra* this note.

[16] The majority notes that I argue both that the Ohio program is unconstitutional because the voucher amount is too low to create real private choice and that any greater expenditure would be unconstitutional as well. *Ante,* at 656-657, n. 4. The majority is dead right about this, and there is no inconsistency here: any voucher program that satisfied the majority's requirement of "true private choice" would be even more egregiously unconstitutional than the current scheme due to the substantial amount of aid to religious teaching that would be required.

[17] As the Court points out, *ante,* at 645-646, n. 1, an out-of-district public school that participates will receive a $2,250 voucher for each Cleveland student on top of its normal state funding. The basic state funding, though, is a drop in the bucket as compared to the cost of educating that student, as much of the cost (at least in relatively affluent areas with presumptively better academic standards) is paid by local income and property taxes. See Brief for Ohio School Boards Association et al. as *Amici Curiae* 19-21. The only adjacent district in which the voucher amount is close enough to cover the local contribution is East Cleveland City (local contribution, $2,019, see Ohio Dept. of Ed., 2002 Community School Report Card, East Cleveland City School District, p. 2), but its public-school system hardly provides an attractive alternative for Cleveland parents, as it too has been classified by Ohio as an "academic emergency" district. See *ibid.*

[18] The majority relies on *Mueller, Agostini,* and *Mitchell* to dispute the relevance of the large number of students that use vouchers to attend religious schools, *ante,* at 658, but the reliance is inapt because each of those cases involved insubstantial benefits to the religious schools, regardless of the number of students that benefited. See, *e. g., Mueller,* 463 U. S., at 391 ($112 in tax benefit to the highest bracket taxpayer, see Brief for Respondents Becker et al. in *Mueller* v. *Allen,* O. T. 1982, No. 82-195, p. 5);*Agostini,* 521 U. S.,at 210 (aid"must `supplement, and in no case supplant' "); *Mitchell,* 530 U. S., at 866 (O'Connor, J., concurring in judgment) *("de minimis").* See also *supra,* at 694-695.

[19] No less irrelevant, and lacking even arguable support in our cases, is Justice O'Connor's argument that the $8.2 million in tax-raised funds distributed under the Ohio program to religious schools is permissible under the Establishment Clause because it "pales in comparison to the amount of funds that federal, state, and local governments already provide religious institutions," *ante,* at 665. Our cases have consistently held that state benefits at some level can go to religious institutions when the recipients are not pervasively sectarian, see, *e. g., Tilton* v. *Richardson,* 403 U. S. 672 (1971) (aid to church-related colleges and universities); *Bradfield* v. *Roberts,* 175 U. S. 291 (1899) (religious hospitals); when the benefit comes in the form of tax exemption or deduction, see, *e. g., Walz* v. *Tax Comm'n of City of New York,* 397 U. S. 664 (1970) (property-tax exemptions); *Mueller* v. *Allen,* 463 U. S. 388 (1983) (tax deductions for educational expenses); or when the aid can plausibly be said to go to individual university students, see, *e. g., Witters* v. *Washington Dept. of Servs. for Blind,* 474 U. S. 481 (1986) (state scholarship programs for higher education, and by extension federal programs such as the G. I. Bill). The fact that those cases often allow for large amounts of aid says nothing about direct aid to pervasively sectarian schools for religious teaching. This "greater justifies the lesser" argument not only ignores the aforementioned cases, it would completely swallow up our aid-to-school cases from *Everson* onward: if $8.2 million in vouchers is acceptable, for example, why is there any requirement against greater than *de minimis* diversion to religious uses? See *Mitchell, supra,* at 866 (O'Connor, J., concurring in judgment).

[20] The amount of federal aid that may go to religious education after today's decision is startling: according to one estimate, the cost of a national voucher program would be $73 billion, 25% more than

the current national public-education budget. People for the American Way Foundation, Community Voice or Captive of the Right? 10 (Dec. 2001).

[21] Most, if not all, participating students come from families with incomes below 200% of the poverty line (at least 60% are below the poverty line, App. in Nos. 00-3055, etc. (CA6), p. 1679), and are therefore eligible for vouchers covering 90% of tuition, Ohio Rev. Code Ann. § 3313.978(A) (West Supp. 2002); they may make up the 10% shortfall by "in-kind contributions or services," which the recipient school "shall permit," § 3313.976(A)(8). Any higher income students in the program receive vouchers paying 75% of tuition costs. § 3313.978(A).

[22] As a historical matter, the protection of liberty of conscience may well have been the central objective served by the Establishment Clause. See Feldman, Intellectual Origins of the Establishment Clause, 77 N. Y. U. L. Rev. 346, 398 (May 2002) ("In the time between the proposal of the Constitution and of the Bill of Rights, the predominant, not to say exclusive, argument against established churches was that they had the potential to violate liberty of conscience").

[23] And the courts will, of course, be drawn into disputes about whether a religious school's employment practices violated the Ohio statute. In part precisely to avoid this sort of involvement, some Courts of Appeals have held that religious groups enjoy a First Amendment exemption for clergy from state and federal laws prohibiting discrimination on the basis of race or ethnic origin. See, *e. g.,* *Rayburn v. General Conference of Seventh-Day Adventists*, 772 F. 2d 1164, 1170 (CA4 1985) ("The application of Title VII to employment decisions of this nature would result in an intolerably close relationship between church and state both on a substantive and procedural level"); *EEOC v. Catholic Univ. of America*, 83 F. 3d 455, 470 (CADC 1996); *Young v. Northern Ill. Conference of United Methodist Church*, 21 F. 3d 184, 187 (CA7 1994). This approach would seem to be blocked in Ohio by the same antidiscrimination provision, which also covers "race . . . or ethnic background." Ohio Rev. Code Ann. § 3313.976(A)(4) (West Supp. 2002).

[24] See, *e. g.,* Christian New Testament (2 Corinthians 6:14) (King James Version) ("Be ye not unequally yoked together with unbelievers: for what fellowship hath righteousness with unrighteousness? and what communion hath light with darkness?"); The Book of Mormon (2 Nephi 9:24) ("And if they will not repent and believe in his name, and be baptized in his name, and endure to the end, they must be damned; for the Lord God, the Holy One of Israel, has spoken it"); Pentateuch (Deut. 29:19) (The New Jewish Publication Society Translation) (for one who converts to another faith, "[t]he Lord will never forgive him; rather will the Lord's anger and passion rage against that man, till every sanction recorded in this book comes down upon him, and the Lord blots out his name from under heaven"); The Koran 334 (The Cow Ch. 2:1) (N. Dawood transl. 4th rev. ed. 1974) ("As for the unbelievers, whether you forewarn them or not, they will not have faith. Allah has set a seal upon their hearts and ears; their sight is dimmed and a grievous punishment awaits them").

[25] See R. Martino, Abolition of the Death Penalty (Nov. 2, 1999) ("The position of the Holy See, therefore, is that authorities, even for the most serious crimes, should limit themselves to non-lethal means of punishment") (citing John Paul II, *Evangelium Vitae,* n. 56).

[26] H. Donin, To Be a Jew 15 (1972).

[27] See R. Martin, Islamic Studies 224 (2d ed. 1996) (interpreting the Koran to mean that "[m]en are responsible to earn a living and provide for their families; women bear children and run the household").

[28] See The Baptist Faith and Message, Art. XVIII, available at www. sbc.net/bfm/bfm2000.asp#xviii (available in Clerk of Court's case file) ("A wife is to submit herself graciously to the servant leadership of her husband even as the church willingly submits to the headship of Christ").

Matthews v. Quinton
362 P.2d 932
Alaska 1961
April 03, 1961

Term

362 P.2d 932

Supreme Court of Alaska.
Howard A. ◄**MATTHEWS**► (substituted for Don M. Dafoe), Commissioner of Education; Alaska Board of Education; Fairbanks School District; Jack Gourley, Transportation Officer for the Fairbanks School District; and Edgar I. Baggen, in his capacity as President of the Board of Directors of the Fairbanks School District, Appellants,
v.
Judy Kay ◄**QUINTON**►, by next of friend, Lawrence R. ◄**Quinton**► and Loyola I. ◄**Quinton**►, on behalf of herself and all other children similarly situated; Lawrence R. ◄**Quinton**► and Loyola I. ◄**Quinton**►, on behalf of themselves and others similarly situated, Appellees.

No. 48.
April 3, 1961.
Rehearing Denied June 29, 1961.

Ralph E. Moody, Atty. Gen., and Norman L. Schwalb, Asst. Atty. Gen., for appellants.

Edward A. Merdes, McNealy, Merdes & Camarot, Fairbanks, for appellees.

Before NESBETT, C. J., and DIMOND and AREND, JJ.

AREND, Justice.

This is a class action by a school child, Judy Kay Quinton, who, with her parents, sought to enjoin the defendant school authorities from refusing to transport her on a public school bus to the nonpublic school which she was attending. From a summary judgment in favor of Judy and all children of the plaintiff class similarly situated, the defendants have appealed.[FN1]

FN1. This judgment permanently enjoined the defendant Commissioner of Education and the Alaska Board of Education from (1) withholding school bus transportation to the plaintiff class on the basis of their proximity to a public school which they do not attend; (2) applying any other distance test than that of the distance from place of residence to the school of actual attendance for the purpose of determining rights to school bus transportation; and (3) refusing to stop and discharge children attending nonpublic schools at a point along the route nearest to such schools.

With some modifications we shall adopt the statement of facts from a written opinion rendered by the lower court at the time of filing the summary judgment.

The amended complaint in this case was filed on February 21, 1959. At that time the plaintiff Judy was eleven years of age and attending the fourth grade in Immaculate Conception Elementary School, a nonpublic school in Fairbanks and within the Fairbanks School District which is an incorporated independent school district. Under the laws of Alaska all children between seven and sixteen years of age, or until they have completed the eighth grade, are required to attend school. Attendance may be at either a public or private school and it is not compulsory if the child resides more than two miles

from a school, unless transportation is furnished.[FN2] The law also empowers the defendant Alaska Board of Education, among other things, to require school districts to enter into contracts with the Board for the operation, or sub-contracting of the operation, of transportation systems for pupils to and from the schools within their respective service areas.[FN3] Acting for the Board of Education, the Commissioner of Education entered into a contract with the Fairbanks School District for the transportation of pupils residing more than one and one-half miles from the school they were required to attend.

FN2. Section 37-7-1, ACLA 1949.

FN3. Section 37-2-8, ACLA 1949, as amended, SLA 1957, Ch. 51 (§ 37-2-8, ACLA Cum.Supp.1957).

Judy resided more than one and one-half miles from Immaculate Conception School, but there was a public elementary school, with classes up through the sixth grade, less than one and one-half miles from her home. The Fairbanks School District operated a school bus which went by Judy's home and transported children to the public junior and senior high schools in Fairbanks. As this bus went near by Immaculate Conception School, Judy used it for transportation to her school until January 28, 1959, when defendant Jack Gourley, transportation officer for the Fairbanks School District, issued a directive that resulted in this law suit. Under the directive, effective immediately, all public school buses were to discontinue picking up elementary school children living closer than one and one-half miles from a public school and were not to discharge passengers at nonpublic schools en route but were to do such discharging only upon arrival at a public elementary school.

As in the lower court, the controversy here turns upon the effect and constitutionality of an Alaska statute passed by the Territorial legislature in 1955 which relates to the free transportation of children attending nonpublic schools in Alaska. SLA 1955, Ch. 39 (§§ 37-11-4 to 37-6, ACLA Cum.Supp.1957). The statute in question is set out in the margin and will be referred to hereinafter as Chapter 39.[FN4] One reading the statute must bear in mind that, at the time of its enactment, Alaska was still a Territory and had for its constitution the Organic Act of Alaska.[FN5] Section 9 of this Act prohibited the appropriation of public funds for nonpublic school purposes in the following language:

FN4. Chapter 39, SLA 1955: 'Section 1. The Legislature recognizes these facts:'(a) Attendance at schools for all children between the ages of seven and sixteen years is compulsory, except in those cases where a child, residing more than two miles from his school, is not furnished with transportation.'(b) The health of all children is endangered by requiring them to walk long distances to school in inclement weather; and their safety, also, is endangered in requiring them to so walk to their schools along highways that have no sidewalks.'Therefore, in order to protect the health and safety of all school children in Alaska, and to achieve the objectives of the compulsory education laws of Alaska, this statute is enacted.'Section 2. In those places in Alaska where transportation is provided under Section 37-2-8 ACLA 1949 for children attending public schools, transportation shall likewise be provided for children who, in compliance with the compulsory education laws of Alaska, attend nonpublic schools which are administered in compliance with Sections 37-11-1, 37-11-2 and 37-11-3 ACLA 1949, where such children, in order to reach such non-public schools, must travel distances comparable with, and over routes the same as, the distances and routes over which the children attending public schools are transported.'Section 3. This Act shall be administered by the Commissioner of Education under the direction and supervision of the Territorial Board of Education, and the total cost of all such transportation shall be paid from funds appropriated for that purpose by the Legislature.'

FN5. 37 Stat. 512, 48 U.S.C.A. § 21 et seq.

'* * * nor shall any public money be appropriated by the Territory or any municipal corporation therein for the support or benefit of any secarian, denominational or private school, or any school not under the exclusive control of the government; * * * and all laws passed, or attempted to be passed,

by such legislature in said Territory inconsistent with the provisions of this section * * * shall be null and void.'[FN6]

FN6. 37 Stat. 514, 48 U.S.C.A. § 77.

The trial court in its opinion seriously questioned the validity of Chapter 39 in the light of the provision of Section 9 of the Organic Act just quoted, but concluded that such provision yielded to the force and language of the Alaska state constitution subsequently ratified and adopted. We shall have more to say about the pertinent provisions of the constitution further along in this opinion.

The appellants take the position that Chapter 39 does not violate the provisions of the Organic Act if it is given the interpretation to which they claim it is entitled. They argue that Chapter 39, with respect to the transportation of nonpublic school children by public school buses, merely states and means that, if such children live more than a prescribed distance from a public school which they could attend, then they are entitled to ride the public school bus to the nonpublic school which they are actually attending, the other requirements of the statute as to 'comparable distances' and 'same routes' having been met.[FN7] In other words, the appellants are asking us to construe the words 'his school' in Section 1(a) of the statute to mean 'a public school.' On this issue the lower court ruled that in order for Chapter 39 to make sense, the crucial distance is not the distance to the nearest public school or the distance to some other nonpublic school but the distance which the child must travel in order to reach the nonpublic school which he is attending. With that ruling we are in accord.

FN7. See note 4 supra.

Having thus ruled on the construction to be given to Chapter 39, we need to determine next whether it was a valid enactment under the restrictive provisions of Section 9 of the Organic Act. The question of whether statutes providing for the transportation of children to nonpublic schools at public expense are in contravention of a constitutional prohibition against the appropriation of public funds or public school funds for the support or benefit of sectarian or private (nonpublic) schools has been before the courts of the land on a number of occasions. One line of authority holds that such statutes are violative of the constitutional provision mentioned.[FN8] The reasoning employed in support of this position is perhaps best stated in the New York case of Judd v. Board of Education[FN9] wherein the court said:

FN8. State ex rel. Van Straten v. Milquet, 1923, 180 Wis. 109, 192 N.W. 392; State ex rel. Traub v. Brown, 1934, 6 W.W.Harr. 181, 36 Del. 181, 172 A. 835, writ of error dismissed 1938, 9 W.W.Harr. 187, 39 Del. 187, 197 A. 478; Judd v. Board of Education, 1938, 278 N.Y. 200, 15 N.E.2d 576, 118 A.L.R. 789, reargument denied 1938, 278 N.Y. 712, 17 N.E.2d 134; Gurney v. Ferguson, 1941, 190 Okl. 254, 122 P.2d 1002; Sherrard v. Jefferson County Board of Education, 1942, 294 Ky. 469, 171 S.W.2d 963; Mitchell v. Consol. School Dist. No. 201, 1943, 17 Wash.2d 61, 135 P.2d 79, 146 A.L.R. 612; Visser v. Nooksack Valley School Dist. No. 506, 1949, 33 Wash.2d 699, 207 P.2d 198; McVey v. Hawkins, 1953, 364 Mo. 44, 258 S.W.2d 927.

FN9. 1938, 278 N.Y. 200, 15 N.E.2d 576, 582, 118 A.L.R. 789.

'* * * Free transportation of pupils induces attendance at the school. The purpose of the transportation is to promote the interests of the private school or religious or sectarian institution that controls and directs it. 'It helps build up, strengthen and make successful the schools as organizations.' State ex rel. Traub v. Brown * * *. Without pupils there could be no school. It is illogical to say that the furnishing of transportation is not an aid to the institution while the employment of teachers and furnishing of books, accommodations and other facilities are such an aid. * * *'

Then there is another line of authority which holds that a statute such as Chapter 39 is for the benefit of the pupils of the school and that it does not contravene constitutional provisions prohibiting the use of public funds for the benefit of a nonpublic school.[FN10] The rationale of the two courts which support this latter view is set forth by the District Court of Appeals for the Fourth District of California in Bowker v. Baker,[FN11] as follows:

FN10. Board of Education of Baltimore County v. Wheat, 1938, 174 Md. 314, 199 A. 628; Adams v. County Commissioners of St. Mary's County, 1942, 180 Md. 550, 26 A.2d 377; Bowker v. Baker, 1946, 73 Cal.App.2d 653, 167 P.2d 256.

FN11. 1946, 73 Cal.App.2d 653, 167 P.2d 256, 260.

'The general line of reasoning running through those cases which uphold the right of the school district to provide free transportation for [nonpublic] school children finds its starting point in the undoubted police power of the state to promote the public welfare by aiding in practical ways the education of the young. It is generally held that the direct benefit coinferred is to the children with only an incidental and immaterial benefit to the private schools; that this indirect benefit is not an appropriation of public money for private purposes and does not violate any constitutional provision against giving State aid to denominational schools.'

Since the question raised here is one of first impression in Alaska, we have also read and carefully considered the decisions of the courts of Connecticut, Kentucky, Massachusetts and New Jersey, which, at first blush, might seem to follow the Maryland and California rule. We find, however, that those courts did not squarely face the issue before us here.

In Snyder v. Town of Newtown, 1960, 147 Conn. 374, 161 A.2d 770, appeal dismissed 81 S.Ct. 692, 5 L.Ed.2d 688, it was held that school funds could be used only for the support of public or common schools. It was also held that a Connecticut statute permitting municipalities to vote whether they should pay from their general funds for the transportation of children to nonpublic schools did not violate a constitutional provision, C.G.S.A.Const. art. 7, § 1, that '* * * no person shall by law be compelled to join or support * * * any congregation, church or religious association.'[FN12]

FN12. 161 A.2d at page 775 note 2.

In Sherrard v. Jefferson County Board of Education,[FN13] the Kentucky Court of Appeals had held that public school funds could not be used for the transportation of children attending private schools. Three years later, in Nichols v. Henry, 1945, 301 Ky. 434, 191 S.W.2d 930, 168 A.L.R. 1385, the same court, though reaffirming its decision in the Sherrard case, held that the individual counties could pay for such transportation out of their general funds, but not out of any funds or taxes raised or levied for educational purposes.

FN13. 1942, 294 Ky. 469, 171 S.W.2d 963.

The Supreme Judicial Court of Massachusetts in Quinn v. School Committee of Plymouth, 1955, 332 Mass. 410, 125 N.E.2d 410 held that mandamus would lie to compel a town school committee to provide transportation for pupils attending private elementary schools to the same extent that the committee provided transportation for public elementary school pupils. The court avoided the constitutional question by holding that, since no personal or property rights of the committee were involved, that body could not question the constitutionality of the statute which provided for such transportation.

The New Jersey Court of Errors and Appeals, in Everson v. Board of Education of Ewing Tp.,[FN14] on the rule of presumption sustained the coinstitutionality of state legislation which authorized the local school districts to make rules and contracts for the transportation of children to and from school and

also held valid the resolution under which the appellee, a township board of education, authorized reimbursement to parents of money expended by them for transportation of their children to Catholic parochial schools. Since it was not shown, one way or the other, that any of the funds involved came from [133 N.J.L. 350, 44 A.2d 336] 'the fund for the support of free schools' the court presumed that the payment was made out of money constitutionally available for that purpose. It is obvious that the court would have decided otherwise if any showing had been made that the funds had been mingled as argued by the dissenting opinion.[FN15] Be that as it may, New Jersey amended its constitution two years later to permit such transportation. [FN16]

FN14. 1945, 133 N.J.L. 350, 44 A.2d 333, reversing a judgment of the New Jersey Supreme Court in favor of the taxpayer, Everson, who had challenged the right of the Board to reimburse parents of parochial school children for bus fares paid in connection with school transportation. The latter case is reported as Everson v. Board of Education of Ewing Tp., 1944, 132 N.J.L. 98, 39 A.2d 75.

FN15. 44 A.2d at pages 340-341.

FN16. See note 45 infra.

The Everson case eventually reached the Supreme Court of the United States, [FN17] which by an unpersuasive five to four decision upheld the New Jersey statute mentioned above. The majority of the Court accepted the finding of the New Jersey Court of Errors and Appeals as being 'that neither the [New Jersey] statute nor the resolution [of the school board] passed pursuant to it was in conflict with the State constitution or the provisions of the Federal Constitution in issue.'[FN18] Actually, as we view it, the New Jersey court held that only general state funds and general funds of the school districts could be constitutionally used to pay the costs of transportation to nonpublic schools. But 'the fund for the support of free schools' could not be so used. Historically such special school funds were set aside and used entirely for the support of the free schools. The early state constitutions were worded with the thought in mind that the only money available to the schools would come from that fund and would be limited to the support of public free schools. The income from such funds has been found inadequate to supply the money needed for schools in this modern age however, and so recourse is also had to the general funds.[FN19] The New Jersey court concluded that the state constitution did not prohibit the use of 'general funds' to pay for transportation to nonpublic schools. The Alaska Organic Act made no such distinction between 'general funds' and 'funds for the support of free schools.' Its proscription was against the appropriation of 'any public money.' [FN20]

FN17. Everson v. Board of Education, 1947, 330 U.S. 1, 67 S.Ct. 504, 91 L.Ed. 711, 168 A.L.R. 1392.

FN18. Id., 330 U.S. at page 4, 67 S.Ct. at page 505, 91 L.Ed. at page 717, 168 A.L.R. at page 1398.

FN19. Everson v. Board of Education of Ewing Tp., 1945, 133 N.J.L. 350, 44 A.2d 333, 336; see also Visser v. Nooksack Valley School Dist. No. 506, 1949, 33 Wash.2d 699, 207 P.2d 198, 202.

FN20. The same holds true under the provisions of article VII, section 1, and article IX, section 6 of the Alaska state constitution.

In the final analysis, the Supreme Court in the Everson case did nothing more than accept the state court's interpretation of the New Jersey constitution and then hold that the use of the state's general fund to pay for the transportation in question was not a violation of the First and Fourteenth Amendments of the federal constitution.[FN21]

FN21. The majority opinion was written by Justice Black, with Chief Justice Vinson and Justices Murphy, Reed and Douglas concurring. Justices Jackson, Rutledge, Frankfurter and Burton dissented.

Having carefully examined Chapter 39 and that provision of Section 9 of the Alaska Organic Act which proscribed the appropriation of public funds for the support or benefit of any sectarian, denominational or private school, and having weighed the decisions from other jurisdictions for and against the right of a state to provide for the free transportation of children to nonpublic schools, and being mindful of the due regard which should be had for a judicial determination of the United States Supreme Court on a related matter, we hold that Chapter 39 violated the plain provisions of the Organic Act above mentioned.

In its public schools Alaska has long provided for the secular education of all children, but it does not prevent any child from obtaining secular or both secular and sectarian education in nonpublic schools, provided only that these schools meet the secular standards prescribed.[FN22] If those standards are met, the parent or guardian has a constitutional right to send the child to a nonpublic school.[FN23] The exercise of this right by the individual is not inconsistent with our determination that the legislature of the Territory of Alaska under the provisions of Section 9 of the Organic Act had no authority to pass a statute which required the use of public funds to pay for the transportation of children to a nonpublic school; because such use of the public funds, we hold, constitutes a benefit to the nonpublic school. Nor is such legislation a valid exercise of the police power, as we shall later point out.

FN22. These standards are set forth in sections 37-11-1 to 37-11-3, ACLA 1949 and pertain to teachers' certificates, final eighth grade examinations and diplomas, and attendance and annual reports.

FN23. Pierce v. Society of Sisters, 1925, 268 U.S. 510, 45 S.Ct. 571, 69 L.Ed. 1070, 39 A.L.R. 468.

At this point the appellees, Judy Quinton and her parents, interpose the argument that, even if Chapter 39 violated the provisions of the Organic Act here under consideration, no court ever passed upon the question of its constitutionality during Alaska's territorial status. Hence, the statute was in full force and effect when the Alaska state constitution became operative on January 3, 1959,[FN24] and was ratified and confirmed by article XV, section 1 of the constitution which provides:

FN24. The present action was not commenced until January 30, 1959, twenty-seven days after the effective date of the state constitution.

'All laws in force in the Territory of Alaska on the effective date of this constitution and consistent therewith shall continue in full force until they expire by their own limitation, are amended, or repealed.'[FN25]

FN25. This argument may have stemmed from the opinion of the lower court in which it was stated that 'the efficacy of this clause of the Organic Act obviously yielded to the force and language of the Alaska Constitution from and after January 3, 1959, in particular Article VII, Section 1 thereof.'

We cannot accept the argument as a sound one. The dictionary[FN26] gives the word 'valid' as one of the definitions of the phrase 'in force.' Professor Willoughby in his work on constitutional law stated some thirty years ago that the validity of a statute is to be tested by the constitutional powers of a legislature at the time of its enactment and, if so tested, it is beyond the legislative power, it will not be rendered valid by a constitutional amendment, except by subsequent re-enactment.[FN27]

FN26. Webster, New International Dictionary, Unabridged (2d ed. 1960).

FN27. 1 Willoughby, Constitutional Law of the United States § 7, at 11 (2d ed. 1929).

We consider the finding of the Washington State supreme court on a similar question in State v. Ellis, 1900, 22 Wash. 129, 60 P. 136, to be applicable here. In 1854 the legislature of the Territory of Washington passed a law providing that a defendant in a criminal case and the prosecuting attorney, with the assent of the court, might submit the trial to the court except in capital cases. Ellis was charged with robbery and stipulated that he should be tried by eleven jurors. The jury found him guilty and Ellis moved to set aside the verdict as void and for a new trial. The lower court granted the motion for the reason that Ellis could not waive the constitutional right to a trial by twelve jurors. The state appealed from the motion, contending that inasmuch as the law was upon the statute books at the time of the adoption of the Washington state constitution (1889), and section 2 of article 27 of the constitution provided that the laws which were then in force in the Territory of Washington and not repugnant to the constitution should remain in full force until they expired by their own limitation or were repealed by the legislature, this law became incorporated into the laws of the state and had to be considered as valid existing constitutional law until declared to be unconstitutional by competent judicial authority. To this claim of the state, the appellate court replied:

'But we hardly think this rule of construction is sound. Section 2 of article 27 could not be construed as re-enacting a statute, as all the force it had was to continue in force all valid laws which were then in existence.'[FN28]

FN28. 60 P. at page 137.

We recognize the legal principle that a constitutional provision, which from the language used shows expressly or by necessary implication that it was intended to operate retrospectively to validate antecedent unconstitutional legislation, renders valid all such legislation to which the constitutional provision relates, without re-enactment by the legislature, unless such attempted validation would impair the obligations of a contract or diverst vested rights.[FN29] The cases we have examined, bearing on the subject, require that the validating constitutional provision must make some reference, however slight or inferential, to the statute intended to be validated.[FN30] Tested by the principles just stated, section 1 of article XV of the Alaska constitution, in our opinion, does not show by the language used, either directly or by necessary implication, that it was intended to operate retrospectively so as to validate Chapter 39. It follows, therefore, that Chapter 39 remains as void today as it was on the day of its enactment.

FN29. Annotation, 1947, 171 A.L.R. 1072-1079, in which the rule is stated and many cases in relation thereto are cited and discussed.

FN30. People ex rel. McClelland v. Roberts, 1896, 148 N.Y. 360, 42 N.E. 1082, 31 L.R.A. 399; Fontenot v. Young, 1911, 128 La. 20, 54 So. 408; Peck v. Tugwell, 1941, 199 La. 125, 5 So.2d 524; Lee v. Superior Court, 1923, 191 Cal. 46, 214 P. 972; Boyd v. Olcott, 1921, 102 Or. 327, 202 P. 431, 448; Northern Wasco County People's Utility District v. Wasco County, 1956, 210 Or. 1, 305 P.2d 766, 771; Porto Rico Brokerage Co. v. United States, 1934, 71 F.2d 469, 23 CCPA 236.

We next address ourselves to the question of whether under section 1 of article VII and section 6 of article IX of the state constitution, Chapter 39 may now be validated through its re-enactment by the state legislature. We believe not.

Section 6 of article IX of our constitution specifically declares that

'No tax shall be levied, or appropriation of public money made, or public property transferred, nor shall the public credit be used, except for a public purpose.'

This is a general measure and expresses a very definite policy. It needs to be considered, however, in relation to section 1 of article VII which provides that

'The legislature shall by general law establish and maintain a system of public schools open to all children of the State and may provide for other public educational institutions. Schools * * * so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.'

Appellees concede that there is conflict in the judicial philosophies relative to statutes of such kind as Chapter 39 but maintain that the view favoring their constitutionality is the more persuasive, reflects the current judicial trend and is called for by the decision of the United States Supreme Court in the Everson case. We disagree except as to the statement that there is a conflict in the judicial philosophies.

The key words in section 6 of article IX and section 1 of article VII of the Alsaska constitution, insofar as this case is concerned, are 'for a public purpose' and 'direct benefit.' Appellees contend that Chapter 39 serves a very valuable public purpose by encouraging compliance with the state's compulsory education law and contributes to the health and welfare by eliminating the hazards of highway and climatic conditioins in Alaska for nonpublic school children. It is their further contention that Chapter 39 is designed to aid the parents and their children. In this connection they cite the cases from other jurisdictions which hold that the transportation of school children to nonpublic schools is for the benefit of the children and confers no direct benefit upon the schools concerned.

It is true that the legislature in enacting Chapter 39 recognized the following facts as stated in the statute itself:

'(a) Attendance at schools for all children between the ages of seven and sixteen years is compulsory, except in those cases where a child, residing more than two miles from his school, is not furnished with transportation.

'(b) The health of all children is endangered by requiring them to walk long distances to school in inclement weather; and their safety, also, is endangered in requiring them to so walk to their schools along highways that have no sidewalks.

'Therefore, in order to protect the health and safety of all school children in Alaska, and to achieve the objectives of the compulsory education laws of Alaska, this statute is enacted.'

But this intent of the legislature to protect the health and safety of all school children in Alaska was not carried out in the statute enacted. The only nonpublic school children entitled to free transportation under Chapter 39 are those who must travel comparable distances and the same routes over which the children attending public schools are transported. In other words, nonpublic school children who are fortunate enough to be living along a public school bus route are given transportation. All other nonpublic school children living within the two mile compulsory attendance limit and more than one and one-half miles from their school are left to fend for themselves.

It cannot be truthfully said that the severe winter weather and the highways without sidewalks around Fairbanks are less hazardous to the health, welfare and safety of the nonpublic school child who does not live along a school bus route and therefore has to walk to school than to the health, welfare and safety of his classmate who rides because his home is along the route. Nor can anyone say that the public school first grader, who lives 1.49 miles from his school and has to walk, will feel the cold less than, and not have to face the same traffic risks as, an older sixth grader of the nonpublic school who gets to ride on the public school bus because he lives along the bus route and at a distance of 1.51 miles from the nonpublic school of his choice.

Neither the inclement weather nor highway traffic hazards were used as a justification for the first law passed in Alaska to provide transportation for school children. We refer to section 83 of chapter 97 of the Laws of Alaska, 1929, which simply stated that school boards were authorized to contract for the transportation of pupils 'who reside a distance of more than two (2) miles from the school they are required to attend, or where such transportation is necessary to afford children an opportunity to

attend school.' Distance from school seems to have been the motivating force for legislation at that time.

By what has just been said we do not mean to imply that the legislature has no authority to provide by legislation for the health and safety of all school children in Alaska. Nor do we mean to decide that Chapter 39 is discriminatory in its nature. All we are saying at this time is that Chapter 39 does not effectuate the intent expressed therein by the legislature.

Turning now to the argument that the transportation of school children to nonpublic schools on public school buses is of direct benefit only to the child,[FN31] we say again that, in our opinion, the furnishing of such transportation at public expense constitutes a direct benefit to the school. This was the view expressed by the courts of Delaware, New York, Oklahoma, Washington, and Kentucky,[FN32] and it was also the view favored by the dissenting jurists in Maryland,[FN33] Louisiana (in a textbook case),[FN34] and New Jersey,[FN35] where the state courts have adopted the child benefit theory, and by the four dissenting Justices of the United States Supreme Court in Everson v. Board of Education.[FN36] Said Mr. Justice Rutledge in the Everson case:

FN31. The 'child benefit theory' seems to have been first advanced in support of a Louisiana statute providing for the appropriation of public funds for the purchase of school books for nonpublic school children. In Borden v. Louisiana State Board of Education, 1929, 168 La. 1005, 123 So. 655, 663, 67 A.L.R. 1183, the Louisiana supreme court held that such appropriation was for the benefit of the children and the resulting benefit of the state. Three of seven members of the court took the view that the statute was unconstitutional, stating that 'the maintenance of private or sectarian schools, however valuable may be the work which they perform, is not a public purpose so as to justify the expenditure of the public money in their support.'

FN32. The cases in which the states listed in the text rejected the child benefit theory are cited in note 8 supra.

FN33. Board of Education of Baltimore County v. Wheat, 1938, 174 Md. 314, 199 A. 628, 633-642.

FN34. Borden v. Louisiana State Board of Education, 1938, 168 La. 1005, 123 So. 655, 662-664, 67 A.L.R. 1183.

FN35. Everson v. Board of Education of Ewing Tp., 1945, 133 N.J.L. 350, 44 A.2d 333, 338-343.

FN36. Everson v. Board of Education, 1947, 330 U.S. 1, 47-49, 67 S.Ct. 504, 527, 91 L.Ed. 711, 740.

'Finally, transportation, where it is needed, is as essential to education as any other element. Its cost is as much a part of the total expense, except at times in amount, as the cost of textbooks, of school lunches, of athletic equipment, of writing and other materials; indeed of all other items composing the total burden. Now as always the core of the educational process is the teacher-pupil relationship. Without this the richest equipment and facilities would go for naught. See Judd v. Board of Education, 278 N.Y. 200, 212, 15 N.E.2d 576, 118 A.L.R. 789. But the proverbial Mark Hopkins conception no longer suffices for the country's requirements. Without buildings, without equipment, without library, textbooks and other materials, and without transportation to bring teacher and pupil together in such an effective teaching environment, there can be not even the skeleton of what our times require. Hardly can it be maintained that transportation is the least essential of these items, or that it does not in fact aid, encourage, sustain and support, just as they do, the very process which is its purpose to accomplish. No less essential is it, or the payment of its cost, than the very teaching in the classroom or payment of the teacher's sustenance. Many types of equipment, now considered essential, better could be done without.

'For me, therefore, the feat is impossible to select so indispensable an item from the composite of total costs, and characterize it as not aiding, contributing to, promoting or sustaining the propagation of beliefs which it is the very end of all to bring about. Unless this can be maintained, and the Court does not maintain it, the aid thus given is outlawed. Payment of transportation is no more, nor is it any the less essential to education, whether religious or secular, than payment for tuitions, for teachers' salaries, for buildings, equipment and necessary materials. Nor is it any the less directly related, in a school giving religious instruction, to the primary religious objective all those essential items of cost are intended to achieve. No rational line can be drawn between payment for such larger, but not more necessary, items and payment for transportation. The only line that can be so drawn is one between more dollars and less. Certainly in this realm such a line can be no valid constitutional measure. * * *'[FN37]

FN37. Judge Case of the New Jersey Court of Errors and Appeals, who wrote the dissenting opinion in the Everson case when it was being considered in the state court, pointed out that among the weaknesses in the 'child benefit' argument, as a means of avoiding constitutional limitations, 'are its vagueness and the impossibility of satisfactorily distinguishing one item of expenses from another in the long process of child education.' [133 N.J.L. 350, 44 A.2d 339] He continued:'We quickly perceive that it [the 'child benefit' argument] applies not merely to transportation costs but to the potential costs of the many and varied items entering into modern education. There is no logical stopping point. Related items, already in the public school system, in addition to the vast field having to do with the actual imparting of knowledge, are the installation and maintenance of cafeterias, the preservation and promotion of the health of pupils, the employment of medical inspectors and nurses, the keeping of records of development and growth, and the supervision of athletic activities and bodily exercise. I am unable to distinguish between the logic of using public funds for one as against another of the several parts of the system pursued by the public schools toward 'the advancement of education, the promotion of literacy and the health and safety' of the pupils. Every step in the educational process is, presumably, for the benefit of the child and, therefore, theoretically for the benefit of the state. Consequently, if the argument is sound, it is within the discretion of the legislature, free of constitutional restraint, to provide for practically the entire cost of education in private and parchial as well as in public schools.'

About two years after the United States Supreme Court had handed down its opinion in the Everson case,[FN38] the supreme court of the state of Washington decided in Visser v. Nooksack Valley School District No. 506, [FN39] that the payment of transportation to parochial schools violated the state constitution. The court did not feel itself bound by the decision in the Everson case and in that respect stated:

FN38. Page 936, supra.

FN39. 1949, 33 Wash.2d 699, 207 P.2d 198, 204.

'Our own state constitution provides that no public money or property shall be used in support of institutions wherein the tenets of a particular religion are taught. Although the decicisions of the United States supreme court are entitled to the highest consideration as they bear on related questions before this court, we must, in light of the clear provisions of our state constitution and our decisions thereunder, respectfully disagree with those portions of the Everson majority opinion which might be construed, in the abstract, as stating that transportation, furnished at public expense, to children attending religious schools, is not in support of such schools. While the degree of support necessary to constitute an establishment of religion under the First Amendment to the Federal constitution is foreclosed from consideration by reason of the decision in the Everson case, supra, we are constrained to hold that the Washington constitution although based upon the same precepts, is a clear denial of the rights herein asserted by appellants.'

The most recent appellate court case, which we have found, that strikes down transportation of nonpublic school children on public school buses is that of McVey v. Hawkins, 1953, 364 Mo. 44, 258 S.W.2d 927. Here the Missouri supreme court, sitting en banc, delivered a per curiam opinion that transportation of parochial school pupils on public school buses was an expenditure of public school funds for other purposes than the support and maintenance of free public schools as directed by the constitutional and statutory provisions of the state, notwithstanding the claim that the buses furnishing such transportation did not travel any greater distance or by any different route or make any special stops and that, consequently, no additional expense or outlay of any kind was incurred by the furnishing of such transportation. Without mentioning the Everson case, the court expressly rejected the 'child-benefit theory.'

In spite of appellees' contention that the Everson case is controlling in the case at bar and contrary to the opinion of the District Court for the District of Alaska that it felt itself bound by the holding in the Everson case,[FN40] we propose to follow the reasoning of the Courts of Washington, Missouri, Delaware, Wisconsin and Oklahoma and hold that transportation of school children to nonpublic schools at public expense would be in contravention of our state constitution.

FN40. The Honorable Vernon D. Forbes who wrote the opinion below, upon which the judgment was based, frankly admitted that if he had not felt himself bound by the holding in the Everson case, he would have adopted the reasoning and decision of the dissenting Justices and ruled otherwise. It was his feeling that the wall of separation between church and state in this country had been weakened by Everson.

There remains for consideration the claim of the appellees that the minutes of the Alaska constitutional convention make it unmistakably clear that, in refusing to add the term 'indirect' as an amendment to article VII, section 1, of the constitution, the delegates explicitly intended to continue and not to eliminate bus transportation for nonpublic school children. The minutes of the convention[FN41] do reveal that the Committee on Health, Education and Welfare Provisions in drafting the last sentence of article VII, section 1, which provides that 'No money shall be paid from public funds for the direct benefit of any religious or other private educational institution,' considered the words 'direct' and 'indirect' and felt that the words 'or indirect' after the word 'direct' should not be used for the reason that 'they would reach out to infinity practically' and shut out the children in private schools from such free care as was being given by the state welfare department to all children.[FN42]

FN41. All references in this opinion to the minutes and proceedings of the Alaska constitutional convention are to the Records of Alaska Constitutional Convention, now in the custody of the Secretary of State, Juneau, Alaska.

FN42. Roland Armstrong, a member of the Committee on Health, Education and Welfare Provisions, spoke for the Committee and explained to the convention the reasons for the Committee's action in using the word 'direct' as follows:'* * * This section gives the education or other departments the right to seek out the children, independent of their religious affiliations, to help them to become a strong and useful part of society wherever it touches health and matters of welfare. We would also point out in the light of letters that have come to this floor relative to the disbursement of funds, denominational or other private institutions, this does not prohibit the use of funds in other educational matters, and I am sure that no one on the committee would object to the inclusion of this words as we have given the amendment here to clarify this one statement. Now it reads as has been amended by the Committee, 'No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.' We did this to take any doubt away on the part of this Convention of our motives, and we state that where there are welfare cases for children in homes and when there are indigents in hospitals that we do not wish to interfere with that practice of helping to serve people through those institutions * * *.' Alaska Constitutional Convention Minutes, January 9, 1956, pp. 55-56.

Several delegates to the constitutional convention in the floor debate on the issue of whether section 1 of article VII should be amended to include the words 'or indirect,' mentioned transportation but only one of them, Mr. Buckalew, expressed an opinion in the matter, stating

'Mr. President, I don't think the question has been answered yet by any of the persons who have spoken on this subject. If the word 'indirect' is in there, it is going to eliminate almost any kind of aid. It will, for example, eliminate the free lunch, eliminate bus transportation, eliminate for example, if we had a school or an institution where they had a school, it would eliminate the State giving any support to the child because that would be indirect support to the institution. I think when the members vote on it, I think they ought to understand the word 'indirect' cuts out everything, just eliminates all kinds of support.'[FN43]

FN43. Id. at 69.

From such a state of the record the appellees would have us infer that the minutes of the constitutional convention make it unmistakably clear that the delegates intended not to eliminate free transportation for nonpublic school children. We find no such clear meaning expressed in those minutes as would give us any reliable assistance in interpretation. As Professor Willoughby once observed, 'Every member of such a convention acts upon such motives and reasons as influence him personally, and the motions and debates do not necessarily indicate the purpose of a majority of a convention in adopting a particular clause.'[FN44] We feel that the delegates to the Alaska constitutional convention and the people who by their vote ratified the constitution left it to this court to decide whether free transportation of children to nonpublic schools would constitute a 'direct' benefit to the schools. If they had intended otherwise, we are certain that the framers of our constitution would have followed the example set by the people of New York and New Jersey and settled the controversial issue by providing in the constitution itself for transportation of school children to non-public schools at state expense. [FN45]

FN44. 1 Willoughby, Constitutional Law of the United States § 32 (2d ed. 1929).

FN45. New York amended article 11, section 4, of its constitution in 1938, after the decision in the Judd case (see note 8 and page 935, supra), to permit the legislature to provide for the expenditure of public funds for the transportation of children to and from any school. Board of Education of Central School District No. 1, etc., v. Allen, 1959, 17 Mis.2d 1080, 192 N.Y.S.2d 186. New Jersey, on the other hand, adopted an entirely new constitution in 1947 and provided as a part of article VIII, section 4, paragraph 3, thereof that 'The Legislature may, within reasonable limitations as to distance to be prescribed, provide for the transportation of children within the ages of five (5) and eighteen (18) years inclusive, to and from any school.'

Earlier in this opinion we stated that we did not consider Chapter 39 a valid exercise of the policy power of the state.[FN46] That point needs to be clarified. It has been said that the policy power-broad and comprehensive though it is-may not be exercised in contravention of plain and unambiguous constitutional inhibitions.[FN47] In Board of Education of Baltimore County v. Wheat,[FN48] Judge Parke, dissenting, conceded that the sovereign state has inherent and reserved police power to enact laws to promote the safety, health and general welfare of society but stated that this power must be exercised within constitutional limits. It was his opinion, and that of the other two judges who concurred in the dissent, that the extension of the exercise of the police power to the transportation of school children, because of the dangers of pedestrian travel by children upon the public highway, would be of doubtful legality even if it were an effort of the state to protect, without discrimination, all school children.

FN46. Pages 937 and 938, supra.

FN47. Mitchell v. Consolidated School Dist. No. 201, 1943, 17 Wash.2d 61, 135 P.2d 79, 146 A.L.R. 612, citing authorities.

FN48. 1938, 174 Md. 314, 199 A. 628, 633.

The summary judgment is reversed with directions to dismiss the action.

NESBETT, C. J., concurs.

DIMOND, Justice (dissenting).

I dissent from the majority's harsh and unjust conclusion. In reviving the lifeless corpse of the Alaska Organic Act, the court ignores realities and establishes a harmful rule of constitutional interpretation. In concluding that the transportation of a child directly benefits a school, it disregards facts inescapable on the record of the Constitutional Convention, and assumes a state of facts that the record does not support. In expressing criticism of the school bus statute because literally 'all' school children in Alaska are not afforded transportation, it unjustifiably imputes to the legislature fictitious motives, and usurps the legislative prerogative of determining what is appropriate or necessary for the public good. In pointing out that weather and traffic hazards are as detrimental to the non-public school children who are not entitled to transportation under Chapter 39 as to those who do qualify for the assistance given by the statute, it suggests the existence of an unfair discrimination; and then in ultimately denying bus transportation to all non-public school children, it compounds the very discrimination which it appears to deplore. In construing the constitution so narrowly and constrictively, it saps the strength and takes the meaning from the classic statement of human rights in the first article, that 'This constitution is dedicated to the principles * * * that all persons are equal and entitled to equal rights, opportunities, and protection under the law * * *.' In permitting a child to ride a school bus only on the condition that he attends a public school, it has the coercive effect of restricting the natural right of parents, acting in accordance with their legitimate preferences, to direct the education of their children; and thus it disregards the fundamental theory of liberty which excludes any general power in the government to standardize the education of children.

1. *The Alaska Organic Act*.

The Organic Act prohibited the appropriation of public money for the 'support or benefit' of a private school.[FN1] The state constitution prohibits the payment of money from public funds for the 'direct benefit' of any such school. [FN2] I am convinced that Chapter 39 confers no benefit of any kind on the private school, and therefore is a valid legislative enactment whether tested under the Organic Act or the constitution. But I submit that the court has established a harmful rule of construction in measuring the validity of an existing statute against an organic law which no longer existed after Alaska became a state.[FN3]

FN1. 37 Stat. 514 (1912), 48 U.S.C.A. § 77 (1952).

FN2. Alaska Const. art. VII, § 1.

FN3. Alaska became a state on January 3, 1959. Exec.Proclamation No. 3269, 24 Fed.Reg. 81 (1959), 48 U.S.C.A. note preceding section 21, Alaska Statehood Act, 72 Stat. 339 (1958), 48 U.S.C.A. preceding section 21. At that moment the State Constitution became effective and superseded the Alaska Organic Act.

It is an established doctrine of American jurisprudence that a legislative enactment is presumed to be valid and constitutional,[FN4] and that the final authority in determining whether this is so is vested in the judiciary. [FN5] If this doctrine has any significance at all it means that a statute, until declared invalid by a court, is an operative fact. The act involved here was so considered. Since its enactment in 1955, and at the time the state constitution became effective, it was in operation; it was respected

and obeyed by those charged with the duty of executing the laws. It is in effect now. This is as it ought to be.[FN6]

FN4. 1 Willoughby, Constitutional Law, § 26 at 42-43, and § 27 at 47 (2d ed. 1929).

FN5. Marbury v. Madison, 1803, 1 Cranch 137, 177-178, 5 U.S. 137, 177-178, 2 L.Ed. 60, 73; Pollock v. Farmers' Loan & Trust Co., 1895, 157 U.S. 429, 554, 15 S.Ct. 673, 39 L.Ed. 759, 810; 16 C.J.S. Constitutional Law § 92.

FN6. See Wall v. Close, 1942, 201 La. 986, 10 So.2d 779, 783.

If at the time the constitution became operative the presumption of validity still attached to Chapter 39, and it was recognized by all concerned as something that existed and had meaning, rather than as a nullity or something that did not exist, then I submit that it was a law 'in force' within the meaning of article XV, section 1. So long as it was consistent with the constitution it was intended to continue in force until it expired by its own limitations, or was amended or repealed. The only restriction or limitation was that such a law be in harmony with the constitution; it was not required that it also be consistent with the Territorial Organic Act. Logically, then, this means that the validity or constitutionality of such a statute was thereafter to be tested only against the limitations set forth in the new state constitution.

The delegates to the Convention were not framing an organic law for people entering into political society for the first time, but rather for a community already organized with existing laws. It can be presumed that they knew the nature and effect of those laws. They felt it unnecessary and impracticable to provide for the enactment of an entire new body of law for the state when existing statutes would in most instances suffice. Consequently, they did what was only reasonable and practical; they provided for the continuation of Territorial laws where they were in harmony with the constitution. They thus established for the state a system of statutory law with the same legal effect as if those statutes had been re-enacted by the legislature for the state [FN7] -that branch of the state government which derives all of its authority from the constitution.

FN7. See People ex rel. McClelland v. Roberts, 1895, 13 Misc. 448, 34 N.Y.S. 641, 650, affirmed in 1896, 148 N.Y. 360, 42 N.E. 1082, 1085, 31 L.R.A. 399.

The statutes thus adopted by reference were those that were 'in force' on the effective date of the constitution. The majority says that the dictionary gives the word 'valid' as one of the definitions of the phrase 'in force'. But the dictionary also states that the phrase means 'operative.'[FN8] It is more reasonable to assume that this is what was intended. The delegates could not determine which laws were valid and which were not. If Territorial laws existed and had not been declared invalid by a court, then they were operative-they were in force. It would be presumed that they were also valid.

FN8. Webster, New International Dictionary, Unabridged, at 986 (2d ed. 1960).

The construction adopted by the majority of this court can be explained only on the theory that if an act of the legislature was invalid under the Organic Act it was not a law; it was inoperative, conferred no rights, imposed no duties and afforded no basis for actions taken under it.[FN9] It such a broad statement is universally true, it would logically follow that something that was not a law at the time of enactment could not be a law in force at the time the constitution became effective.[FN10]

FN9. Norton v. Shelby County, 1886, 118 U.S. 425, 442, 6 S.Ct. 1121, 30 L.Ed. 178, 186; Chicago, I. & L. R. Co. v. Hackett, 1913, 228 U.S. 559, 566, 33 S.Ct. 581, 57 L.Ed. 966, 969.

FN10. Ex parte Bustillos, 1920, 26 N.M. 449, 194 P. 886, 889.

But it has been found that this statement must be taken with qualifications. Professor Willoughby recognized this some thirty years ago. He spoke of 'circumstances under which legal rights or obligations or consequences are attached to a legislative enactment which is later held to be unconstitutional', and stated that 'the retroactive force of the judicial pronouncement as to unconstitutionality is not complete.'[FN11] The courts, too, have seen the problem. The Court of Appeals for the Third Circuit, in speaking of a taxing statute, said:

FN11. 1 Willoughby, Constitutional Law, § 8 at 11 (2d ed. 1929).

'Accepting the unconstitutionality of the act of 1929, as determined by the Supreme Court of the State, it was none the less a statute under which the school district acted when it levied its taxes for the years 1937 and 1938.' FN12

FN12. Phipps v. School District of Pittsburgh, 3 Cir., 1940, 111 F.2d 393, 395. And see also J. A. Dougherty's Sons, Inc. v. Commissioner of Internal Revenue, 3 Cir., 1941, 121 F.2d 700, 702.

The Court of Appeals for the District of Columbia, after referring to the belief that if an act is declared unconstitutional it never had any force or effect, said:

'* * * Yet a realistic approach is eroding this doctrine. * * *' FN13

FN13. Warring v. Colpoys, 1941, 74 App.D.C. 303, 122 F.2d 642, 646, 136 A.L.R. 1025.

The principle, and the problem, has perhaps been most explicitly stated by Mr. Chief Justice Hughes when, in speaking for a nuanimous court, he said:

'It is quite clear, however, that such broad statements as to the effect of a determination of unconstitutionality must be taken with qualifications. The actual existence of a statute, prior to such a determination, is an operative fact and may have consequences which cannot justly be ignored. The past cannot always be erased by a new judicial declaration. The effect of the subsequent ruling as to invalidity may have to be considered in various aspects,-with respect to particular relations, individual and corporate, and particular conduct, private and official. Questions of rights claimed to have become vested, of status, of prior determinations deemed to have finality and acted upon accordingly, of public policy in the light of the nature both of the statute and of its previous application, demand examination. These questions are among the most difficult of those which have engaged the attention of courts, state and federal, and it is manifest from numerous decisions that an all-inclusive statement of a principle of absolute retroactive invalidity cannot be justified. * * *' FN14

FN14. Chicot County Drainage District v. Baxter State Bank, 1940, 308 U.S. 371, 374, 60 S.Ct. 317, 318, 84 L.Ed. 329, 332-333. See also National Labor Relations Board v. Rockaway News Supply Co., Inc., 1953, 345 U.S. 71, 77, 73 S.Ct. 519, 97 L.Ed. 832, 837.

There are, indeed, difficult questions, as the Chief Justice stated. Adherence to the rule of absolute retroactive invalidity might well have undesired consequences in this case. It could mean that if Chapter 39 were not really a law when it was enacted in 1955, every action taken under it was invalid, unlawful and without meaning. Monies used to transport children who did not attend the public school were illegal expenditures. In fairness to Alaska taxpayers, those monies should now be recovered by the state.

But this raises serious problems. From whom, for example, would the state seek recovery of those expenditures? Would it be the Commissioner of Education whose duty it was under Chapter 39 to administer the statute? Would it be the school bus contractor to whom the monies have been, and are now, being paid? Or would it be, perhaps, the child who rode the school bus, at public expense, in violation of the Organic Act and the constitution?

I would doubt that the executive branch of our government, which has so successfully assailed the validity of the statute, would choose to go that far. But if it did not, then it places itself in the inconsistent position of saying on one hand that the act was a nullity, of no force and effect whatever, and on the other hand in saying that it really did have some operative force prior to the effective date of this court's judgment declaring the statute invalid. If it is considered that the past may not be disturbed because, e. g., rights have become vested or because prior determinations deemed to have finality have been made or perhaps even because of considerations of broad public policy, then in all fairness there should be recognized the operative force of Chapter 39 at the time the constitution became effective and the fact that it was a law 'in force' within the meaning of article XV, section 1.

Another striking incongruity is found in the court's holding that it is not bound by the decision of the United States Supreme Court in the Everson case.FN15 If Chapter 39 was void on the day of its enactment, as the majority says it was, then to be consistent the court should recognize the status, as

it then existed, of the judicial system which had the power to determine whether the act was void under limitations found in the Organic Act.

FN15. Everson v. Board of Education, 1947, 330 U.S. 1, 67 S.Ct. 504, 91 L.Ed. 711.

In 1955 Alaska was a Territory. Its judiciary consisted of one district court, created by act of Congress.[FN16] Tht court was bound to follow the law as laid down by the United States Supreme Court; it was not free to disregard a pertinent decision of the Supreme Court if it felt, as the majority does here, that such decision was unpersuasive.[FN17]

FN16. 31 Stat. 322 (1900), 48 U.S.C.A. § 101.

FN17. Lindeberg v. Howard, 9 Cir., 1906, 146 F. 467, 472, 2 Alaska Fed. 597, 604; Kroeger v. Twin Buttes R. Co., 1911, 13 Ariz. 348, 114 P. 553, 554; Hawaiian Tuna Packers v. International L. & W. Union, D.C.D.Haw.1947, 72 F.Supp. 562, 565. See also Missouri, K. & T. Ry. Co. v. Walker, 1911, 27 Okl. 849, 113 P. 907, 908.

In Everson it was held that use of New Jersey's general fund to pay for transportation of children to parochial schools was not a violation of the first and fourteenth amendment to the federal constitution. The court found that those monies were used for a public rather than a private purpose, and that they did not have the effect of supporting the parochial schools. It is manifest, also, from what the court said that no benefit was considered to have been conferred upon such schools, and that if it had, the decision on the constitutional questions would have been the other way.

That decision, then, would have been controlling if the validity of Chapter 39 had been determined by the Territorial District Court. That court, regardless of the personal views of a particular judge, would have been required to hold that the use of public monies to provide transportation of children to non-public schools neither supported nor benefited such schools. Chapter 39 would, of necessity, have been declared to be a valid act of the Alaska Legislature and not contrary to the Territorial Organic Act.

This demonstrates the incompatible positions that this court has taken. In order to justify its assumed right to test the validity of Chapter 39 against the now nonexistent Organic Act, it says that one must go back in time and ascertain whether the act would have stood up under limitations found in the roganic law of the Territory of Alaska. But it chooses to ignore a logical condition of utilizing such approach-that of also measuring the validity of Chapter 39 against restrictions on judicial pronouncements then imposed upon the Territorial District Court. This court reaches into the past to resurrect the Organic Act; it then returns to the present to assume the prerogative of a state court, not bound in a matter like this to follow a pertinent decision of the United States Supreme Court.

If the court insists on applying the rule as to absolute retroactive invalidity, then I submit it should be applied in its entirety. If this is done, it would be readily apparent that Chapter 39 was a 'law in froce', within the meaning of the constitution, and that the Alaska Organic Act has no bearing at all on the issue in this case.

2. *Constitutional History*.

If all relevant proceedings of the Constitutional Convention are considered, it will be abundantly clear that the 'direct benefit' proscription in article VII, section 1, was not meant to preclude public transportation of children attending non-public schools. This court, however, refuses to attach importance to any of such proceedings. It takes the position that it was left to the court to decide whether free transportation of children to non-public schools would constitute a direct benefit to the schools, and that if the delegates to the Convention had intended otherwise they would have made specific provision in the constitution for such transportation. In short, the majority sets no value on constitutional history in determining constitutional intent.

That, I think, is unsound. The words 'direct benefit' require definition; if they did not, this case would not be before the court. In such a case it is entirely proper and perhaps even necessary to have recourse to extrinsic evidence in order to ascertain the meaning which those words had at the time the constitution was written and adopted.[FN18] An important source of such evidence would be found in

the history of events which led up to the adoption of the section where the words were used, and this history would include the recorded proceedings of the Constitutional Convention.[FN19] As the United States Supreme Court said with respect to the Federal Constitution:

FN18. 1 Willoughby, Constitutional Law, § 31, at 52 (2d ed. 1929).

FN19. 1 Willoughby, Constitutional Law, supra, at 52, and § 32 at 54. See also 2 Sutherland, Statutory Construction, § 5001, at 481 (3d ed. 1943).

'The necessities which gave birth to the Constitution, the controversies which preceded its formation, and the conflicts of opinion which were settled by its adoption, may properly be taken into view for the purpose of tracing to its source any particular provision of the Constitution in order thereby to be enabled to correctly interpret its meaning. * * *'[FN20]

FN20. Knowlton v. Moore, 1900, 178 U.S. 41, 95, 20 S.Ct. 747, 768, 44 L.Ed. 969, 991. See also Shelley v. Kraemer, 1948, 334 U.S. 1, 23, 68 S.Ct. 836, 92 L.Ed. 1161, 1186.

The court points out that motions and debates do not necessarily indicate the purpose of the majority of a convention in adopting a particular clause. But the point that I make is that if there are other convention proceedings, in addition to motions and debates, which clearly show the purpose of the provision in question, that this furnishes a valuable and satisfactory aid to interpretation which should not be ignored.

At the Convention in November 1955 delegates Johnson and Coghill introduced Delegate Proposal No. 6 which dealt with the subject of education. Section 7 provided in part:

'No public funds * * * shall be used directly or indirectly for the support, operation or maintenance, *including transportation and other auxiliary services*, for any schools or children therein except those Public Schools under the exclusive supervision and direction of the State.'[FN21] (Emphasis added.)

FN21. Alaska Constitutional Convention, Proposal No. 6, Education, November 17, 1955.

On December 15, 1955 the Committee on Preamble and Bill of Rights submitted a report to the Convention and transmitted an article on health, education and welfare. This report stated that Delegate Proposal No. 6 had been considered and that 'the Committee adopted sections 3 and 7 with some changes.'[FN22] Section 7 of that proposal, as modified by the committee, appeared in the last sentence of Section 1 of the committee's article on health, education and welfare, and read:

FN22. Alaska Constitutional Convention, Report of Committee on Preamble and Bill of Rights on Committee Proposal No. 7, December 15, 1955.

'No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.'

This is identical with the last sentence of article VII, section 1 of the constitution.

The changes made by the committee are apparent and significant. Delegates Johnson and Coghill had wanted to prohibit the use of public funds for the direct or indirect support, operation or maintenance of non-public schools, and had specifically included 'transportation and other auxiliary services.' The committee changed this to a prohibition only against 'direct benefit' to such schools, without mention of transportation or other auxiliary services. The meaning of this change is inescapable: the committee rejected the thought that transportation and other auxiliary services should be precluded by the ban against the use of public funds for the direct benefit of private schools. There is no question but that this was its intent. During debate on the floor the chairman of the committee stated, in answer to a question, that the committee had given Johnson and Coghill's proposal correct attention and rejected it permently.[FN23] It obviously did not consider that transportation of children had any legitimate bearing on the support, operation or maintenance of a school or that it would constitute a direct benefit to a school.

FN23. Alaska Constitutional Convention Minutes, Jan. 9, 1956, p. 60.

This did not end the matter. When the committee proposal on education came to the floor of the convention, Delegate Coghill moved to amend the section involved so that not only direct, but also indirect benefit would be prohibited.[FN24] A portion of the debate that followed has been mentioned by the majority. But there was more that has not been referred to, and it mereits consideration. It is revealing in showing that the convention thoroughly considered the implications of a prohibition against indirect benefit, and in showing, by a rejection of the proposed amendment, what was intended to be forbidden and what was not.

FN24. Id. at 53.

Delegate Ralph Rivers, in arguing against the amendment, pointed out what might be involved if indirect benefit were prohibited, i. e., the possibility of not being able to effectuate a legitimate public purpose because of incidental advantages that might result to a private concern. He said:

'* * * if there is a public purpose for which money is to be expended it does not matter if some of it does result in an indirect benefit to some private concern, which may be a contractor; so I definitely don't want to see the words 'or indirect' inserted in this section.'[FN25]

FN25. Id. at 57.

Delegate Coghill was asked how indirect benefits might accrue to a private school. He answered by saying that there would be nothing wrong with the state making 'any social welfare, health arrangements * * * with any private or parochial institution', because they would be on a 'contractual basis and would be providing a service to the public and not to the institution.' He saw nothing wrong with providing a hot lunch program with Territorial money or providing a health program in a school, saying--

'* * * I do not deny that to the private school because I feel that it is an instrument of public benefit because a child is benefiting from it from the public standpoint * * *.'[FN26]

FN26. Id. at 62-63.

This is significant. If the author of the restrictive amendment considered that state health and welfare arrangements with a private school would not be banned by a prohibition against indirect benefit, then it is impossible to understand how state arrangements for transportation of children to the private school could amount to a direct benefit to such school.

On the other hand, Delegate Coghill appeared to contradict himself later. He was asked what effect the proposed amendment would have on children's foster homes which, in addition to caring for the bodily needs of children, also provided education. Delegate Coghill stated that the foster homes 'would be deriving an indirect benefit of some sort or another.'[FN27]

FN27. Id. at 67.

This statement must be considered in connection with a memorandum from the Director of the Alaska Department of Public Welfare which was then read to the convention. It listed the schools in Alaska, operated by private and religious organizations, to which the Territory was paying monies through the Welfare Department.[FN28] The delegates may well have believed, considering these facts along with Delegate Coghill's last statement, that to forbid any indirect benefit would be so prohibitive as to restrict the furnishing of needed welfare services.

FN28. Id. at 67-68.

When the proposed amendment finally came to a vote, it failed by 19 to 34. Delegates Coghill and Johnson, who had wished to prohibit bus transportation for children not attending public schools, voted in favor of the restrictive amendment. The entire committee which had formulated the section on education and had rejected the proposal of Delegates Johnson and Coghill voted against the amendment.[FN29]

FN29. Id. at 70-71.

Finally, in connection with a motion which was later defeated to strike all of the last sentence of the section on education, Delegate Victor Rivers asked why the committee had used the words 'direct benefit' instead of 'support or benefit.'[FN30] A member of the committee, Delegate Armstrong, answered this as follows:

FN30. Id. at 76. 'Support or benefit', not modified by 'direct' or 'indirect', is the language used in the Territorial Organic Act, as noted earlier in this opinion.

'As I recall, Mr. President, we probably discussed the question of the support but we did not feel it needed to be in this particular section, and I don't recall, Mr. Rivers, that we considered that as part of the text. I certainly would agree with what Miss Awes has said, although we discussed in Committee *such things as direct legislation for the building of a school or the maintenance of a private school, which would be support, but it was our understanding that that would be covered under this word 'direct benefit'. This would prohibit the direct appropriation or building and maintenance of private institutions.*'[FN31] (Emphasis added.)

FN31. Alaska Constitutional Convention Minutes, Jan. 9, 1956, p. 76.

This shows clearly what the committee had in mind. It discloses the meaning of the words 'direct benefit', i. e., the building or maintenance of private schools. It was not intended to preclude incidental aid that might result to a private educational institution as a by-product of the expenditure of public funds otherwise legitimate, such as those for health and welfare services.

I submit that this record of the convention proceedings merits the attention of the court. The proposal of Johnson and Coghill to prohibit bus transportation for a certain class of children, and its definite rejection by the committee and by the convention as a whole, certainly ought to be of great value in determining the meaning of 'direct benefit' as it relates to school bus transportation. The discussion that took place on Coghill's motion to prohibit any indirect benefit, and its rejection by the convention, should make it clear that all the convention wanted to prevent was the use of public funds for the establishment and maintenance of other than public schools, or as Delegate Armstrong put it, for the 'direct appropriation or building and maintenance of private institutions.' The delegates realized that in attempting to effect a necessary good, such as the care and education of homeless children and the protection of their health and safety, that the state might not in all cases be able to avoid incidentally aiding other interests which could not be benefited by direct action. It did not wish such a possibility to frustrate the accomplishment of the common good. That is why only direct and not indirect benefit was prohibited.

It is abundantly clear that those who formed the constitution did not wish to stop the payment of public monies directly to a religious or other private institution that cared for needy children, even though such institution also furnished education for those children. But if this does not constitute a direct benefit to such institution, then I fail to see how there is a direct benefit to a parochial school if public funds are paid to a school bus contractor who allows the children to ride over established public school bus routes. If the latter involves an unlawful expenditure of public funds, as the majority holds it does, then so must the former. As a practical matter, this court has construed the prohibition against direct benefit so as to forbid also any indirect benefit. In so doing it has logically committed itself to a harmful and restrictive interpretation of the constitution which will prevent the legislature from effectuating legitimate and needed results in the field of general welfare.

3. *Benefit to the School.*

This court states flatly that the furnishing at public expense of transportation for a child who attends a non-public school constitutes a direct benefit to such school. This is a gratuitous assumption. It finds no justification in the language of Chapter 39. It finds no support in the record of this case and little, if any, support in the decisions of other courts. Considered purely as an assumption, it is irrational.

In Chapter 39 the legislature authorized transportation for children attending non-public schools on a substantially equivalent basis with children attending public schools. It did this for two clearly expressed reasons: to achieve the objectives of the Alaska compulsory education law, and to protect the health and safety of school children.

Both considerations were legitimate ones. A child could comply with the compulsory education statute by attending a private as well as a public school, and he would be excused from the statutory requirement if he lived more than two miles from a school and transportation was not furnished.[FN32] It made sense, then, to make transportation available to the child going to the private school in order to assure that the right of attending such a school, and thus to be in compliance with compulsory education requirements, would be real.

FN32. § 37-7-1, ACLA 1949.

The protection of health and safety was no less a proper concern of the legislature. It is inconceivable that this could be challenged or denied. It is a matter of common knowledge that today's highways with today's motor vehicles are extremely dangerous, especially to children. Any rational person knows the hazards a child is subject to in walking long distances in extreme sub-zero weather, such as exists in the winter months in Fairbanks where this case arose. If proof is necessary, it can be found in the record. There was evidence of a dangerous thoroughfare, with no sidewalks, where children had to walk in order to reach the parochial school. There was evidence of winter temperatures in the vicinity of sixty degrees below zero. There was the incident of first and second grade children walking over one mile from school in weather so cold that two little boys involuntarily urinated and the urine froze to their underwear and clothing. There were cases where other parochial school children had suffered from frozen noses and toes.

These dangers to children are real and not illusory. The provisions made in Chapter 39 have a substantial relation to the public health, safety and welfare. The legislature had the right to concern itself with the needs of children-even those who exercised their constitutional right to attend other than a public school. It had no difficulty in expressing its will-in declaring a legitimate public interest. There was not left to the judiciary the task of imputing to the legislature an undeclared intent and purpose, such as that of aiding or benefiting private schools. It is not the prerogative of this court to say that the purpose of Chapter 39 is not what the legislature said it to be.

There is no evidence in this case creating the slightest inference that transportation of children benefits a school. Thus, the statement by this court that there is such a benefit is not a fact but a mere supposition. And as a supposition it is unwarranted.

The same indefensible assumption appears to have been indulged in by the New York Court of Appeals in Judd v. Board of Education, a decision upon which the majority of this court appears to rely. In that case it was said:

'* * * Free transportation of pupils induces attendance at the school. The purpose of the transportation is to promote the interests of the private school or religious or sectarian institution that controls and directs it. 'It helps build up, strengthen and makes a success of the schools as organization.' * * * Without pupils there could be no school. It is illogical to say that the furnishing of transportation is not an aid to the institution while the employment of teachers and furnishing of books, accommodations and and other facilities are such an aid. * * *'[FN33]

FN33. 1938, 278 N.Y. 200, 15 N.E.2d 596, 582, 118 A.L.R. 789.

I fail to see how it can be said that the purpose of transportation is to promote the interests of the private school. The legislature, in Chapter 39, has said that the purpose of transportation is to assist children in reaching their schools and to safeguard their health and safety.

I fail to see how one may properly assume that if transportation is not provided for children attending the Immaculate Conception parochial school at Fairbanks that the school would provide it at school expense. I could just as readily and properly assume that in this situation the parents would furnish transportation at their expense.

I do not see the justification for assuming that if a specified number of children dropped out of the parochial school because of lack of public transportation, that this would result in detriment to the school. One would be as justified in assuming that in such circumstances those children's places would

be promptly filled by other children who had desired to attend but had been unable to because of crowded classrooms.

If public funds had been used for the construction or maintenance of the Fairbanks parochial school, then I could see where there would be a direct benefit to the school. But I fail to see where there is any benefit when public monies are spent, not for those purpose, but solely for the purpose of aiding children in getting to the school. It seems to me that as children are encouraged to attend school and are given assistanced in getting there, there will be an increased need and demand for additional school facilities. This, logically, will result in additional cost to the school. Thus, the money spent by the state for transportation of school children cannot really benefit the school. The effect of such transportation, if more children will attend school when transported, will not be avantage and profit, but will be just the opposite-increased costs and expenses.

The practical holding in Judd was that as children are assisted in reaching school, there results an increased enrollment, and that this benefits the school because it would 'build up', strengthen and make successful the school as an organization.'[FN34] But even if it could be established that Chapter 39 had a substantial effect on the enrollment in the Immaculate Conception School at Fairbanks, this would not be a 'benefit' in the constitutional sense. The fact that more children attend a school does not necessarily aid the school. In fact, I would think that this would have the opposite effect by increasing the demands on the school and the costs of operation. It would be only when the school was able to find ways of meeting those additional costs, without help from the state, that the results mentioned in the Judd case might be attained.

FN34. Judd v. Board of Education, supra note 33, 15 N.E.2d at page 582.

The transportation of children to school, whether it is by the parents or by the state, does not promote the advantage, prosperity or good of the school, despite the statement in the Judd decision that 'without pupils there could be no school.' An extension of this truism is that without a school there would be no expense of providing a school. I cannot see, then, the existence of any benefit, other than to the child and to society, in aiding the child in reaching a school which would not exist if children were not there to receive education, and which would exist, if children were there, only at considerable cost.

In an effort to bolster its conclusion that transportation directly benefits a school the majority of this court also relies upon arguments made in minority, dissenting opinions in the Everson case-both in the New Jersey Court of Errors and Appeals[FN35] and in the United States Supreme Court.[FN36] I fail to see where those arguments aid this court in its conclusion. But if they are thought to be of assistance, then as applied to the issue involved here they amount in substance to this: (a) Payments made for text books, school lunches, athletic equipment, teachers' salaries, tuitions, buildings, equipment, and necessary materials presumably benefit the child. (b) But those payments also constitute a direct benefit to the school. (c) Therefore, since transportation directly benefits the child, it also directly benefits the school.

FN35. Everson v. Board of Education, 1945, 133 N.J.L. 350, 44 A.2d 333, 338-343.

FN36. Everson v. Board of Education, 1947, 330 U.S. 1, 47-49, 67 S.Ct. 504, 91 L.Ed. 711, 740.

Such an argument, of course has no substance. It says that since certain things directly benefit both the child and the school, then other things related to education which directly benefit the child also must necessarily directly benefit the school-whether in fact this is so or not. Obviously this won't stand the test of logic.

In relying upon such unsound reasoning, I think the court has lost sight of what is really involved in this case. The point is not that payments for textbooks, school lunches, teachers' salaries, buildings, etc., do not constitute a direct benefit to the school. Those things are not involved in this action. What is involved, and the only thing, is whether transportation confers a direct benefit on a school. I say that transportation directly benefits a child and his parents; but that there is no basis in fact or reason for holding that it also directly benefits a school. That is the point.

In a final attempt to vindicate its claim that transportation of children confers a direct benefit upon a school, the court states that this was the view expressed by the courts of Delaware, New York, Oklahoma, Washington and Kentucky. I think that the decisions made by those courts furnish little, if any, support for the majority's point of view.

There are only two decisions that have any real pertinency, and they are of no assistance. In New York, aid or support to a religious school, 'directly or indirectly', was prohibited by the constitution. In passing upon the validity of a transportation statute, the New York Court of Appeals obviously considered that transportation constituted an indirect and not a direct aid. The court said:

'Aid or support to the school 'directly or indirectly' is proscribed. The two words must have been used with some definite intent and purpose; otherwise why were they used at all? Aid furnished 'directly' would be that furnished in a direct line, both literally and figuratively, to the school itself, unmistakably earmarked, and without circumlocution or ambiguity. Aid furnished 'indirectly' clearly embraces any contribution, to whomsoever made, circuitously, collaterally, disguised, or otherwise not in a straight, open and direct course for the open and avowed aid of the school, that may be to the benefit of the institution or promotional of its interests and purposes * * * The purpose of the transportation is to promote the interests of the private school or religious or sectarian institution that controls and directs it.' [FN37]

FN37. Judd v. Board of Education, 1938, 278 N.Y. 200, 15 N.E.2d 576, 582, 118 A.L.R. 789, reargument denied 1938, 278 N.Y. 712, 17 N.E.2d 134.

Similarly, in Oklahoma there was a constitutional prohibition against the use of public money for the use or benefit, directly or indirectly, of any sectarian institution. The Supreme Court of Oklahoma did say that 'The appropriation and directed use of public funds in transportation of public school children is openly in direct aid to public schools 'as such'', and that when such aid was extended to a sectarian school there was a clear violation of the constitution.[FN38] But it followed this by also stating that its conclusion was 'fully supported by the reasoning and conclusion' in the New York case of Judd v. Board of Education.[FN39] The Judd case furnished no such support, since its holding was that transportation conferred aid that was indirect, and not direct. Hence, the Oklahoma court's view that there was direct aid is not convincing.

FN38. Gurney v. Ferguson, 1941, 190 Okl. 254, 122 P.2d 1002, 1004.

FN39. Id., 122 P.2d at page 1004.

Decisions of the courts of Delaware, Kentucky and Washington[FN40] are of even less value, since none of the constitutional provisions involved used either the words 'direct' or 'indirect.' In addition, Washington relied in major part on the Judd decision, and Kentucky, upon the Gurney case in Oklahoma which in turn had based its conclusion on Judd.

FN40. State ex rel. Traub v. Brown, 1934, 6 W.W.Harr. 181, 36 Del. 181, 172 A. 835, writ of error dismissed 1938, 9 W.W.Harr. 187, 39 Del. 187, 197 A. 478; Sherrard v. Jefferson County Board of Education, 1942, 294 Ky. 469, 171 S.W.2d 963; Mitchell v. Consol. School Dist. No. 201, 1943, 17 Wash.2d 61, 135 P.2d 79, 146 A.L.R. 612; Visser v. Nooksack Valley School Dist. No. 506, 1949, 33 Wash.2d 699, 207 P.2d 198.

The majority has failed to point to any clear cut decision of another court where there was directly involved the question of whether transportation amounted to direct or indirect aid to a school, and where the determination was made that it was direct aid. It was only in the Judd case that this was given any real consideration, and the decision there can be used only as precedent for a determination that transportation confers an indirect benefit upon a school. The Alaska constitution does not forbid that.

The holding that transportation of children, as authorized by Chapter 39, confers any benefit upon a school is indefensible, in fact and in reason. I submit that the majority of this court has rendered a judgment on social policy which properly should be left to the legislature. In practical effect the court has held that the legislature may not provide for the public welfare despite the fact that it possesses this authority, both traditionally and under the state constitution. The court does not have the power on such grounds to nullify a legislative act, for to concede the power would be to make the court

sovereign over the legislature, the constitution and the people, and convert the government of this state into a judicial despotism.

4. *Legislative Purpose*.

The court is critical of one of the legislative purposes expressed in Chapter 39, i. e., the protection of the health and safety of all school children in Alaska. It points out that no transportation is provided for non-public school children who do not live along public school bus routes, nor for those children who live within one and one-half miles from the schools they attend.[FN41] The court concludes from this that Chapter 39 does not effectuate the announced legislative intent.

FN41. The Commissioner of Education is authorized by regulation to enter into contracts for the transportation of pupils 'who reside a distance of one and one-half miles or more from the school they are required to attend.' 4 Alaska Adm. Code § 100(a), at 37.

I do not know what purpose is served by this portion of the majority's opinion, unless it was intended to suggest by inference that the legislature had some ulterior motive in enacting the statute-its stated objective being a mere fiction-and that for this reason the act was not an appropriate exercise of police power or did not really serve a public purpose.

Long prior to the enactment of Chapter 39 transportation for school children was provided by virtue of a law conferring upon the Territorial Board of Education the power and authority to 'Provide for the transportation of pupils who reside a distance from established Schools.'[FN42] In its practical operation this statute was construed as applying to children attending public schools, but even here *all* public school children did not receive the benefits of the law. Under limitations prescribed by the Board of Education, children were permitted to ride school buses only if they lived beyond a certain distance from their schools, and other children were afforded no transportation if there were not a sufficient number of them living in a certain area to justify the establishment of a transportation route. This is precisely the situation contemplated by existing regulations of the Commissioner of Education. They provide that a transportation route may not be established where there are fewer than eight children who are residents living along a regularly maintained highway; that extensions to routes already established may not be made unless there are at least three children and the extension is a regularly maintained highway; that a route extension may not be established for a one-way distance of less than one mile; and that a transportation route must be discontinued if the average number of children transported falls to five or below for two consecutive months.[FN43]

FN42. SLA 1933, ch. 114, § 1 (§ 37-2-8, ACLA 1949).

FN43. 4 Alaska Adm.Code § 100(a), at 37.

Thus, the fact that literally 'all' school children in Alaska were not given transportation under Chapter 39 is not a circumstance peculiar to children attending non-public schools. It is applicable to the same extent to children attending public schools. It is apparent, then, that when the legislature in 1955 for the first time extended the assistance of transportation to non-public school children, and spoke of 'all school children in Alaska', it was expressing its legitimate concern for a class of children who up to that time had been discriminated against. The phrase 'all school children' obviously was intended to refer to the fact that all children, regardless of whether they attended a public or non-public school, were entitled to transportation if they were otherwise qualified under applicable regulations of the Board or Commissioner of Education. It was never intended that children attending non-public schools would receive benefits over and above those accorded the children attending public schools. If this had been the effect of the statute, there is little doubt but that the court would be even more critical of such an arrangement because of the resulting discrimination against public school children.

The majority, therefore, is not justified in stating that Chapter 39 does not effectuate the intent of the legislature expressed therein. But even if this were so as it relates to health and safety, the statute still would not fail for a lack of a proper legislative motive. The act does not relate only to health and safety; one of its declared purposes is to 'achieve the objectives of the compulsory education laws of Alaska.'[FN44] This alone would be a sufficient consideration; for legislation intended to

facilitate the opportunity of children to get to school, both public and non-public, serves a distinct public purpose.[FN45]

FN44. SLA 1955, ch. 39, § 1.

FN45. Everson v. Board of Education, 1947, 330 U.S. 1, 7, 67 S.Ct. 504, 91 L.Ed. 711, 719; Snyder v. Town of Newtown, 1960, 147 Conn. 374, 161 A.2d 770, 774, appeal dismissed 81 S.Ct. 692, 5 L.Ed.2d 688.

The majority makes a further attempt to justify its criticism of the legislative objective by stating that neither inclement weather nor highway traffic hazards were used as a justification for the first law passed in Alaska to provide transportation for school children. The court states that distance from school seems to have been the motivating force for legislation at that time.

I have no quarrel with the proposition that distance may have been a prime factor. But this does not mean that health and safety were not legitimate factors. If one thinks only a little about winter weather conditions and the hazards of automobile traffic, it should be apparent that as the distance a child must travel by foot increases so do the hazards to his safety. Distance bears such a real and substantial relation to health and safety that the two cannot be considered as separate motivating forces which influence legislatures to provide transportation for school children. In the light of realities of contemporary living, it is astounding that the court would suggest that health and safety were not factors which the legislature had in mind in authorizing transportation of school children at public expense.

Chapter 39 in fact has a real and substantial relation to the health, safety and welfare of school children, despite the majority's suggestion to the contrary. This court is not justified in denouncing the legislative motive or the legislative arrangement because literally 'all' school children in this state are not transported to their schools. The legislature may do what it can to accomplish what is deemed necessary for the public welfare, and stop short of those cases where the detriment to a few, not afforded state aid, is considered less important than the expense or inconvenience to the state which might result if the rule laid down were mathematically exact. Transportation of school children is an expensive undertaking[FN46], and the legislature may well have felt that the state could not afford to provide transportation for every child in the state and for every distance traveled. 'The problems of government are practical ones and may justify, if they do not require, rough accommodations,-illogical, it may be, and unscientific.'[FN47] It is not within the proper scope of judicial review for this court to sit as a superlegislature and decide whether the statute is fair or unfair, or wise or unwise, or whether it has gone far enough in accomplishing a public purpose. [FN48]

FN46. See note 49, infra.

FN47. Metropolis Theater Co. v. City of Chicago, 1913, 228 U.S. 61, 69, 33 S.Ct. 441, 443, 57 L.Ed. 730, 734.

FN48. Day-Brite Lighting Co. v. State of Missouri, 1952, 342 U.S. 421, 423, 72 S.Ct. 405, 96 L.Ed. 469, 472; Berman v. Parker, 1954, 348 U.S. 26, 32, 75 S.Ct. 98, 99 L.Ed. 27, 37; California State Auto Ass'n, etc. v. Maloney, 1951, 341 U.S. 105, 110, 71 S.Ct. 601, 95 L.Ed. 788, 793; Watson v. Buck, 1941, 313 U.S. 387, 403, 61 S.Ct. 962, 85 L.Ed. 1416, 1425; Sunshine Anthracite Coal Co. v. Adkins, 1940, 310 U.S. 381, 394, 60 S.Ct. 907, 84 L.Ed. 1263, 1272.

5. *Conclusion*.

The basic, underlying controversy which gave rise to this litigation is not disclosed by the briefs or by the opinion of this court. But it does exist and should be recognized.

Those who would deny transportation for children attending non-public schools are not concerned with transportation as such. Nor are they truly solicitous about the relatively minor expense to the state which will result from the operation of Chapter 39.[FN49] Their real anxiety, and the real issue in this case, has to do with the very existence of the sectarian or religious educational institutions, and the belief of some persons in the supremacy of public education administered and controlled by the state.

FN49. The appellants have furnished this court with a copy of a memorandum, dated April 27, 1960, from Dr. Theo J. Norby, Commissioner of Education, to Ralph E. Moody, Attorney General of Alaska. This memorandum indicates that if the lower court's decision had been unheld, the additional expense of providing transportation for non-public school students in 1961 would be $17,937.25. It is interesting to note that the total legislative appropriation for 'pupil transportation' in 1960 was $1,197,197.00 (SLA 1960, ch. 182, § 1, at 289), and that the amount requested in the Governor's budget for fiscal year 1961-62 was $1,300,000 (House Bill 42, First Session, Second Alaska Legislature, 1961, at 6).

This was evident from proceedings of the Constitutional Convention. Delegate Proposal No. 6, mentioned earlier in this opinion, did not deal solely with the subject of the use of public funds for private schools. That proposal spelled out in detail how education should be handled in the new State of Alaska. Section 2 provided that 'The State's responsibility for the education of its people is here declared to be clear, positive and final.' Section 4 would have required the legislature to provide 'for the compulsory attendance at some public school, unless other state approved means of education are provided.' Section 6 would have permitted the legislature to provide 'for the establishment of private schools by individuals, groups, institutions or corporations', but only 'under charter from the state.' That section also would have required the state to establish undefined 'minimum educational standards for such schools', and would have allowed the teaching in private schools of principles over and above the state requirements, provided that such teachings 'were not otherwise contrary to the statutes or the constitution of the state.'

During debate on the floor of the convention, Delegate Coghill, a co-author of proposal No. 6, stated that he was President of the Association of Alaska School Boards and 'one of the framers of that twelvepoint program we developed in Anchorage last October.'[FN50] That program, which had been widely disseminated among the delegates, was a five page document entitled 'Basic Principles of Education to be Included in the Constitution for the State of Alaska', and it stated that it had been formulated and approved by the Alaska School Boards Association and the Superintendents' Advisory Commission at a meeting in Anchorage in October 1955. Since the recommendations and discussion in this document coincide in relevant part with Delegate Proposal No. 6, it is fair to presume that those portions of the proposal discussed here reflected the philosophy of education, not just of the delegates who submitted the proposal, but also of the official representatives of public education in Alaska.

FN50. Alaska Constitutional Convention Minutes, Jan. 9, 1956, p. 58.

The basic thesis which runs through the proposal is that education is primarily, if not exclusively, the prerogative and function of the state; that the state is supreme in this field. Evident is the clear implication that the state should have the right to determine in the first instance whether a private school should even be allowed to exist, and if so, then what it should or should not be permitted to teach. Perhaps there is even implicit here a resentment or fear toward the existence of the private schools-a thought that was revealed by Delegate Coghill when, during debate on the floor of the convention, he said that 'sectarianism segregation in our educational system is bad for the children',[FN51] and 'The people that are sending their children to private parochial or any other type of institution are segregating themselves from the public and therefore they should not derive the benefit from the tax dollar.'[FN52]

FN51. Id. at 59.

FN52. Id. at 64.

Such a philosophy of education was totalitarian in concept; the objective obviously being to standardize children by forcing them, practically, to accept instruction from public school teachers only. It ignored the fact that the child is not the mere creature of the state; it denied the natural right of parents to direct the destiny of their children. It had no proper place in the organic law for the State of Alaska, as the convention ultimately decided by rejecting the proposal.

That constitutional history is important to consider in the background of the present controversy over bus transportation. The effort to place all education under the complete dominion of the state failed to succeed as a constitutional measure. The United States Supreme court's decision in Pierce v. Society of Sisters, 1925, 268 U.S. 510, 45 S.Ct. 571, 69 L.Ed. 1070, was a bar to any possible legislative enactment that would compel attendance at public schools only. The next logical step, then,

was to restrict as far as possible the enjoyment of the right to education not exclusively controlled by the state. The opponents of the right thus sought to bar the extension of general welfare benefits to children who did not attend a public school by attempting to insert a constitutional provision against the use of public funds for any indirect benefit to a private school. They were unsuccessful at the convention, but their defeat has now been turned into victory by the court's decision in this case.

In the Pierce case the Supreme Court of the United States held that a statute which compelled attendance at public schools unreasonably interfered with the liberty of parents and guardians to direct the upbringing of children under their control. The court said:

'The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations.'[FN53]

FN53. Pierce v. Society of Sisters, 1925, 268 U.S. 510, 535, 45 S.Ct. 571, 573, 69 L.Ed. 1070, 1078.

This liberty of parents to choose the kind of education to be given to their children, so clearly stated in Pierce, has lost much of its effectiveness and meaning by the majority's decision in this case. Because of the economic and social realities of contemporary living, there undoubtedly will be parents who will now find it impracticable or impossible to continue sending their children to the parochial school. To them, the constitutional and natural right to educate their children in schools of their own selection, and to thus express their conviction of the importance of religious and spiritual ideals in the formation of character, will be an abstract thing, without practical meaning or value.

The transportation of school children provided by Chapter 39 is a benefit common and necessary to public and non-public school children alike. To grant this assistance to some children, and deny it to others unless they forego their freedom of choice of schools, embodies the element of unfair treatment which is so foreign to our American tradition. The concept of liberty and equality of man was expressed in the high purpose and noble convictions of our forefathers who signed the Declaration of Independence. It was again given expression with classic dignity by the men and women who formulated the constitution for the State of Alaska when they said that 'This constitution is dedicated to the principles that all persons have a natural right to life, liberty, the pursuit of happiness, and the enjoyment of the rewards of their own industry; that all persons are equal and entitled to equal rights, opportunities, and protection under the law; * * *.'[FN54]

FN54. Alaska Const. art. I, § 1.

This truly is the American idea-the American tradition. It is the reason for our nation's being; it has been America's strength. But today in Alaska that idea has become an abused phrase. The reality behind it has been obscured by the court's decision in this case; some of its power and meaning have been lost. Those persons who exercise their inherent right to direct the destiny of their children must now pay the price of being denied the equal rights to which the constitution says they are entitled.

This court's decision is a grave injustice to many citizens of this state.

The judgment below should be affirmed.

Alaska 1961
MATTHEWS v. **QUINTON**
362 P.2d 932

END OF DOCUMENT

HJR 39

<TARGET><BILL>HJR 39</BILL><SUBJECT>HJR 39</SUBJECT><COMM>HEDC27</COMM></TARGET>

ALASKA STATE LEGISLATURE

REPRESENTATIVE BOB MILLER

House Joint Resolution 39:

A Resolution urging the Governor to direct the Department of Education and Early Development (DEED) to prepare and submit a request for flexibility under the federal Elementary and Secondary Education Act of 1965 (ESEA) to obtain a waiver of select requirements of the No Child Left Behind Act of 2001and to direct the commissioner of education and early development to provide a comprehensive improvement plan that will guarantee that students in the state will be adequately prepared for academic and vocational success.

Sponsor Statement

The federal No Child Left Behind Act (NCLB) is largely inadequate and often results in unnecessary difficulties for Alaskan educators because it does not account for the geographic conditions, cultural considerations or economic challenges unique to Alaska. Last year, the federal government offered states a process to opt-out of the NCLB requirements if a state developed its own standards and system to ensure school accountability. This resolution urges the governor to take back control of our schools by developing Alaska-appropriate standards and accountability measures in order to opt out of NCLB.

Developing our own standards and accountability measures to get a waiver from NCLB will provide Alaska educators the tools they need to improve education performance without reducing the state's ability to secure federal funding. It will also allow Alaska to determine **local solutions** based on student needs unique to rural areas. So far, 10 states have applied and been granted waivers and an additional 28 states have filed intent to submit a request for the second round.

Recently, the U.S. Secretary of Education stated that more than four out of five schools will fail to meet the NCLB mandated benchmark standards by 2014.

We understand that the commissioner is already taking steps to potentially develop core standards that could meet the requirements to earn a waiver from NCLB.

I urge you to join me in supporting House Joint Resolution 39

January – April: State Capitol – Juneau, Alaska 99801 – (907) 465-6878 – 1 (866) 465-4976 – Fax (907) 465-3838
June – December: 1292 Sadler Way Ste 308 – Fairbanks, Alaska 99701 – (907) 452-6084 – Fax (907) 452-6096
Representative.Bob.Miller@legis.state.ak.us

STATUS OF STATE REQUESTS

States approved for ESEA Flexibility	States that submitted requests on Feb. 28th		States intending to submit on Sept. 6th
Colorado	Arkansas	Nevada	Hawaii
Florida	Arizona	New York	Maine
Georgia	Connecticut	North Carolina	New Hampshire
Indiana	District of Columbia	Ohio	North Dakota
Kentucky	Delaware	Oregon	Puerto Rico
Massachusetts	Idaho	Rhode Island	
Minnesota	Illinois	South Carolina	
New Jersey	Iowa	South Dakota	
New Mexico	Kansas	Utah	
Oklahoma	Louisiana	Vermont	
Tennessee	Maryland	Virginia	
	Michigan	Washington	
	Mississippi	Wisconsin	
	Missouri		
11	**27**		**5**

Mc Graw Hill **Education**

Education Brief

The Common Core State Standards Initiative

February 2011

Executive Summary:
The Top 10 Things to Know about The Common Core Standards Initiative

1. **What is the Common Core Standards Initiative?**

   The Common Core Standards Initiative is a collaborative effort led by the National Governor's Association and the Council of Chief School Officers with partners and leaders across education and business, aimed to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The intention of the CCSS is to have a rigorous set of standards that specifically identify the learning outcomes needed to help schools prepare students to be college and career ready.

2. **Which states are adopting the Common Core?**

   As of January, 2011, 40 states, and the District of Columbia have formally or informally committed to adopting the Common Core State Standards for English-language arts and mathematics for grades K-12 and are in the process of aligning state assessments, curriculum, and classroom practices to integrate the new standards. Alaska, Texas, and Virginia have indicated that they do not plan to adopt the standards.

3. **How will states assess the Common Core?**

   Two consortia have been awarded competitive grant funds for the development of tests to assess the Common Core Standards. SMARTER Balanced Assessment Consortium (SBAC) was awarded a four-year $176 million Race to the Top assessment grant by the U.S. Department of Education to develop a student assessment system aligned to a Common Core of academic standards. Partnership for the Assessment of Readiness for College and Careers (PARCC or Partnership) PARCC RttT Assessment Consortium was awarded $170 of the $330 million. Assessments are expected for 2014 and are expected to include results from performance-based tasks through testing and traditional end-of-year assessments. Both plan to include end of year assessments offered online.

4. **How will states implement and fund the Common Core?**

   This will be a hot area to watch as districts do not yet know how they will fully manage the implementation of the Common Core and the budget required to introduce new assessments and new curricula. We do know that states will be working within a three-year timeline as assessments are anticipated to be ready for 2014.

5. **What will Common Core Implementation plans need to address?**

   There is currently no governance in place yet so the specifics of implementation are still unfolding as states sign on. It is expected that Common Core implementation plans will need to address the following items:

   - Developing research-based practices using Common Core
   - Developing teacher training and PD
   - Researching and Aligning instructional material
   - Investigating formative and summative assessments to be used before or instead of rollout of common assessments.

6. **What role will the U.S. DOE play?**

   Although the U.S. DOE supports the Common Core Initiative, they have had no role in the development of the Common Core State Standards. Their involvment moving forward will depend heavily on future elections and overall changes to the role of the Federal Government in education. If the Fed continues to be a driving force in setting the education agenda with a reauthorization of the Elementary and Secondary Education Act then they could play a big role in linking competitive grant funding to the adoption and successful implementation of the Common Core Standards and new requirements for College and Career ready students.

7. **What's happening with The Common Core Standards in Reading/ELA?**

   1. The following are the areas that have surfaced as leading considerations/factors with the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, Technical Subjects:

      - Increased Rigor/Text Complexity: An emphasis on supporting students in being able to work with increasingly more complex texts.
      - Nonfiction & Informational Text: While this includes a heavy focus on nonfiction, in particular information texts; and on

- Writing: Increased emphasis on writing, in particular across the curriculum.
- Content area responsibility for literacy: An acknowledgement that literacy development is a shared responsibility across the content domains.
- Vocabulary: A focus on general academic vocabulary and domain-specific vocabulary.
- Independent reading: While the emphasis of the CCSS is upon reading, writing, speaking and listening; the intention is that a concentrated effort be placed upon developing content-area literacy in science, social studies and technical subjects.

2. Common Core Curriculum Mapping Project in English/Language Arts has created curriculum maps to translate the CCS for K-12.
3. Based on the Fordham Institute Study of Common Core Standards (State of the State Standards – and the Common Core in 2010) the Common Core Standards are more rigorous than a majority of state's standards (37 states).

8. What are key points to remember about the Common Core for English Language Arts/Literacy?

- Standards support a balance of literacy and informational texts
- Standards emphasize text complexity, canonical texts, and text evidence in K-12
- Language standards include vocabulary, with an emphasis on academic vocabulary
- History/social studies, science and media/technology are integrated
- Emphasis on multiple texts and critical/evaluative reading

9. What's happening with the Common Core in Mathematics?

1. The following are the areas that have surfaced as leading considerations/factors with the Common Core and Mathematics.
   - Shifting from mile-wide, inch-deep curriculum: Deepen understanding of the most critical key topics at each grade level.
   - Coherent progression: Further enhance mastery of these key grade level topics through coherent progressions across grade levels.
   - Conceptual understanding and procedural fluency: Strike a balance between building conceptual understanding while increasing procedural fluency.
   - Foster reasoning and sense-making in mathematics: Encourage the critical-thinking and problem-solving skills students need to be successful 21st century thinkers.
2. Common Core Curriculum Mapping Project in English/Language Arts has created curriculum maps to translate the CCS for K-12.
3. Based on the Fordham Institute Study of Common Core Standards (State of the State Standards – and the Common Core in 2010) the Common Core Standards are more rigorous than a majority of state's standards (37 states).

10. What are key points to remember about the Common Core for Mathematics?

- Focus and coherence: standards focus on key topics at each grade level and coherent progressions across grade levels
- Balance of concepts and skills: Standards require both conceptual understanding and procedural fluency
- Mathematical practices: Standards foster reasoning and sense-making in mathematics
- College and career readiness: Standards are ambitious but achievable

Important Note: What the Common Core Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the common core
- Interventions needed for students well below grade level
- Full range of support for English Language Learners
- Full range of support for students with special needs

ESEA Flexibility

Request

Revised February 10, 2012

U.S. Department of Education
Washington, DC 20202

OMB Number: 1810-0708

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0708. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

TABLE OF CONTENTS

Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

CONTENTS		PAGE
Cover Sheet for ESEA Flexibility Request		
Waivers		
Assurances		
Consultation		
Evaluation		
Overview of SEA's Request for the ESEA Flexibility		
Principle 1: College- and Career-Ready Expectations for All Students		
1.A	Adopt college-and career-ready standards	
1.B	Transition to college- and career-ready standards	
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	
Principle 2: State-Developed Differentiated Recognition, Accountability, and Support		
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	
2.B	Set ambitious but achievable annual measurable objectives	
2.C	Reward schools	
2.D	Priority schools	
2.E	Focus schools	
2.F	Provide incentives and supports for other Title I schools	
2.G	Build SEA, LEA, and school capacity to improve student learning	
Principle 3: Supporting Effective Instruction and Leadership		
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	

TABLE OF CONTENTS, CONTINUED

For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	
2	Comments on request received from LEAs (if applicable)	
3	Notice and information provided to the public regarding the request	
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	
6	State's Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	
8	A copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups (if applicable)	
9	Table 2: Reward, Priority, and Focus Schools	
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

☐ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☐ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☐ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☐ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☐ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☐ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☐ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☐ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☐ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

☐ 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☐ 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools that are not reward schools, priority schools, or focus schools.

☐ 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served.

ASSURANCES

By submitting this application, the SEA assures that:

☐ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.

☐ 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)

☐ 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☐ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)

☐ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☐ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☐ 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)

☐ 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

☐ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☐ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.

☐ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).

☐ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).

☐ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.

☐ 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the "all students" group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

☐ 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Click here to enter text.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Click here to enter text.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and

2. describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Click here to enter text..

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**
☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Insert plan and explanation here.

1.C Develop and Administer Annual, Statewide, Aligned, High-Quality Assessments that Measure Student Growth

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	**Option B**	**Option C**
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☐ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)

For Option B, insert plan here

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Insert description, plan, and explanation here.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A	**Option B**
☐ The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.	☐ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

Insert text for Option B here.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	**Option B**	**Option C**
☐ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

Insert text for Option C here.

2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Insert methodology here.

2.C.ii Provide the SEA's list of reward schools in Table 2.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Insert description here.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Insert methodology here.

2.D.ii Provide the SEA's list of priority schools in Table 2.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

Insert description here.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline.

Insert timeline and justification here.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

Insert criteria and justification here.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g. based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

Insert methodology here.

2.E.ii Provide the SEA's list of focus schools in Table 2.

2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more focus schools will identify the specific needs of the SEA's focus schools and their students and provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Insert description here.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

Insert criteria and justification here.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of reward, priority, and focus schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a reward, priority, or focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

LEA Name	School Name	School NCES ID #	REWARD SCHOOL	PRIORITY SCHOOL	FOCUS SCHOOL
Ex. Washington	*Oak HS*	*111111100001*		*C*	
	Maple ES	*111111100002*			*H*
Adams	*Willow MS*	*222222200001*	*A*		
	Cedar HS	*222222200002*			*F*
	Elm HS	*222222200003*			*G*
TOTAL # of Schools:					

Total # of Title I schools in the State: _____
Total # of Title I-participating high schools in the State with graduation rates less than 60%: _____

Key	
Reward School Criteria: **A.** Highest-performing school **B.** High-progress school **Priority School Criteria:** **C.** Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the "all students" group **D-1.** Title I-participating high school with graduation rate less than 60% over a number of years **D-2.** Title I-eligible high school with graduation rate less than 60% over a number of years **E.** Tier I or Tier II SIG school implementing a school intervention model	**Focus School Criteria:** **F.** Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate **G.** Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate **H.** A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

2.F Provide Incentives and Supports for other Title I Schools

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Insert description and explanation here.

2.G Build SEA, LEA, and School Capacity to Improve Student Learning

2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;

ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and

iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

Insert description and explanation here.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	**Option B**
☐ If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

Insert text here.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

Insert process here.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles

ESEA Flexibility

September 23, 2011

FLEXIBILITY TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION

In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its LEAs, through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements. In order to receive this flexibility, an SEA must meet the principles described in the next section. Terms that are defined in the Definitions section of this document are in bold type the first time they appear.

1. Flexibility Regarding the 2013–2014 Timeline for Determining Adequate Yearly Progress (AYP): An SEA would no longer need to follow the procedures in ESEA section 1111(b)(2)(E) through (H) for setting annual measurable objectives (AMOs) to use in determining AYP. Instead, an SEA would have flexibility to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that will be used to guide support and improvement efforts for the State, local educational agencies (LEAs), schools, and student subgroups.

2. Flexibility in Implementation of School Improvement Requirements: An LEA would no longer be required to comply with the requirements in ESEA section 1116(b) to identify for improvement, corrective action, or restructuring, as appropriate, its Title I schools that fail, for two consecutive years or more, to make AYP, and neither the LEA nor its schools would be required to take currently required improvement actions; however, an SEA may still require or permit an LEA to take such actions. An LEA would also be exempt from all administrative and reporting requirements related to school improvement under current law.

3. Flexibility in Implementation of LEA Improvement Requirements: An SEA would no longer be required to comply with the requirements in ESEA section 1116(c) to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and neither the LEA nor the SEA would be required to take currently required improvement actions. An LEA would also be exempt from all associated administrative and reporting requirements related to LEA improvement under current law.

4. Flexibility for Rural LEAs: An LEA that receives Small, Rural School Achievement Program funds or Rural and Low-Income School Program funds would have flexibility under ESEA sections 6213(b) and 6224(e) to use those funds for any authorized purpose regardless of the LEA's AYP status.

5. Flexibility for Schoolwide Programs: An LEA would have flexibility to operate a schoolwide program in a Title I school that does not meet the 40 percent poverty threshold in ESEA section 1114(a)(1) if the SEA has identified the school as a **priority school** or a **focus school**, and the LEA is implementing interventions consistent with the **turnaround principles** or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school, as appropriate.

6. Flexibility to Support School Improvement: An SEA would have flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any priority or focus school, if the SEA determines such schools are most in need of additional support.

7. Flexibility for Reward Schools: An SEA would have flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any **reward school**, if the SEA determines such schools are most appropriate for financial rewards.

8. Flexibility Regarding Highly Qualified Teacher (HQT) Improvement Plans: An LEA that does not meet its HQT targets would no longer have to develop an improvement plan under ESEA section 2141 and would have flexibility in how it uses its Title I and Title II funds. An SEA would be exempt from the requirements regarding its role in the implementation of these plans, including the requirement that it enter into agreements with LEAs on the uses of funds and the requirement that it provide technical assistance to LEAs on their plan. This flexibility would allow SEAs and LEAs to focus on developing and implementing more meaningful evaluation and support systems. An SEA would not be exempt from the requirement of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers; however, once more meaningful evaluation and support systems are in place in accordance with principle 3 (described below), an SEA may use the results of such systems to meet that requirement.

9. Flexibility to Transfer Certain Funds: An SEA and its LEAs would have flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A. Moreover, to minimize burden at the State and local levels, the SEA would not be required to notify the Department and its participating LEAs would not be required to notify the SEA prior to transferring funds.

10. Flexibility to Use School Improvement Grant (SIG) Funds to Support Priority Schools: An SEA would have flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.

OPTIONAL FLEXIBILITY

In addition to its request for waivers of each of the requirements above, an SEA may wish to request flexibility through a waiver related to the following:

Flexibility in the Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds: An SEA would have flexibility under ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) to permit community learning centers that receive funds under the 21st CCLC program to use those funds to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess).

PRINCIPLES FOR IMPROVING STUDENT ACADEMIC ACHIEVEMENT AND INCREASING THE QUALITY OF INSTRUCTION

To receive flexibility through the waivers outlined above, an SEA must submit a request that addresses each of the following four principles, consistent with the definitions and timelines described later in this document, to increase the quality of instruction for students and improve student academic achievement in the State and its LEAs. In the SEA's request, the SEA must describe how it will ensure that LEAs will fully implement these principles, consistent with the SEA's authority under State law and the SEA's request.

1. **College- and Career-Ready Expectations for All Students**

   Over the past few years, Governors and Chief State School Officers have developed and adopted rigorous academic content standards to prepare all students for success in college and careers in the 21st century. States are also coming together to develop the next generation of assessments aligned with these new standards, and to advance essential skills that promote critical thinking, problem solving, and the application of knowledge. To support States in continuing the work of transitioning students, teachers, and schools to a system aligned to college and career ready expectations, this flexibility would remove obstacles that hinder that work.

   To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools, and developing and administering annual, statewide, aligned, **high-quality assessments**, and corresponding academic achievement standards, that measure **student growth** in at least grades 3-8 and at least once in high school. An SEA must also support English Learners in reaching such standards by committing to adopt English language proficiency (ELP) standards that correspond to its college- and career-ready standards and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, and committing to develop and administer aligned ELP assessments. To ensure that its college- and career-ready standards are truly aligned with postsecondary expectations, and to provide information to parents and students about the college-readiness rates of local schools, an SEA must annually report to the public on college-going and college credit-accumulation rates for all students and student subgroups in each LEA and each high school in the State.

2. **State-Developed Differentiated Recognition, Accountability, and Support**

   Fair, flexible, and focused accountability and support systems are critical to continuously improving the academic achievement of all students, closing persistent achievement gaps, and improving equity. Based on the principles for accountability developed by the Council of Chief State School Officers, many States are already moving forward with next-generation systems that recognize student growth and school progress, align accountability determinations with support and capacity-building efforts, and provide for systemic, context-specific interventions that focus on the lowest-performing schools and schools with the largest achievement gaps. This flexibility would give SEAs and LEAs relief from the school and LEA improvement requirements of NCLB so they can implement these new systems.

To receive this flexibility, an SEA must develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. Those systems must look at student achievement in at least reading/language arts and mathematics for all students and all subgroups of students identified in ESEA section 1111(b)(2)(C)(v)(II); graduation rates for all students and all subgroups; and school performance and progress over time, including the performance and progress of all subgroups. They may also look at student achievement in subjects other than reading/language arts and mathematics, and, once an SEA has adopted high-quality assessments, must take into account student growth. An SEA's system of differentiated recognition, accountability, and support must create incentives and include differentiated interventions and support to improve student achievement and graduation rates and to close achievement gaps for all subgroups, including interventions specifically focused on improving the performance of English Learners and students with disabilities. More specifically, the SEA's system must, at a minimum:

- Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.
- Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools making the most progress or having the highest performance as "reward schools."
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying "priority schools" and ensuring that each LEA with one or more of these schools implements, for three years, meaningful interventions aligned with the turnaround principles in each of these schools. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement exits priority status.
- Work to close achievement gaps by publicly identifying Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as "focus schools" and ensuring that each LEA implements interventions, which may include tutoring and public school choice, in each of these schools based on reviews of the specific academic needs of the school and its students. The SEA must also develop criteria to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status.
- Provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps.
- Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps. The SEA must provide timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools, and must hold LEAs accountable for improving school and student performance, particularly for turning around their priority schools. The SEA and its LEAs must also ensure sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

3. **Supporting Effective Instruction and Leadership**
   In recent years, many SEAs and LEAs have begun to develop evaluation systems that go beyond NCLB's minimum HQT standards, provide more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. High-quality systems, informed by research that affirms that educators have significant and lasting effects on student learning, draw on multiple measures of instructional and leadership practices to evaluate and support teacher and principal effectiveness. This flexibility will give SEAs and LEAs the ability to continue this work designed to increase the quality of instruction for all students by building fair, rigorous evaluation and support systems and developing innovative strategies for using them.

   To receive this flexibility, an SEA and each LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that: (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys); (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. An SEA must develop and adopt guidelines for these systems, and LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with the SEA's guidelines. To ensure high-quality implementation, all teachers, principals, and evaluators should be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an SEA must also provide student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs. Once these evaluation and support systems are in place, an SEA may use data from these systems to meet the requirements of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.

4. **Reducing Duplication and Unnecessary Burden**
   In order to provide an environment in which schools and LEAs have the flexibility to focus on what's best for students, an SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

Nothing in these principles shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers.

CONSULTATION

Each SEA must engage diverse stakeholders and communities in the development of its request. By engaging relevant stakeholders at the outset of the planning and implementation process, an SEA can ensure they have input in shaping the SEA's comprehensive plan, which will help ensure successful implementation of the SEA's plan. Ideally, an SEA will solicit input from stakeholders representing diverse perspectives, experiences, and interests, including those that will be impacted by and implement the policies included in the SEA's plan, and will strengthen its request by revising it based on this input.

Each SEA must provide a description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives. Each SEA must also provide a description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes. Finally, each SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in its request.

EVALUATION

Implementing this flexibility presents a valuable opportunity for SEAs, LEAs, and the Department to learn more about the effectiveness of various programs, practices, and strategies and to contribute to the evidence base of what works. The Department encourages an SEA that receives approval to implement this flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. For example, an SEA could propose to evaluate an aspect of its plan for transitioning to college- and career-ready standards; the interventions the SEA and its LEAs are implementing in priority or focus schools; or its teacher and principal evaluation and support systems. Interested SEAs will need to, upon receipt of approval of this flexibility, nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principle 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

DEFINITIONS

1. **College- and Career-Ready Standards:** "College- and career-ready standards" are content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. A State's college- and career-ready standards must be either (1) **standards that are common to a significant number of States**; or (2) standards that are approved by a **State network of institutions of higher education**, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.

2. **Focus School:** A "focus school" is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of focus schools in a State must equal at least 10 percent of the Title I schools in the State. A focus school is—
   - a school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or
   - a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

   An SEA must also identify as a focus school a Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school.

   These determinations must be based on the achievement and lack of progress over a number of years of one or more subgroups of students identified under ESEA section 1111(b)(2)(C)(v)(II) in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, or, at the high school level, graduation rates for one or more subgroups.

3. **High-Quality Assessment:** A "high-quality assessment" is an assessment or a system of assessments that is valid, reliable, and fair for its intended purposes; and measures student knowledge and skills against college- and career-ready standards in a way that—
   - covers the full range of those standards, including standards against which student achievement has traditionally been difficult to measure;
   - as appropriate, elicits complex student demonstrations or applications of knowledge and skills;
   - provides an accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students;
   - provides an accurate measure of student growth over a full academic year or course;
   - produces student achievement data and student growth data that can be used to determine whether individual students are college and career ready or on track to being college and career ready;
   - assesses all students, including English Learners and students with disabilities;
   - provides for alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and

- produces data, including student achievement data and student growth data, that can be used to inform: determinations of school effectiveness for purposes of accountability under Title I; determinations of individual principal and teacher effectiveness for purposes of evaluation; determinations of principal and teacher professional development and support needs; and teaching, learning, and program improvement.

4. **Priority School:** A "priority school" is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is—
   - a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group;
   - a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
   - a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.

5. **Reward School:** A "reward school" is a Title I school that, based on the most recent data available, is—
   - a "**highest-performing school**," which is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the "all students" group and for all subgroups, on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and, at the high school level, is also among the Title I schools with the highest graduation rates. A highest-performing school must be making AYP for the "all students" group and all of its subgroups. A school may not be classified as a "highest-performing school" if there are significant achievement gaps across subgroups that are not closing in the school; or
   - a "**high-progress school**," which is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a "high-progress school" if there are significant achievement gaps across subgroups that are not closing in the school.

6. **Standards that are Common to a Significant Number of States:** "Standards that are common to a significant number of States" means standards that are substantially identical across all States in a consortium that includes a significant number of States. A State may supplement such standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for a content area.

7. **State Network of Institutions of Higher Education (IHEs):** A "State network of institutions of higher education" means a system of four-year public IHEs that, collectively, enroll at least 50 percent of the students in the State who attend the State's four-year public IHEs.

8. **Student Growth:** "Student growth" is the change in student achievement for an individual student between two or more points in time. For the purpose of this definition, student achievement means—
   - For grades and subjects in which assessments are required under ESEA section 1111(b)(3): (1) a student's score on such assessments and may include (2) other measures of student learning, such as those described in the second bullet, provided they are rigorous and comparable across schools within an LEA.
   - For grades and subjects in which assessments are not required under ESEA section 1111(b)(3): alternative measures of student learning and performance such as student results on pre-tests, end-of-course tests, and objective performance-based assessments; student learning objectives; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA.

9. **Turnaround Principles:** Meaningful interventions designed to improve the academic achievement of students in priority schools must be aligned with all of the following "turnaround principles" and selected with family and community input:
   - providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
   - ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
   - redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
   - strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
   - using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
   - establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
   - providing ongoing mechanisms for family and community engagement.

A priority school that implements one of the four SIG models is implementing an intervention that satisfies the turnaround principles. An SEA may also implement interventions aligned with the turnaround principles as part of a statewide school turnaround strategy that allows for State takeover of schools or for transferring operational control of the school to another entity such as a recovery school district or other management organization.

TIMELINES

The dates identified in the chart as deadlines (bolded in the chart) for complying with a principle are the latest by which an SEA or LEA must meet a particular principle. The dates identified as when an SEA or LEA may begin to implement a waiver represent the earliest the SEA or LEA may take advantage of the specified waiver.

The "At Submission" column describes generally the information an SEA must supply in order to receive the flexibility. See the document titled *ESEA Flexibility Request* for more detail on the specific evidence that States must submit to meet the principles. The initial waiver period will be through the 2013–2014 school year; however, an SEA that wishes to receive the flexibility must develop a plan that covers all four years identified in the chart. The "SY 2014–2015" column identifies the additional actions that an SEA must take if it receives an extension of the flexibility.

TIMELINE FOR IMPLEMENTATION OF ESEA FLEXIBILITY

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
Adopt college- and career-ready standards	**Request includes evidence that the State has formally adopted college- and career-ready standards**				
Implement college- and career-ready standards	Request includes plan for transitioning to and implementing college- and career-ready standards	SEA and LEAs prepare to implement college- and career-ready standards		**SEA and LEAs implement college- and career-ready standards**	
Develop and administer high-quality assessments aligned with college- and career-	Request includes plan for developing and administering high-quality assessments aligned with college- and career-ready	SEA develops statewide high-quality assessments aligned with college- and career-ready standards		**SEA administers pilot high-quality assessments aligned with college- and**	**SEA administers high-quality assessments aligned with**

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
ready standards	standards, and assurance that SEA will develop and administer alternate assessments consistent with 34 C.F.R. § 200.6(a)(2)			**career-ready standards**	**college- and career-ready standards**
Adopt ELP standards that correspond to college- and career-ready standards	Request includes assurance that SEA will adopt ELP standards			**SEA adopts ELP standards that correspond to State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2)**	
Develop and administer ELP assessments	Request includes assurance that SEA will develop and administer ELP assessments				SEA develops and administers ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii)

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
Annually report college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State	Request includes assurance that SEA will annually report to the public the required data				**SEA annually reports to the public college-going and college credit-accumulation rates, as defined under State Fiscal Stabilization Fund Indicators (c)(11) and (c)(12)**
Waiver to set new ambitious but achievable AMOs	Request includes proposed new AMOs and justification that they are ambitious but achievable	**SEA may apply new AMOs to AYP determinations beginning with SY 2011-2012 assessment results**			**Continue applying new AMOs**
Waiver of requirements to identify schools and LEAs for improvement status		**Beginning with release of AYP determinations based on SY 2011–2012 assessments, SEA and LEAs need not identify LEAs or schools, respectively, for improvement**			**Continue waiver**
Waiver of requirements for schools and LEAs in improvement status to take certain specified actions			**Beginning in SY 2012-2013, LEAs and schools need not take required actions under ESEA section 1116(b) or (c) (per the waiver discussed in the preceding row, LEAs and schools will no longer be in improvement status)**		**Continue waiver**

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
Develop and implement a State-based system of differentiated recognition, accountability, and support	Request includes a description of the SEA's differentiated recognition, accountability, and support system and the SEA's plan for implementation		**SEA implements its system of differentiated recognition, accountability, and support**		**Continue implementing differentiated recognition, accountability, and support system**
Annually identify and recognize or reward highest-performing and high-progress Title I schools	Request includes SEA's methodology for identifying schools and list of schools based on SY 2010-2011 assessment results	**SEA annually publicly identifies and recognizes or rewards highest-performing and high-progress Title I schools**			**Continue annually publicly identifying reward schools**
Implement school interventions consistent with the turnaround principles in priority schools	Request includes SEA's methodology for identifying schools, list of schools based on SY 2010–2011 assessment results, and a plan to implement interventions consistent with the turnaround principles in such schools over the period of the flexibility	**SEA makes public its list of priority schools**	**LEAs implement interventions consistent with the turnaround principles in each Title I school identified as a priority school and consistent with SEA's timeline for implementing such interventions in all of those schools over the period of the flexibility**		**Continue implementing interventions in priority schools**
Implement interventions in focus schools	Request includes SEA's methodology for identifying schools, list of schools based on SY 2010–2011 assessment results, SEA's process for	**SEA makes public its list of focus schools**	**LEAs implement interventions in each Title I school identified as a focus school**		**Continue implementing interventions in focus schools**

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
	ensuring LEAs implement interventions based on needs, and examples of interventions				
Build capacity to improve student learning	Request includes description of the SEA's process for building SEA, LEA, and school capacity		**SEA implements its process for building SEA, LEA, and school capacity through monitoring and technical assistance; holding LEAs accountable for improving school and student performance; and ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other identified schools**		
Waiver of poverty threshold for priority and focus schools to operate a schoolwide program			**LEAs may operate a schoolwide program in their priority schools to implement interventions consistent with the turnaround principles and in their focus schools to implement interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school**		**Continue waiver**
Waiver providing flexibility for rural LEAs			**LEAs that receive Small, Rural School Achievement Program or Rural and Low-Income School Program funds may use those funds for any authorized purpose regardless of their AYP status**		**Continue waiver**
Develop, adopt,	Request includes a plan to	**SEA adopts**	LEAs develop	**LEAs pilot**	**LEAs fully**

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
and implement teacher and principal evaluation and support systems	develop guidelines for evaluation and support systems, process for ensuring LEA implementation, and assurance that SEA has provided student growth data to teachers or will do so by the deadline required under the State Fiscal Stabilization Fund	**guidelines for teacher and principal evaluation and support systems** **SEA provides student growth data to teachers**	evaluation and support systems consistent with State guidelines	**implementation of evaluation and support systems** (*e.g.*, pilot in a few schools; implement in all schools but do not publicize results) or fully implement evaluation and support systems	**implement evaluation and support systems**
Waiver of limits on transferability of funds and requirements to report transfers prior to transferring funds		**Limits on transferability do not apply to FY 2011 and subsequent funds**			**Continue waiver**
Waiver for flexibility to support school improvement			**SEA may allocate ESEA section 1003(a) funds to any LEA in order to serve focus and priority schools identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most in need of additional support**		**Continue waiver**
Waiver for flexibility to reward schools			**SEA may use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any**		**Continue waiver**

Principle or waiver	Required during initial waiver period				Required if approved for extension
	At submission	SY 2011–2012	SY 2012–2013	SY 2013–2014	SY 2014–2015
			reward school identified under the State-developed differentiated recognition, accountability, and support system, if the SEA determines such schools are most appropriate for financial rewards		
Waiver regarding Highly Qualified Teacher (HQT) improvement plan		**LEAs that do not meet the State's HQT targets need not develop an improvement plan or restrict their use of Title I and Title II funds; SEA need not implement HQT plans or agreements regarding the use of funds and need not provide technical assistance to LEAs in implementing their plans**			**Continue waiver**
Waiver to use SIG funds to support priority schools		**SEA may award SIG funds to an LEA to implement one of the four SIG models in a priority school, even if that school is not otherwise a Tier I or Tier II school**			**Continue waiver**
Review and evaluate State-level administrative and reporting requirements to reduce duplication and unnecessary burden	SEA assures it will review and evaluate State-level administrative requirements and adjust appropriately in order to reduce duplication and unnecessary burden on LEAs and schools.	**SEA reviews and evaluates State-level administrative and reporting requirements and adjusts appropriately in order to reduce duplication and unnecessary burden on LEAs and schools.**			**Continue reviewing, evaluating, and adjusting administrative and reporting requirements**

I am strongly in support of rigorous instruction & high expectations for achievement by all st., and I am speaking in support of requesting & supporting DEED in seeking a waiver from select requirements of NCLB along w/a request for flexibility.

I am confident that our DEED commissioner, in partnership w/the skillful & knowledgeable educators & residents of Alaska, can meet the requirements of obtaining a waiver - particularly b/c some districts - such as the KPBSD - have already made great strides towards implementing effective early intervention methods to address academic deficits - as well as towards developing effective measures to evaluate teacher & administrative performance - which are 2 of the requirements in obtaining a waiver.

I also see that obtaining a waiver is absolutely necessary to avoid continuing to waste valuable resources in jumping through hoops already identified as deeply flawed AND to avoid the innacurate & socially damaging labeling of public schools as <u>all</u> failing - despite the tremendous successes of many public schools from <u>ALL</u> communities, economic strata & w/a variety of needs - which is the charge given to <u>public</u> schools in our <u>great nation</u>.

Failing to seek a waiver will effectively chip away at the strides public educators in AK have made in ensuring success for all students and ensuring that the mixed political messages the public receives are NOT overshadowed by the ~~many~~ success <u>many</u> Alaskan students actually experience as a result in our schools.

Christine Ermold 3/21/12

CErmold Ed.D.

SB

1

<TARGET><BILL>SB 1</BILL><SUBJECT>SB
1</SUBJECT><COMM>HEDC27</COMM></TARGET>

[redacted] IOUSE COMMITTEE REPOR[redacted]

(7)
Date Referred to Committee: March 9, 2011 **FURTHER REFERRALS: Finance**

Date of Committee Action: April 1, 2011

The EDUCATION Committee considered: **CSSB 1(EDC)**

CS FOR SENATE BILL NO. 1(EDC)
"An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."

SB 1-BD OF ED./EARLY DEVELOPMENT ANNUAL REPORT

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____(_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero
1	EED			✓

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Peggy Wilson	WILSON	X			
	Pruitt	X		NR	
Paul R Seaton	Seaton	X			
		X			
	FEIGE	X			
Chair:	Dick	X			
Chair:					

Alaska State Legislature

Interim: (May - Dec.)
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Fax: (907) 269-0148

Session: (Jan. - May)
State Capitol, Suite 30
Juneau, AK 99801-1182
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Senator_Bettye_Davis@legis.state.ak.us
http://www.akdemocrats.org

Senator Bettye Davis

SB 1 - "An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."

SPONSOR STATEMENT

This bill requires that the Alaska State Board of Education shall prepare and present to State Legislature not later than the 30th day of each regular session an annual report that describes the efforts of the Board to develop, maintain, and continuously improve a comprehensive quality public education system as provided for under the bylaws of the Board.
The report to the Legislature must include:

1. a summary of resolves and rationales provided in support of policy decisions;
2. program and curriculum changes made, discussed, or recommended in meetings; and
3. additional information relevant to efforts made to improve and maintain the public education system.

This bill is intended to create a greater dialogue among Alaska legislators, Department of Education and Early Development (DEED), and the Board of Education which meets at least quarterly. Since Alaska legislators appropriate over $1 billion per year for state public education which a significant portion of the state budget, they must be at the center of the state's efforts to identify strengths and weaknesses of the current system, help determine a public agenda, set clear goals for K-12 and higher education, and hold institutions accountable for performance. The only way to achieve this is through cooperation and communication with the Board and the Department.

Legislators take great pride and tremendous amounts of time and effort every session in trying to provide the best possible education, scholarships, and funding for Alaska students. The annual report required by this bill will assist both DEED and legislators early in each session in assessing new programs, curriculum changes, goals and priorities which may require more information or administrative and legislative action during session.

Alaska State Legislature

Interim: (May - Dec.)
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Anchorage, AK 99501
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Fax: (907) 269-0148

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Senator Bettye Davis

CSSB 1(EDC) - 27-LS0001\B *"An Act requiring the state Board of Education and Early Development to provide an annual report to the legislature."*

Explanation of Changes

The CS for SB 1(EDC), 27-LS0001\B added the two words "in person" on page 1, lines 6-7.

Senator Davis, sponsor, explained in testimony on CSSB 1(EDC) on April 1, 2011 that the intent of the bill was to require that the Board of Education should have a face to face verbal presentation of a formal written annual report to the legislature at the beginning of each regular session. For that reason the words "in person" were added in the Committee Substitute, version "B." She added that all board members would not need to be present. House Education Committee member Representative Seaton confirmed a similar finding by the Education Task Force that the legislature should have more interaction with the board and department.

The requirement that the annual report be in writing is not expressed in the bill but it was understood and acknowledged in testimony on CSSB 1(EDC) by Les Morse, Deputy Commissioner, Department of Education and Early Development in the House Education Committee on April 1, 2011. ***Mr. Morse also commented on the zero fiscal note that in his opinion the Board and Department had adequate resources to prepare and present the annual report without need for additional funds.***

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: **CSSB 1(EDC)**
(S) Publish Date: 2/2/11

Identifier (file name): SB1-EED-ESS-1-28-11
Dept. Affected: EED
Title: "An Act requiring the State Board of Education and Early Development..."
Appropriation: Education Support Services
Allocation: Executive Administration
Sponsor: Sen. Davis
Requester: Senate Education Committee
OMB Component Number: 2736

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
OPERATING EXPENDITURES	**FY 2012**	**FY 2012**	**FY 2013**	**FY 2014**	**FY 2015**	**FY 2016**	**FY 2017**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**
CAPITAL EXPENDITURES							
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 (please identify)							
TOTAL	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

Estimate of any current year (FY2011) cost 0.0

POSITIONS

Full-time							
Part-time							
Temporary							

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by: Marcy Herman
Phone: 465-2803
Division: Commissioner's Office
Date/Time: 1/28/11 8:05 PM
Approved by: Les Morse
Acting Commissioner
Date: 1/28/2011

(Revised 1/27/2011 OMB)

FISCAL NOTE #1

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSSB 1(EDC)

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

SB

8

<TARGET><BILL>SB 8</BILL><SUBJECT>SB
8</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPORT

(7)
Date Referred to Committee: April 4, 2011 **FURTHER REFERRALS: Health and Social Services**

Date of Committee Action: 3-21-12

The EDUCATION Committee considered: **SB 8**

SENATE BILL NO. 8
"An Act relating to questionnaires and surveys administered in the public schools."
SB 8-STUDENT QUESTIONNAIRES AND SURVEYS

Recommends it be replaced with [ ] HCS *or* [ ] CS for _____ ( )
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
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GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	CISSNA	✓			
	FEIGE	✓			
	Kawasaki	X			
	Seaton				
	Smith			X	
	WILSON	X			
Chair:	D.Olson	X			
Chair:					

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version: **SB008**
Fiscal Note Number:
Publish Date:

Identifier (file name): SB008-DHSS-DPH-CDPHP-12-16-11
Title: Student Questionnaires and Surveys
Sponsor: Sen. Davis
Requester: House EDC Committee

Dept. Affected: Health and Social Services
Appropriation: Public Health
Allocation: Chronic Disease Prevention and Health Promotion
OMB Component Number: 2818

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Updated fiscal note to reflect current fiscal year.

Prepared by: Ward Hurlburt, MD, MPH - Chief Medical Officer/Director — Phone: 269-6680
Division: Public Health — Date/Time: 12/15/11 12:00 AM
Approved by: Nancy Rolfzen, Assistant Commissioner — Date: 12/16/2011
DHSS Finance & Management Services

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB008

Analysis

This legislation removes the requirement that a student's parent or legal guardian must provide written permission before a student can participate in the Youth Risk Behavior Survey. It requires the school district to provide notice of the survey and give the parent or legal guardian the opportunity to deny permission.

There is no fiscal impact on the Department of Health and Social Services.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB008**
Fiscal Note Number
Publish Date

Identifier (file name) SB008-EED-TLS-12-6-11
Title "An Act relating to questionnaires and surveys administered in public schools."
Sponsor Senator Davis
Requester House Education Committee

Dept. Affected Education and Early Development
Appropriation Teaching and Learning Support
Allocation Student and School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	0.0		0.0	0.0	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	0.0		0.0	0.0	0.0	0.0	0.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial FY13 fiscal note.

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching and Learning Support — Date/Time 12/6/11 8:16 AM
Approved by Mike Hanley — Date 12/6/2011
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB008

Analysis

This legislation has no fiscal impact on the Department of Education and Early Development.

This bill would return the administration of the Youth Risk Behavior Survey (YRBS) to passive parental consent from active parental consent.

LEGAL SERVICES

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

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FAX (907) 465-2029
Mail Stop 3101

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

MEMORANDUM February 23, 2012

SUBJECT: Revised sectional summary (SB 8; Work Order No. 27-LS0084\A)

TO: Senator Bettye Davis
Chair of the Senate Health and Social Services Committee
Attn: Thomas Obermeyer

FROM: Jean M. Mischel
Legislative Counsel

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

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

Section 1. Adds an exception for the Youth Risk Behavior Survey (YRBS) to the written permission requirement for student surveys.

Section 2. Provides detailed written notice requirements for all student surveys, including YRBS.

Section 3. Allows a student to refuse to answer specific questions and provides a process for a parent to deny permission for a student to take a survey.

Section 4. Provides an exception to written permission for YRBS and a minimum two week notice provision that is consistent with the requirements in sec. 2.

JMM:ljw
12-162.ljw

Alaska State Legislature

Interim: (May - Dec.)
716 W. 4th Ave
Anchorage, AK 99501
Phone: (907) 269-0144
Fax: (907) 269-0148

Session: (Jan. - May)
State Capitol, Suite 30
Juneau, AK 99801-1182
Phone: (907) 465-3822
Fax: (907) 465-3756
Toll free: (800) 770-3822

Senator_Bettye_Davis@legis.state.ak.us
http://www.akdemocrats.org

Senator Bettye Davis

SB 8 - "An Act relating to questionnaires and surveys administered in the public schools."

Sponsor Statement

The purpose of SB 8 is to increase participation in the national biennial Youth Risk Behavior Survey (YRBS) in order to meet the minimum 60% participation level required by the Centers for Disease Control (CDC) for the results to be validated and published along with other states. There have been years when the state has not met minimum participation levels. Failure to obtain survey information adversely affects the ability of educators, planners, policy makers, and parents to understand and address the important health and social issues that affect students' happiness and success in the future.

To help achieve this objective SB 8 changes the parental consent requirement for the YRBS from active to passive, that is, from written to implied consent if parents are given notice at least two weeks in advance of the survey by U.S. mail, or home delivery; the opportunity to review the entire survey at the school or the district's web site; and a form with return envelope to deny permission in writing.

Parents who do not want their children to participate usually notify the school immediately at registration in the beginning of the school year, or after notice and before the YRBS is given early in the spring semester. It is the attention of the other parents SB 8 is designed to reach. Failure of parents to return written consent forms in the past has been found often to be the result of lack of attention rather than refusal. Since the biennial survey is only given to a representative number of the 53 Alaska School Districts and only to a representative sampling of high school classes, many parents and students will never be involved with the survey.

Students are not forced or required to participate. They may independently decline to participate or to answer specific questions in this completely voluntary and anonymous survey. If they do participate, absolute privacy and anonymity are maintained by strict administrative procedures and the return of individual surveys in private and secure sealed envelopes to CDC.

The Youth Risk Behavior Survey helps guide and evaluate important health and prevention programs in both the public and private sectors. Local, state, and federal officials, schools, state and federal agencies, public and private grant programs, and nonprofit health organizations rely on these surveys to educate, allocate resources, and compare trends concerning safe behaviors. These include injury prevention, tobacco prevention and control, obesity prevention, diabetes, heart disease, and stroke prevention, safe and drug free schools, substance abuse prevention, violence and suicide prevention, HIV and STD prevention, and connectedness to teachers, parents and other adults.

In short, SB 8 simply makes it easier to obtain information on youth risk behaviors without violating students' or parents' rights to privacy, nor diminishing the ability of parents to supervise their children. At the same time SB 8 increases parental notice with ample opportunity, instructions, and forms to opt out.

(c) Nothing in this section limits the ability of a peace officer, chief administrative officer, or other appropriate person, acting in compliance with local, state, or federal laws, to search a locker or other container provided in a public or private school by the school district. (§ 5 ch 33 SLA 1995)

Sec. 14.03.110. Questionnaires and surveys administered in public schools. (a) A school district, principal or other person in charge of a public school, or teacher in a public school may not administer or permit to be administered in a school a questionnaire or survey, whether anonymous or not, that inquires into personal or private family affairs of the student not a matter of public record or subject to public observation unless written permission is obtained from the student's parent or legal guardian.

(b) For an anonymous questionnaire or survey, written permission required under (a) of this section may be obtained annually and is valid until the commencement of the subsequent school year or until the parent or legal guardian who gave permission submits a written withdrawal of permission to the school principal. The school shall provide each student's parent or legal guardian at least two weeks' notice before administering a questionnaire or survey described under this subsection.

(c) If a school administers to a student a questionnaire or survey that is not anonymous, the school shall obtain the written permission required under (a) of this section from the student's parent or legal guardian at least two weeks before the questionnaire or survey is administered.

(d) The school shall give a student's parent or guardian an opportunity to review the questionnaire or survey described under (b) or (c) of this section and shall give the parent or guardian written notice regarding

(1) how the questionnaire or survey will be administered to the student;

(2) how the results of the survey or questionnaire will be used; and

(3) who will have access to the questionnaire or survey.

(e) A student may refuse to participate in a questionnaire or survey administered in a public school. A student's parent or legal guardian may refuse to allow the student to participate in a specified questionnaire or survey.

(f) In this section, "questionnaire or survey" means a list of questions to, or information collected from, a class or group of students. (§ 1 ch 23 SLA 1979; am §§ 1, 2 ch 63 SLA 1999)

Opinions of attorney general. — AS 14.03.110 — As long as survey questions are limited to the student's own activities and the survey does not ask the student questions about parents or other activities occurring within a student's home, the 1997 Youth Behavior Risk Survey does not impermissibly invade the domain of the student's private '*family*' affairs. September 28, 1998 Op. Att'y Gen. (Issued before 1999 amendment to this section.)

Sec. 14.03.115. Access to school records by parent, foster parent, or guardian. Upon request of a parent, foster parent, or guardian of a child under 18 years of age who is currently or was previously enrolled in a municipal school district or a school district that is a regional educational attendance area, the school district shall provide a copy of the child's record. This section does not apply to

(1) a record of a child who is an emancipated minor; or

(2) record information that consists of the child's address if the school district determines that the release of the child's address poses a threat to the health or safety of the child. (§ 1 ch 36 SLA 1999)

Sec. 14.03.120. Education planning; reports. (a) A district shall annually file with the department, and make available to the public, a report that

(1) establishes district goals and priorities for improving education in the district;

(2) includes a plan for achieving district goals and priorities; and

2011 Alaska Youth Risk Behavior Survey Results

The Youth Risk Behavior Survey is part of a national surveillance system developed by the Centers for Disease Control and Prevention (CDC) to assist with assessing and addressing the health risks of youth. It is conducted in Alaska every other year by the Department of Education & Early Development and the Department of Health and Social Services in cooperation with public high schools.

In spring 2011, the department surveyed 1,327 students from 40 high schools that were scientifically selected to represent all public high schools (excluding boarding schools, alternative schools, correspondence and home study schools, and correctional schools) in Alaska. These results are representative of Alaska's high school students grades 9-12 in traditional public high schools. At the same time and for the second time, 969 students from 16 alternative high schools (defined as serving high-risk students) in Alaska were surveyed to evaluate and address the health risks of this unique population.

The 2011 Alaska Youth Risk Behavior Survey Results are summarized in the presentations available below. The 2011 data presentations are displayed by gender and grade.

2011 Alaska Youth Risk Behavior Survey Results Presentations

- ✓ **Preliminary 2011 YRBS Highlights (attached)**

- 2011 Alaska Traditional High School YRBS Results (by sex, grade and race)
- 2011 Alaska Alternative High School YRBS Results (by sex, grade and race)

Alaska Youth Risk Behavior Survey

Alaska Youth Risk Behavior Survey Trends 1995-2011

Prevalence of Selected Risk Behaviors for Students in Traditional High Schools (grades 9-12)

1995	1997	1999	2001	2003	2005	2007	2009	2011	Trend from 1995-2011**
Rarely or never wore a seat belt:									
19.5%				15.1%		7.0%	12.1%	8.7%	⊖ Decreasing
Rode with a driver who had been drinking alcohol one or more times:									
31.9%				25.0%		23.5%	21.3%	18.6%	⊖ Decreasing
Carried a weapon on school property on at least one day:									
12.3%				7.1%		8.4%	7.8%	5.7%	⊖ Decreasing
In a physical fight during the past year:									
35.8%				27.1%		29.2%	27.8%	23.7%	⊖ Decreasing
Did not go to school because they felt unsafe at school or on their way to or from school on at least 1 day:									
3.6%				4.1%		5.5%	6.0%	4.7%	No change
Seriously considered attempting suicide:									
23.9%				16.7%		16.5%	13.8%	14.5%	⊖ Decreasing
Attempted suicide one or more times during the past year:									
9.4%				8.1%		10.7%	8.5%	8.7%	No change
Current smoking:									
36.5%				19.2%		17.8%	15.7%	14.1%	⊖ Decreasing
Current smokeless tobacco use:									
15.6%				11.2%		10.4%	13.6%	8.4%	⊖ Decreasing
Current drinking:									
47.5%				38.7%		39.7%	33.2%	28.6%	⊖ Decreasing
Binge drinking:									
31.3%				26.5%		25.8%	21.7%	16.7%	⊖ Decreasing
Current marijuana use:									
28.7%				23.9%		20.5%	22.7%	21.2%	⊖ Decreasing
Ever had sexual intercourse:									
47.2%				39.6%		45.1%	43.5%	38.3%	⊖ Decreasing
Currently sexually active:									
30.5%				27.6%		30.9%	30.4%	25.2%	No change
Had sexual intercourse with 4 or more people:									
17.1%				12.1%		13.4%	11.4%	9.7%	⊖ Decreasing
Used a condom before last sexual intercourse (among students who were sexually active):									
53.7%				62.3%		60.8%	62.2%	59.6%	⊕ Increasing
Percentage of students who were overweight or obese: (Question added in 2003)									
				25.4%		27.3%	26.2%	25.8%	No change
Ate fruits and vegetables 5 or more times per day: (Question added in 2003)									
				16.1%		15.7%	17.2%	21.4%	⊕ Increasing
Drank 1 or more sodas every day in past week:									
						21.8%	20.1%	17.6%	⊖ Decreasing
Attended physical education daily in an average week:									
26.4%				18.2%		17.7%	17.7%	17.4%	⊖ Decreasing

*Data only presented in years when statewide representative data were obtained; *Statistically significant linear trend.*

Preliminary 2011 Highlights

www.hss.state.ak.us/dph/chronic/school/YRBS.htm

Alaska Youth Risk Behavior Survey

Alaska's Youth Risk Behavior Survey

The Alaska Youth Risk Behavior Survey (YRBS) is part of an epidemiological surveillance system that was established in 1990 by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of health-risk behaviors among youth. The survey was first implemented in Alaska in 1995. The YRBS is a biennial, anonymous and voluntary survey of students grades 9 - 12 in public traditional high schools (excluding boarding, correspondence, home study, alternative, and correctional schools). The YRBS is a joint project between the Department of Education & Early Development and the Department of Health and Social Services, in cooperation with the CDC.

The YRBS asks students to self-report on their behaviors in six major areas of health that directly lead to morbidity and mortality in youth and adult populations within our country. These six areas are:

- behaviors that result in unintentional and intentional injuries;
- tobacco use;
- alcohol and other drug use;
- sexual behaviors that can result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs) and unintended pregnancies;
- dietary behaviors; and
- physical activity.

In 2009 and 2011, a statewide survey of alternative high schools in Alaska was also implemented.

For more information on the Alaska YRBS go to:
www.hss.state.ak.us/dph/chronic/school/YRBS.htm

2011 Comparison: Alaska Traditional High School and Alternative High School Students**

Traditional High Schools	Alternative High Schools	Alternative students were at*:
Rarely or never wore a seat belt:		
8.7%	11.5%	= Equal risk
Rode with a driver who had been drinking alcohol:		
18.6%	28.1%	⊕ Greater risk
Carried a weapon on school property on at least 1 day:		
5.7%	9.4%	⊕ Greater risk
In a physical fight during the past year:		
23.7%	43.5%	⊕ Greater risk
Did not go to school because they felt unsafe at school or on their way to or from school on at least 1 day:		
4.7%	6.6%	⊕ Greater risk
Seriously considered attempting suicide:		
14.5%	21.2%	⊕ Greater risk
Attempted suicide during the past year:		
8.7%	13.2%	⊕ Greater risk
Current smoking:		
14.1%	47.7%	⊕ Greater risk
Current smokeless tobacco use:		
8.4%	17.4%	⊕ Greater risk
Current drinking:		
28.6%	49.1%	⊕ Greater risk
Binge drinking:		
16.7%	37.9%	⊕ Greater risk
Current marijuana use:		
21.2%	47.6%	⊕ Greater risk
Ever had sexual intercourse:		
38.3%	80.4%	⊕ Greater risk
Currently sexually active:		
25.2%	61.3%	⊕ Greater risk
Used condom before last sexual intercourse:		
59.6%	46.9%	⊕ Greater risk
Percentage of students who were overweight or obese:		
25.8%	32.9%	⊕ Greater risk
Ate fruits and vegetables 5 or more times per day:		
21.4%	22.2%	= Equal risk
Drank 1 or more sodas every day in past week:		
17.6%	30.6%	⊕ Greater risk
Attended physical education daily in an average week:		
17.4%	16.5%	= Equal risk

*Statistically significant difference.

**Comparable U.S. 2011 YRBS data were not available at the time of the publication of this preliminary *2011 Highlights* report. The final *2011 Highlights* report, including U.S. comparison data, will be published in 2012.

Summary of the 2011 Survey Results

On average, in an Alaska high school class of 30 students*:

- 5 - 6 rode (in the past month) with a driver who had been drinking alcohol
- 1 - 2 had carried a weapon to school
- 7 were in a physical fight in the past year
- 2 - 3 attempted suicide in the past year
- 4 smoked cigarettes and 2 - 3 used smokeless tobacco in the past month
- 8 - 9 drank alcohol in the past month
- 5 engaged in binge drinking in the past month
- 6 - 7 used marijuana in the past month
- 11 - 12 had ever had sexual intercourse
- 8 were either overweight or obese
- 16 - 17 were physically active for less than the recommended total of at least 60 minutes per day (on 5 or more days of the past 7 days).

Many students started engaging in risk behaviors before the age of 13:

- 11.1% had smoked a whole cigarette
- 16.9% had consumed their first drink of alcohol
- 10.4% had tried marijuana.

We also know that:

- 23% were bullied at school last year
- 15.3% were cyber-bullied last year
- 12% were physically hurt by a boyfriend or girlfriend in the past year, and
- 9.2% had ever been forced to have unwanted sexual intercourse

Many high school students are still engaging in unhealthy behaviors, increasing their likelihood of being hurt, fatally injured or developing diseases:

- Some of the goals set forth in Healthy Alaskans 2010 have been achieved and health-risk behaviors have been reduced in the following major areas: tobacco use, alcohol and other drug use, violence, and risky sexual behavior.
- Alternative high school students were at significantly greater risk than students in traditional high schools in Alaska for most health-risk behaviors and more likely to have engaged in risky behavior before the age of 13.
- Alternative high school students were more likely than traditional school students to feel that their teachers really cared about them and gave them a lot of encouragement and that their school had clear rules and consequences for behavior.

*Traditional high schools only.

Supporters of Alaska's Youth Risk Behavior Survey

- Alaska Association of School Administrators
- Alaska Association of Secondary School Principals
- Alaska Health Education Consortium
- Alaska Mental Health Board
- Alaska Mental Health Trust Authority
- Alaska Native Tribal Health Consortium
- Alaska Network on Domestic Violence and Sexual Assault
- Alaska Parent Teacher Association (PTA)
- Alaska Public Health Association
- Alaska School Nurses Association
- Alaska Tobacco Control Alliance
- All Alaska Pediatric Partnership
- American Cancer Society
- American Heart Association
- American Lung Association
- Association of Alaska School Boards
- Governor's Advisory Board on Alcoholism and Drug Abuse
- United Way of Anchorage
- United Way of Mat-Su
- United Way of Southeast Alaska
- United Way of the Tanana Valley
- And more...

Preliminary 2011 Highlights

Healthy Alaska

December 2009/January 2010

2009 Alaska Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) is part of a national surveillance system developed by the Centers for Disease Control (CDC). Administered every other year by the Department of Education & Early Development and the Department of Health and Social Services in conjunction with Alaska's public high schools, the YRBS is used to evaluate and address the prevalence of health risk behaviors among Alaska's youth that contribute to the leading causes of death and disease.

Due to the hard work of teachers and the high participation level of high school students, enough surveys were collected for the state to be able to draw conclusions about the level of youth risk behavior in Alaska.

Alaska 2009 results compared to 2007: In general the 2009 results were very similar to those of 2007, which is not surprising since changes are usually gradual.

Alaska trends over time: In general the prevalence of many risk behaviors have decreased over the last 14 years. The prevalence of smoking cigarettes, drinking alcohol, using marijuana, physical fightng , and contemplating suicide seem to be going down. The percent of students who have ever had sexual intercourse or reported having sexual intercourse in the past three months has stayed about the same. The percent of students reporting they did not go to school one or more days in the past month because they felt unsafe at school seems to be increasing.

Alaska compared to the US: The 2009 Alaska YRBS results are very similar to the national YRBS data from 2007 (which is the last available data — 2009 national survey results will be released this summer). Fewer students in Alaska reported being in a physical fight in the past 12 months compared to the national results (27.8 percent vs. 35.5 percent), but more students in Alaska reported being hit, slapped, or physically on purpose by their boyfriend or girlfriend in the past 12 months (13.3 percent vs. 9.9 percent). The percent of high school students attending daily PE is less than the national. Only 17.7 percent of high school students attend daily PE in Alaska compared to 30.3 percent of those in the national YRBS survey (2007).

Other Points:

Suicide is the leading cause of death of Alaska youth age 15-19

- 11.7% have made a plan about how they would attempt suicide and 8.5% actually attempted suicide one or more times in the past 12 months.

Motor vehicle crashes are the second leading cause of death among Alaska youth

- 21.3% report having driven in a car driven by someone who had been drinking and 8.9% reported driving a car when they had been drinking.

The obesity epidemic in Alaska and the nation contributes to the risk of heart disease, stroke, diabetes, and other chronic diseases. Health habits such as good nutrition and being physically active are the key to maintaining a health weight.

- 81.8% of high school students do not eat the recommended daily servings of fruits and vegetables.
- 57.6% did not get the recommended 60 minutes of physical activity per day for most days of the week.
- 82.3% did not attend daily PE classes.

Traditional High School YRBS Key Findings

The following key findings compare the 2009 traditional high school survey results to the 2007 results.

Weight Issues:

- 14.4% of students are overweight, compared to 16.2% in 2007.
- 11.8% of students are obese, compared to 11.1% in 2007.

Results continue on next page...

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

Inside This Issue

Page 1
- 2009 Alaska Youth Risk Behavior Survey
- Traditional High School YRBS Key Findings

Page 2
- Traditional High School YRBS Key Findings Continued
- Alternative High School YRBS Key Findings

Page 3
- Alternative High School YRBS Key Findings Continued
- Healthy Reading Kits Available
- Readiness and Emergency Management for Schools Grant

Page 4
- National Drunk and Drugged Driving Prevention Month
- Youth Alliance for a Healthier Alaska Art

Brain Booster:

What phrase is hidden here?

Bid becomes biRd
Ran becomes raIn
Bug becomes buNg
Sin becomes sIGn
Pan becomes paIn
Dug becomes duNg
Doe becomes dOGe

Brain Booster—

Answer:

Ringing in the Changes

Anchorage Association for the Education of Young Children (Anchorage AEYC) Conference

February 4-6, 2010
Downtown Hilton
Anchorage Hotel
Anchorage, Alaska

For more information, contact 907-696-5884

Or visit: http://www.anchorageaeyc.org

Alaska Statewide Special Education Conference (ASSEC)

February 6-12, 2010
Downtown Sheraton
Anchorage, Alaska

For more information, contact 907-465-2972

Or visit: http://www.assec.org

Traditional High School Key Findings Continued...

Alcohol, Tobacco and Drug Usage:

- 15.7% of students smoked cigarettes one or more of the past 30 days, compared to 17.8% in 2007.
- 21.7% of students had five or more drinks of alcohol in a row on one or more of the past 30 days, compared to 25.8% in 2007.
- 22.7% of students used marijuana one or more times during the past 30 days, compared to 20.5% in 2007.
- 24.8% of students were offered, sold, or given an illegal drug by someone on school property during the past 12 months, compared to 25.1% in 2007.

Safety Behaviors:

- 12.1% of students never or rarely wear a seat belt when riding as a passenger, compared to 7% in 2007.
- 21.3% of students have rode one or more times within the past 30 days with a driver who had been drinking, compared to 23.5% in 2007.
- 8.9% of students drove drunk within the past 30 days, compared to 9.7% in 2007.

Violence and Suicide:

- 27.8% of students were involved in a physical fight one or more times during the past 12 months, compared to 29.2% in 2007.
- 13.3% of students reported being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months, compared to 12.4% in 2007.
- 13.9% of students seriously considered attempting suicide in the past 12 months, compared to 16.5% in 2007.

Sexual Behaviors:

- 43.5% of students have ever had sexual intercourse, compared to 45.1% in 2007.
- 30.4% of students had sexual intercourse with one or more people during the past three months, compared with 30.9% in 2007.
- 17.1% of students who had sexual intercourse during the past three months drank alcohol or used drugs before last sexual intercourse, compared to 22.1% in 2007.

Connectedness:

- 59.4% of students agree or strongly agree that their teachers really care about them and give them a lot of encouragement, compared to 56.1% in 2007.
- 83.3% of students feel comfortable seeking help from one or more adults besides their parents if they had an important question affecting their life, compared 87% in 2007.

Alternative High School YRBS Key Findings

Alternative High Schools were selected to participate in a statewide YRBS for the first time in 2009. EED determined that capturing risk-behavior data on Alternative Schools was essential for 2 reasons: 1) Alternative Schools are intentionally excluded from the Traditional Schools YRBS and therefore no data on their levels of risk behavior was being captured 2) several of the programs the Department manages require it to dedicate resources to Alaska's greatest at-risk youth so data confirming Alternative Schools serve this population was needed.

The data to follow is quite compelling, and indicates significantly higher levels of reported risk behavior in Alternative Schools students than is reported by their Traditional Schools peers for almost every measure. The following data represent key findings from the Alternative High School YRBS only. To view a side-by-side comparison of the Traditional high school responses and the Alternative high school responses, visit: http://www.hss.state.ak.us/dph/chronic/school/pubs/COMPARISON_TRAD_ALT_2009.pdf

Weight Issues:

- 18.3% of students are overweight.
- 18.9% of students are obese.

Results continue on next page...

Fetal Alcohol Spectrum Disorder (FASD) Southeast Alaska Regional Conference

February 18-20, 2010
Centennial Hall
Juneau, Alaska

For more information, contact Donna James at 907-463-7169

Or visit: http://www.ccthita.org/2010fasdconference.html

Alternative High School YRBS Key Findings Continued...

Alcohol, Tobacco and Drug Usage:

- 58% of students smoked cigarettes one or more of the past 30 days.
- 42.7% of students had five or more drinks of alcohol in a row on one or more of the past 30 days.
- 50.5% of students used marijuana one or more times during the past 30 days.
- 32.4% of students were offered, sold, or given an illegal drug by someone on school property during the past 12 months.

Safety Behaviors:

- 13.6% of students never or rarely wear a seat belt when riding as a passenger.
- 29.9% of students have rode one or more times within the past 30 days with a driver who had been drinking.
- 12.3% of students drove drunk within the past 30 days.

Violence and Suicide:

- 9.1% of students were involved in a physical fight one or more times during the past 12 months.
- 21.3% of students reported being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months.
- 18.1% of students seriously considered attempting suicide in the past 12 months.

Sexual Behaviors:

- 82.2% of students have ever had sexual intercourse.
- 65.5% of students had sexual intercourse with one or more people during the past three months.
- 27.7% of students who had sexual intercourse during the past three months drank alcohol or used drugs before last sexual intercourse.

Connectedness:

- 72.4% of students agree or strongly agree that their teachers really care about them and give them a lot of encouragement.
- 84.2% of students feel comfortable seeking help from one or more adults besides their parents if they had an important question affecting their life.

Healthy Reading Kits Available

Healthy Reading is an initiative that seeks to promote K-12 health education sponsored by the Department of Education & Early Development (EED). Healthy Reading offers teachers the ability to teach about important health issues while simultaneously supporting reading practices.

Healthy Reading is comprised of a collection of age appropriate books that are selected and field tested by Alaskan teachers. Each kit contains 9 pieces of children's literature. These books cover an array of health issues that emerge naturally as children grow and develop and allow students to connect reading and writing skills to relevant life thinking skills. Ultimately, Healthy Reading is meant to empower and inform students about health issues, leaving them better able to obtain information, set goals, and develop skills that will promote their individual health.

Currently, the Department of Education & Early Development has three Healthy Reading kits available, Grades 2-4, Grades 4-8, and Grades 9-12. These kits are available to teachers, **FREE** of charge. For more information or to request a kit, please contact Kiara Alexander (907) 465-2304 or kiara.alexander@alaska.gov

Readiness and Emergency Management For Schools Grant (USDOE)

The US Department of Education recently announced the opening of the FY 2010 Readiness and Emergency Management for Schools Grant (REMS). Grants are available to local education agencies. For information regarding the REMS grant, view the USDOE REMS website at http://www.ed.gov/

Did You Know?

According to research by the NHTSA, teens are involved in 5 times as many fatal accidents as adults.

*****SUBSCRIBE*****

To subscribe directly to our newsletter, visit us at [illegible]

*****FEEDBACK*****

We are looking for feedback! If there are any changes you would like to see made and/or suggestions for content of the newsletter, please send them to Meghan Nelson at [illegible]

School Health Partners:

www.eed.state.ak.us/tls/schoolhealth/

www.hss.state.ak.us/dph/chronic/school/default.htm

National Drunk and Drugged Driving Prevention (3D) Month

Alcohol-related car crashes rise in frequency during the holiday season, making this season the deadliest season of the year. Due to the increase in events involving alcohol, more people are more likely to find themselves driving while impaired. Unlike other types of accidents, drunk and drugged driving is one of the most preventable tragedies on the road.

Because of this, December has been designated, by presidential proclamation, as the National Drunk and Drugged Driving Prevention Month (or 3D Month). 3D month strives to bring public awareness to and prevention of alcohol and drug related crashes by campaigning for tighter laws and for alcohol checkpoints and by educating youth and adults about the perils of driving under the influence.

In 2008, 45% of all vehicular fatalities in Alaska resulted from alcohol-related incidents. Of all the fatalities and major injuries that occur on Alaska's roads and highways, teen drivers account for approximately 20% of incidents, most caused either by not wearing a seatbelt or by driving under the influence.

Traffic accidents are the leading cause of death among the United States teenage population and, according to the National Highway Traffic Safety Administration (NHTSA), more than one-third are alcohol related. Furthermore, drunk driving often results in the injury or loss of life among passengers and individuals outside the vehicle.

A recent study by the Alaska Department of Transportation & Public Facilities found a link between minor consuming and future DUIs (Driving Under the Influence). This study compared 1995-1999 minor consuming cases in Alaska to 1995-2006 DUI cases and found that 24% of youth charged with minor consuming will go onto have a DUI charge before their 31st birthday (Evaluation of Risk Factors for Repeat DUI Offenses, Preliminary Draft Report, November 2008).

The State of Alaska has developed a plan to reduce and prevent underage drinking, based on the national strategy put forth by the National Research Council, the Institute of Medicine of the National Academics of Science, and Congress. This plan highlights the national strategies as well as strategies that state and local agencies can employ.

To view state's plan, visit: http://www.dot.state.ak.us/stwdplng/hwysafety/assets/pdf/2009_underagedrinkplan.pdf

Youth Alliance for a Healthier Alaska Art Contest

The Youth Alliance for a Healthier Alaska presents: *Make Art. Not Babies. An art contest to promote healthy teen relationships and sexual responsibility.*

Rules and Regulations:

Winning entries for each category will receive: $150 VISA gift card for first place, $50 VISA gift card for second place, $25 VISA gift card for third place

Categories: 1. Video/radio 2. photography/graphic art

There will be a total of 6 winning entries.

Guidelines:

-The competition will be open to teenagers 14 through 19 years of age.

-Participants may enter one entry per category. Participants can only win in one category.

-Entry deadline is **February 19, 2010**. Entries received after this date will not be evaluated.

-Email submission to Sophie Wenzel: Sophie.wenzel@alaska.gov OR Mail to: YAHA, 4701 Business Park Blvd, Suite 20, Bldg J, Anchorage, AK 99503

-By entering the contest the entrant is giving YAHA and the State of Alaska the right to: (1.) publicly display his or her artwork. (2.) The right to photograph or otherwise reproduce the artwork for the use in connection with promotional or advertising activities by YAHA.

-All artwork must be original. All photographs must have been taken by the contestant. All videos and radio announcements must have been produced by contestant

-All entries must be "PG-13"- entries that are not appropriate will not be considered.

Regulations:

Video: Must be 2 minutes or less, Must be on a decrypted disc

Audio: Must be 30 seconds or less, Must be in MP3, WIM, or MPEG4 format

Photograph/Graphic art: Must be no less than 4" x 6" and no bigger than 11"x 17" in JPEG or Adobe format, Must have caption/name on entry

Criteria to Judge: Must have reality, originality and creative pizzazz, and relevancy to the issue.

For questions, please write Sophie.wenzel@alaska.gov

DIVISION OF ADOLESCENT
AND SCHOOL HEALTH (DASH)

Summary of Surveillance Activities

DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION
CDC

Division of Adolescent and School Health

DASH

WHERE CAN I GET MORE INFORMATION?
VISIT WWW.CDC.GOV/HEALTHYYOUTH
OR CALL 800-CDC-INFO (800-232-4636).

CS121104

Summary of Surveillance* Activities

Division of Adolescent and School Health

	Youth Risk Behavior Surveillance System (YRBSS)			School Health Policies and Programs Study (SHPPS)	
	National	State/Territorial/ Tribal/District	Other		
Purpose	■ To determine the prevalence of health-risk behaviors among students ■ To assess trends in these behaviors ■ To examine the co-occurrence of health-risk behaviors			To provide national data on eight components of a school health program at the state, school district, school, and classroom levels	To provide data on school health policies and practices at schools among states, territories, tribal governments, and large urban school districts
Content	■ Unintentional injuries and violence ■ Tobacco use ■ Alcohol and other drug use ■ Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection ■ Unhealthy dietary behaviors ■ Physical inactivity			■ Health education ■ Physical education and activity ■ Health services ■ Mental health and social services ■ Nutrition services ■ Healthy and safe school environment ■ Faculty and staff health promotion ■ Family and community involvement	■ School health education requirements and content ■ Physical education requirements ■ Health services ■ Nutrition-related policies and practices ■ Family and community involvement in school health programs ■ School health policies on HIV and AIDS prevention, tobacco-use prevention, and physical activity ■ Professional preparation and staff development for lead health education teachers
Sample	Nationally representative sample of public and private high school students	Representative sample of public high school students in each jurisdiction	Representative sample of students in: ■ Middle schools ■ Alternative schools ■ Juvenile justice facilities	■ All states ■ Nationally representative sample of school districts ■ Nationally representative sample of public and private elementary schools, middle schools and high schools	Representative sample of public middle schools and high schools in a state, territory, tribal government, or school district
Methods	Self-administered paper-and-pencil questionnaire, conducted in classrooms			Computer-assisted telephone and personal interviews and self-adminstered, mailed questionnaires	Self-administered, mailed questionnaires
Timing	Biennially, since 1991		Varied	Every 6 years, since 1994	Biennially, since 1994
Example Statements	In 2007, 57.3% of Hispanic female high school students in the U.S. attended physical education classes on 1 or more days in an average week when they were in school.	In 2007, 24.4% of female high school students in Kentucky attended physical education classes on 1 or more days in an average week when they were in school.	In 2007, 87.4% of middle school students in Wyoming attended physical education classes on 1 or more days in an average week when they were in school.	**State:** In 2006, 70.5% of states required districts or schools to follow national or state physical education standards or guidelines. **District:** In 2006, 68.9% of districts had someone oversee or coordinate physical education. **School:** In 2006, 78.3% of schools required students to take some physical education.	In 2006, 60.1% of secondary schools in Alabama required students to take 2 or more physical education courses.
Ownership of Data	CDC	States, territories, tribal governments, and districts	Varied	CDC	States, territories, tribal governments, and districts
Contractor	ORC Macro	Westat, Inc., plus companies hired by states, territories, tribal governments, and districts	Varied	ORC Macro	Westat, Inc., plus companies hired by states, territories, tribal governments, and districts
Web Site		www.cdc.gov/yrbs		www.cdc.gov/shpps	www.cdc.gov/healthyyouth/profiles

*Surveillance is the ongoing collection, analysis, and interpretation of data from generalizable samples.

Alaska 2009 Youth Risk Behavior Survey (YRBS) Results

These risk behaviors among high school students[1] ...

Unintentional Injuries and Violence

12% Rarely or never wore a seat belt
21% Rode with a driver who had been drinking alcohol, during the past month
20% Carried a weapon during the past month
28% Were in a physical fight during the past year
9% Attempted suicide during the past year

Alcohol and Other Drug Use

33% Drank alcohol during the past month
22% Reported episodic heavy drinking during the past month[2]
23% Used marijuana during the past month
7% Ever used cocaine
10% Ever used inhalants
21% Ever used prescription drugs without prescription

Sexual Behaviors

44% Ever had sexual intercourse
11% Had sexual intercourse with ≥ 4 people
30% Had sexual intercourse during the past three months
% Did not use a condom during last sexual intercourse[3]

Tobacco Use

48% Ever tried cigarette smoking
16% Smoked cigarettes during the past month
5% Smoked cigarettes on ≥ 20 days during the past month
14% Used smokeless tobacco during the past month
10% Smoked cigars during the past month

Dietary Behaviors

83% Ate fruits and vegetables < 5 times/day during the past 7 days
20% Drank soda or pop one or more times a day during the past 7 days (not including diet soda or pop)

Physical Activity

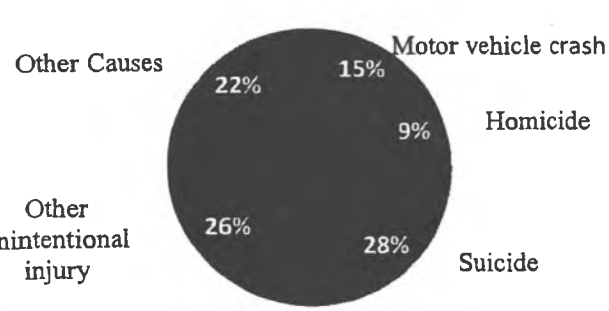
58% Did not meet currently recommended levels of physical activity[4]
54% Did not attend physical education class
82% Did not attend physical education class daily

Overweight

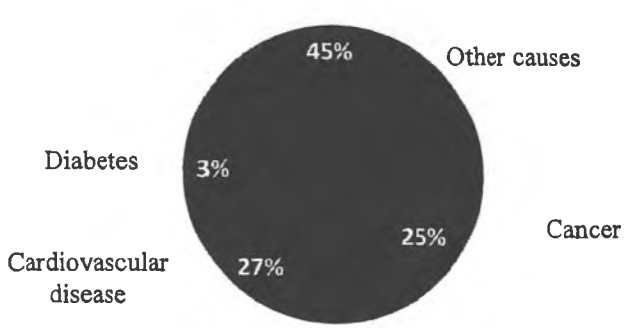
14% Were overweight[5]
12% Were obese[6]

... contribute to these leading causes of death[7]

Youth Aged 10-24 Years



Adults Aged 25 Years and Older



[1] High school students grades 9-12 in Alaska excluding alternative schools and boarding schools, weighted data.

[2] Students who had five or more drinks of alcohol in a row within a couple of hours on at least 1 day during the past 30 days

[3] Among students who had sexual intercourse during the past 3 months.

[4] Students who were not physically active for a total of at least 60 minutes per day on 5 or more days of the past 7 days.

[5] Students who were at or above the 85th percentile but below the 95th percentile for body mass index by age and sex.

[6] Students who were at or above the 95th percentile for body mass index by age and sex.

[7] 2004-2006 Alaska mortality data, Centers for Disease Control and Prevention.

For more information visit www.hss.state.ak.us/dph/chronic
Or call 1-888-465-3140

The Alaska Youth Risk Behavior Survey is a joint project between the Department of Health and Social Services and the Department of Education & Early Development in cooperation with the Centers for Disease Control and Prevention

2009 Alaska
Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- **Use a #2 pencil only.**
- **Make dark marks.**
- **Fill in a response like this: A B ● D.**
- **If you change your answer, erase your old answer completely.**

1. How old are you?
   - A. 12 years old or younger
   - B. 13 years old
   - C. 14 years old
   - D. 15 years old
   - E. 16 years old
   - F. 17 years old
   - G. 18 years old
   - H. 19 years old or older

2. What is your sex?
   - A. Female
   - B. Male

3. In what grade are you?
   - A. 9th grade
   - B. 10th grade
   - C. 11th grade
   - D. 12th grade
   - E. Ungraded or other grade

4. Are you Hispanic or Latino?
   - A. Yes
   - B. No

5. What is your race? (**Select one or more responses.**)
   - A. American Indian or Alaska Native
   - B. Asian
   - C. Black or African American
   - D. Native Hawaiian or Other Pacific Islander
   - E. White

6. How tall are you without your shoes on?

Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

Height	
Feet	Inches
5	7
③	⓪
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	⑪

7. How much do you weigh without your shoes on?

Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

Weight		
Pounds		
1	5	2
⓪	⓪	⓪
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

8. During the past 12 months, how would you describe your grades in school?
   A. Mostly A's
   B. Mostly B's
   C. Mostly C's
   D. Mostly D's
   E. Mostly F's
   F. None of these grades
   G. Not sure

The next 4 questions ask about safety.

9. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?
   A. I did not ride a bicycle during the past 12 months
   B. Never wore a helmet
   C. Rarely wore a helmet
   D. Sometimes wore a helmet
   E. Most of the time wore a helmet
   F. Always wore a helmet

10. How often do you wear a seat belt when **riding** in a car driven by someone else?
   A. Never
   B. Rarely
   C. Sometimes
   D. Most of the time
   E. Always

11. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol?**
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

12. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol?**
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

The next 10 questions ask about violence-related behaviors.

13. During the past 30 days, on how many days did you carry a **weapon** such as a gun, knife, or club?
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

14. During the past 30 days, on how many days did you carry **a gun?**
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

15. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property?**
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

16. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

17. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property?**
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or 7 times
    F. 8 or 9 times
    G. 10 or 11 times
    H. 12 or more times

18. During the past 12 months, how many times were you in a physical fight?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or 7 times
F. 8 or 9 times
G. 10 or 11 times
H. 12 or more times

19. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times

20. During the past 12 months, how many times were you in a physical fight **on school property?**
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or 7 times
F. 8 or 9 times
G. 10 or 11 times
H. 12 or more times

21. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?
A. Yes
B. No

22. Have you ever been physically forced to have sexual intercourse when you did not want to?
A. Yes
B. No

The next question asks about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

23. During the past 12 months, have you ever been bullied **on school property**?
A. Yes
B. No

The next 5 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

24. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more** in **a row** that you stopped doing some usual activities?
A. Yes
B. No

25. During the past 12 months, did you ever **seriously** consider attempting suicide?
A. Yes
B. No

26. During the past 12 months, did you make a plan about how you would attempt suicide?
A. Yes
B. No

27. During the past 12 months, how many times did you actually attempt suicide?
A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times

28. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
   A. **I did not attempt suicide** during the past 12 months
   B. Yes
   C. No

The next 13 questions ask about tobacco use.

29. Have you ever tried cigarette smoking, even one or two puffs?
   A. Yes
   B. No

30. How old were you when you smoked a whole cigarette for the first time?
   A. I have never smoked a whole cigarette
   B. 8 years old or younger
   C. 9 or 10 years old
   D. 11 or 12 years old
   E. 13 or 14 years old
   F. 15 or 16 years old
   G. 17 years old or older

31. During the past 30 days, on how many days did you smoke cigarettes?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

32. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
   A. I did not smoke cigarettes during the past 30 days
   B. Less than 1 cigarette per day
   C. 1 cigarette per day
   D. 2 to 5 cigarettes per day
   E. 6 to 10 cigarettes per day
   F. 11 to 20 cigarettes per day
   G. More than 20 cigarettes per day

33. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
   A. I did not smoke cigarettes during the past 30 days
   B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
   C. I bought them from a vending machine
   D. I gave someone else money to buy them for me
   E. I borrowed (or bummed) them from someone else
   F. A person 18 years old or older gave them to me
   G. I took them from a store or family member
   H. I got them some other way

34. During the past 30 days, on how many days did you smoke cigarettes **on school property?**
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

35. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
   A. Yes
   B. No

36. During the past 12 months, did you ever try **to quit** smoking cigarettes?
   A. I did not smoke during the past 12 months
   B. Yes
   C. No

37. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

38. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip on school property?**
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

39. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?
   A. 0 days
   B. 1 or 2 days
   C. 3 to 5 days
   D. 6 to 9 days
   E. 10 to 19 days
   F. 20 to 29 days
   G. All 30 days

40. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days
   G. 6 days
   H. 7 days

41. How much do you think people risk harming themselves (physically or in other ways), if they smoke one or more packs of cigarettes per day?
A. No risk
B. Slight risk
C. Moderate risk
D. Great risk

The next 7 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

42. During your life, on how many days have you had at least one drink of alcohol?
A. 0 days
B. 1 or 2 days
C. 3 to 9 days
D. 10 to 19 days
E. 20 to 39 days
F. 40 to 99 days
G. 100 or more days

43. How old were you when you had your first drink of alcohol other than a few sips?
A. I have never had a drink of alcohol other than a few sips
B. 8 years old or younger
C. 9 or 10 years old
D. 11 or 12 years old
E. 13 or 14 years old
F. 15 or 16 years old
G. 17 years old or older

44. During the past 30 days, on how many days did you have at least one drink of alcohol?
A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days

45. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
A. 0 days
B. 1 day
C. 2 days
D. 3 to 5 days
E. 6 to 9 days
F. 10 to 19 days
G. 20 or more days

46. During the past 30 days, how did you **usually** get the alcohol you drank?
A. I did not drink alcohol during the past 30 days
B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
C. I bought it at a restaurant, bar, or club
D. I bought it at a public event such as a concert or sporting event
E. I gave someone else money to buy it for me
F. Someone gave it to me
G. I took it from a store or family member
H. I got it some other way

47. During the past 30 days, on how many days did you have at least one drink of alcohol **on school property**?
A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days

48. How much do you think people risk harming themselves (physically or in other ways), if they have one or two drinks of an alcoholic beverage (beer, wine, or liquor) nearly every day?
A. No risk

B. Slight risk
C. Moderate risk
D. Great risk

The next 5 questions ask about marijuana use. Marijuana also is called grass or pot.

49. During your life, how many times have you used marijuana?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 to 99 times
G. 100 or more times

50. How old were you when you tried marijuana for the first time?
A. I have never tried marijuana
B. 8 years old or younger
C. 9 or 10 years old
D. 11 or 12 years old
E. 13 or 14 years old
F. 15 or 16 years old
G. 17 years old or older

51. During the past 30 days, how many times did you use marijuana?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

52. During the past 30 days, how many times did you use marijuana **on school property**?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

53. How much do you think people risk harming themselves (physically or in other ways), if they smoke marijuana regularly?
A. No risk
B. Slight risk
C. Moderate risk
D. Great risk

The next 9 questions ask about other drugs.

54. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

55. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

56. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

57. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

58. During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

59. During your life, how many times have you used **ecstasy** (also called MDMA)?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

60. During your life, how many times have you used a needle to inject any **illegal** drug into your body?
A. 0 times
B. 1 time
C. 2 or more times

61. During your life, how many times have you taken a **prescription drug** (such as OxyContin, Percocet, Vicodin, Adderall, Ritalin, or Xanax) without a doctor's prescription?
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times

62. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
A. Yes
B. No

The next 7 questions ask about sexual behavior.

63. Have you ever had sexual intercourse?

A. Yes
B. No

64. How old were you when you had sexual intercourse for the first time?
A. I have never had sexual intercourse
B. 11 years old or younger
C. 12 years old
D. 13 years old
E. 14 years old
F. 15 years old
G. 16 years old
H. 17 years old or older

65. During your life, with how many people have you had sexual intercourse?
A. I have never had sexual intercourse
B. 1 person
C. 2 people
D. 3 people
E. 4 people
F. 5 people
G. 6 or more people

66. During the past 3 months, with how many people did you have sexual intercourse?
A. I have never had sexual intercourse
B. I have had sexual intercourse, but not during the past 3 months
C. 1 person
D. 2 people
E. 3 people
F. 4 people
G. 5 people
H. 6 or more people

67. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
A. I have never had sexual intercourse
B. Yes
C. No

68. The **last time** you had sexual intercourse, did you or your partner use a condom?

A. I have never had sexual intercourse
B. Yes
C. No

69. The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)
   A. I have never had sexual intercourse
   B. No method was used to prevent pregnancy
   C. Birth control pills
   D. Condoms
   E. Depo-Provera (injectable birth control)
   F. Withdrawal
   G. Some other method
   H. Not sure

The next 4 questions ask about body weight.

70. How do **you** describe your weight?
   A. Very underweight
   B. Slightly underweight
   C. About the right weight
   D. Slightly overweight
   E. Very overweight

71. Which of the following are you trying to do about your weight?
   A. **Lose** weight
   B. **Gain** weight
   C. **Stay** the same weight
   D. I am **not trying to do anything** about my weight

72. During the past 30 days, did you **exercise** to lose weight or to keep from gaining weight?
   A. Yes
   B. No

73. During the past 30 days, did you **eat less food, fewer calories, or foods low in fat** to lose weight or to keep from gaining weight?
   A. Yes
   B. No

The next 9 questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

74. During the past 7 days, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
   A. I did not drink 100% fruit juice during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

75. During the past 7 days, how many times did you eat **fruit?** (Do **not** count fruit juice.)
   A. I did not eat fruit during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

76. During the past 7 days, how many times did you eat **green salad**?
   A. I did not eat green salad during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

77. During the past 7 days, how many times did you eat **potatoes?** (Do **not** count french fries, fried potatoes, or potato chips.)
   A. I did not eat potatoes during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

78. During the past 7 days, how many times did you eat **carrots?**
   A. I did not eat carrots during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

79. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
   A. I did not eat other vegetables during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

80. During the past 7 days, how many times did you drink a **can, bottle, or glass of soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** include diet soda or diet pop.)
   A. I did not drink soda or pop during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

81. During the past 7 days, how many times did you drink a **can, bottle, or glass of a sugar sweetened drink**, such as sports drinks, sweetened energy drinks, Snapple, fruit punch, Kool-Aid, Tang, or Capri-Sun? (Do **not** include soda or pop, diet drinks, or 100% fruit juice.)
   A. I did not drink sugar sweetened drinks during the past 7 days
   B. 1 to 3 times during the past 7 days
   C. 4 to 6 times during the past 7 days
   D. 1 time per day
   E. 2 times per day
   F. 3 times per day
   G. 4 or more times per day

82. During the past 7 days, how many **glasses of milk** did you drink? (Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
   A. I did not drink milk during the past 7 days
   B. 1 to 3 glasses during the past 7 days
   C. 4 to 6 glasses during the past 7 days
   D. 1 glass per day
   E. 2 glasses per day
   F. 3 glasses per day
   G. 4 or more glasses per day

The next 6 questions ask about physical activity.

83. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day?** (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days
   G. 6 days
   H. 7 days

84. On an average school day, how many hours do you watch TV?
   A. I do not watch TV on an average school day
   B. Less than 1 hour per day
   C. 1 hour per day
   D. 2 hours per day
   E. 3 hours per day
   F. 4 hours per day
   G. 5 or more hours per day

85. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Include activities such as Nintendo, Game Boy, PlayStation, Xbox, computer games, and the Internet.)
   A. I do not play video or computer games or use a computer for something that is not school work
   B. Less than 1 hour per day
   C. 1 hour per day
   D. 2 hours per day
   E. 3 hours per day
   F. 4 hours per day
   G. 5 or more hours per day

86. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days

87. During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?
   A. I do not take PE
   B. Less than 10 minutes
   C. 10 to 20 minutes
   D. 21 to 30 minutes
   E. 31 to 40 minutes
   F. 41 to 50 minutes
   G. 51 to 60 minutes
   H. More than 60 minutes

88. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)
   A. 0 teams
   B. 1 team
   C. 2 teams
   D. 3 or more teams

The next 3 questions ask about other health-related topics.

89. Have you ever been taught about AIDS or HIV infection in school?
   A. Yes
   B. No
   C. Not sure

90. Has a doctor or nurse ever told you that you have asthma?
   A. Yes
   B. No
   C. Not sure

91. Do you still have asthma?

A. I have never had asthma
B. Yes
C. No
D. Not sure

The next 8 questions ask about other health topics.

92. How often does one of your parents talk with you about what you are doing in school?
A. Never
B. Less than once a month
C. About once or twice a month
D. About once or twice a week
E. About every day

93. Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?
A. Strongly agree
B. Agree
C. Not sure
D. Disagree
E. Strongly disagree

94. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?
A. 0 adults
B. 1 adult
C. 2 adults
D. 3 adults
E. 4 adults
F. 5 or more adults

95. During an average week, how many hours do you spend helping or volunteering at school or in the community (such as helping elders or neighbors; watching young children; teaching or tutoring; peer helping; mentoring; or helping out at local programs, health clinics, faith organizations, tribal organizations, or environmental organizations)?
A. 0 hours
B. 1 hour
C. 2 hours
D. 3 to 5 hours
E. 6 to 10 hours
F. 11 or more hours

96. During an average week, on how many days do you take part in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities)?
   A. 0 days
   B. 1 day
   C. 2 days
   D. 3 days
   E. 4 days
   F. 5 days
   G. 6 days
   H. 7 days

97. Do you agree or disagree that you feel alone in your life?
   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

98. Do you agree or disagree that in your community you feel like you matter to people?
   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

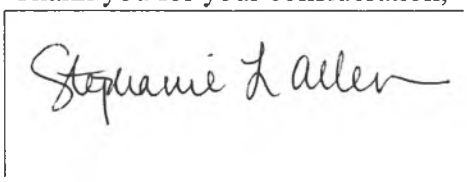
99. Do you agree or disagree that your school has clear rules and consequences for behavior?
   A. Strongly agree
   B. Agree
   C. Not sure
   D. Disagree
   E. Strongly disagree

This is the end of the survey.
Thank you very much for your help.

The following organizations ask for your support of this very important legislation:

Mat-Su Substance Abuse Prevention Coalition
Alaska Red Ribbon Coalition
Spirit of Youth
MAPP of the Southern Kenai Peninsula
Tanana Chiefs Conference
RurAL CAP
Forget Me Not Foundation
Community Action Council
Communities Mobilizing for Change on Alcohol (CMCA)
Seward Community Coalition
United Way of Mat-Su
Mat-Su Health Foundation
Anchorage Youth Development Corporation
Boys & Girls Club of Southcentral Alaska
Seward Prevention Coalition
Yakutat Tlingit Tribe

Thank you for your consideration,



Stephanie L. Allen
United Way of Mat-Su
Mat-Su Substance Abuse Prevention Coalition

Dear Honorable House Representatives:

We are writing to you on behalf of the Alaska Wellness Coalition in support of Senate Bill 8, *"An Act relating to questionnaires and surveys administered in the public schools."* The Alaska Wellness Coalition is pleased to support the state's Youth Risk Behavior Survey (YRBS) and changing legislation for consent to participate in the survey. The information collected through the YRBS is vitally important for local, state and national level information about the behaviors affecting the health and well-being of our youth. The data provided by the YRBS is an invaluable resource that schools, health care and public health professionals, and others can use to set and monitor program goals, develop and evaluate effective health education programs and community-based prevention strategies, and assess protective and risk factors among our youth at community, state, and nationwide levels.

The YRBS has been established across the country as a psychometrically valid assessment instrument for measuring the following risky behaviors: tobacco use, poor eating habits, inadequate physical activity, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, and behaviors that contribute to unintentional injuries and violence. YRBS data is a critical resource used by many of our organizations to set and monitor program goals, develop health education programs, support health-related legislation, and seek funding for programs that focus on reducing health risk behaviors among youth.

Reliable and statistically valid community data is critical to our mission of supporting our youth. Routine standardized surveys such as the YRBS allows us to track trends over time and help guide and evaluate the important youth programs we implement to keep our youth on track to graduate from high school, avoid delinquency and reject substance use.

The YRBS has a required response rate of 60% to make it statistically valid. Current legislation requires active parental consent which presents significant obstacles and costs to achieving this response rate. Approximately $90,000 is spent for just one survey cycle in order to provide the incentives necessary to simply get permission slips returned. However, failure to return permission slips is primarily linked to apathy, oversight, and student error, not parental refusal of permission, which averages around 10%.

SB 8 protects previously legislated parental rights to consent, parental rights to notification, and children's right to refuse participation. We support SB 8 because it continues to provide these protections and respects the privacy of families, while removing the obstacles to obtaining this vital data that allows us to track and improve conditions for our youth.

The following organizations ask for your support of this very important legislation:

Mat-Su Substance Abuse Prevention Coalition
Alaska Red Ribbon Coalition
Spirit of Youth
MAPP of the Southern Kenai Peninsula
Tanana Chiefs Conference
RurAL CAP
Forget Me Not Foundation
Community Action Council
Communities Mobilizing for Change on Alcohol (CMCA)
Seward Community Coalition
United Way of Mat-Su
Mat-Su Health Foundation
Anchorage Youth Development Corporation
Boys & Girls Club of Southcentral Alaska
Seward Prevention Coalition
Yakutat Tlingit Tribe

Thank you for your consideration,

Stephanie L. Allen
United Way of Mat-Su
Mat-Su Substance Abuse Prevention Coalition

February 24, 2011

Senator Bettye Davis
Alaska Senate Education Committee
Alaska State Senate
State Capitol Room 30
Juneau, Alaska 99801

Dear Senator Davis and Members of the Senate Education Committee:

The Leadership Team of Anchorage United for Youth requests your support for Senate Bill 8, "*An Act relating to questionnaires and surveys administered in the public schools.*"

Anchorage United for Youth has been making real headway at addressing the issues that impact Anchorage youth through a coordinated community effort with over 40 non-profit, public and private partners committed to increasing graduation rates, decreasing youth substance use and reducing juvenile crime rates. Current success with the Anchorage United for Youth plan and its implementation has led to interest from around the state in replicating this effort. Reliable and valid data like that obtained through the Youth Risk Behavior Survey (YRBS) is integral to the success and sustainability of this effort.

Reliable and statistically valid community data is critical to our mission of supporting Anchorage youth. Routine standardized surveys such as the YRBS allow us to track trends over time and help guide and evaluate the important youth programs we implement to keep our youth on track to graduate from high school, avoid delinquency and reject substance use. The YRBS must have a response rate of 60% to make it statistically valid, yet current legislation requires active parental consent which presents significant obstacles and costs to achieving this response rate. Approximately $90,000 is spent for just one survey cycle in order to provide the incentives necessary to simply get permission slips returned. However, failure to return permission slips is primarily linked to apathy, oversight, and student error, not parental refusal of permission, which averages around 10%.

Senate Bill 8 protects previously legislated parental rights to consent, parental rights to notification, and children's rights to refuse participation. We support Senate Bill 8 because it continues to provide these protections and respects the privacy of families, while removing the obstacles to obtaining this vital data that allows us to track and improve conditions for our youth.

We thank you for your commitment to youth in the state of Alaska and ask for your support of Senate Bill 8.

Sincerely,

Greg Razo, Cook Inlet Region, Inc.
Chair, Anchorage United for Youth Leadership Team

Anchorage United for Youth Leadership Team

Contact: Sarah Sledge ssledge@ak.org (907) 263-3803

Main Office
130 Seward St #209
Juneau, Alaska 99801
Phone: (907) 586-3650
Fax: (907) 463-4493
www.andvsa.org

ANDVSA
Alaska Network on Domestic Violence & Sexual Assault

Pro Bono Office
PO Box 6631
Sitka, Alaska 99835
Phone: (907) 747-7545
Fax: (907)747-7547

February 4, 2011

Senator Bettye Davis
State Capitol, Room 30
Juneau, AK 99801

Re: Letter of Support for SB 8

Dear Senator Davis:

Thank you for introducing SB 8: *An Act Relating to Questionnaires and Surveys Administered in the Public Schools*. The Alaska Network on Domestic Violence & Sexual Assault is committed to prevention efforts and serving victims of violence. This bill can help. SB 8 will provide a valuable tool in our efforts to understand the prevalence and shared risks of youth experiencing violence, while retaining a family's rights to remove their child from participating in the survey and allow a key segment of the student population, often the most vulnerable students, to participate in the survey.

The Centers for Disease Control and Prevention (CDC) Youth Risk Behavioral Survey (YRBS) is used nationally, and within Alaska, to determine risk behaviors among the Alaska high school student population. CDC developed YRBS data is a credible data source that can be compared to national data. This survey covers a broad range of risk behaviors and streamlines information gathering and administering surveys in the schools. However, currently with our opt-in YRBS policies, many communities, and sometimes our state, have struggled to have enough responses to consider the data valid.

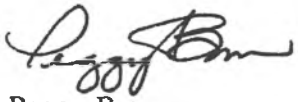
This information and data is essential to help educators, health workers, social service agencies, victim service programs, and other allied professionals to better serve our communities. This data helps teachers working on prevention education to determine the best age to teach various skills and health topics in their classrooms. This data also helps organizations seeking resources to advocate for real needs in their communities as well as assisting health practitioners and others to determine how to best approach students with co-occurring risk behaviors.

Within the field of domestic and sexual violence prevention, current YRBS data indicates that in traditional high schools, more than 17% of 12th grade students have experience physical violence in a dating relationship and more than 11.5% have been forced to have sexual intercourse. We also know that in alternative schools, these numbers are 22.6% and 21.9%. While these numbers are staggering, they are incomplete, due to the current opt-out YRBS policies, with many of the most vulnerable students failing to return permission forms.

This bill is also very timely and in line with Governor Parnell's initiative to end domestic and sexual violence in our state in the next 10 years. One of the key strategies to ending the violence is by focusing on primary prevention efforts that employs various strategies to stop perpetration of violence, *before it ever occurs*. To achieve this, the Governor has brought together a multi-disciplinary group of allied professionals from communities throughout Alaska to look at the current gaps in the data needed to reach our primary prevention goals. SB 8 will help to fill ones of those gaps.

Thank you for bringing forth a bill that will provide a low cost way to better understand the scope of teen dating and sexual violence in Alaska and will assist in strengthening our violence prevention efforts.

Sincerely,



Peggy Brown
Executive Director

cc: Lisa Mariotti, Policy Director
Lori Grassgreen, Director of Prevention Projects

From: Becky Judd [mailto:bjudd-h@ak.net]
Sent: Thursday, February 24, 2011 11:03 PM
To: Sen. Kevin Meyer
Subject: Support for SB 8

Dear Senator Meyer,

I am writing **in support of SB 8,** an act related to surveys and questionnaires in public sc
believe there will be public testimony on Friday 2/24 at 8am. Please accept this email as public tes

I have worked in the prevention of teen pregnancy, substance use, tobacco and suicide with school
communities statewide for over 20 years. Local schools and agencies need the YRBS data to: 1) e
for services in their community; 2) determine the effectiveness of their efforts in preventing the be
measured. Many state and national grants require this data to get funding.

The active consent law puts an undue burden on the schools to obtain positive parent permissions.
becoming increasingly cumbersome and expensive. In the past, I volunteered assistance to a distric
conducting follow-up calls and letters to parents who forgot to send back the permission slips. My
talking to hundreds of parents, only a few objected to their children's participation in the anonymo

Parents opposed to participation, are already actively involved in their children's lives. Th
when the surveys are taking place and are very proactive in voicing their objections in pai
the active consent is not needed for them. The growing burden on the schools to obtain these
taking time away from instruction. Yet, we need this data, to determine the success of our effort

Please support SB8.

Sincerely,

Becky Judd

6401 Italy Circle

Anchorage, AK 99516

907 345-3619

+

2011 Alaska Youth Risk Behavior Survey

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- **Highlights**
- **Traditional High Schools**
- **Alternative High Schools**

Alaska Youth Risk Behavior Survey

Alaska Youth Risk Behavior Survey Trends 1995-2011

Prevalence of Selected Risk Behaviors for Students in Traditional High Schools (grades 9-12)

1995	1997	1999	2001	2003	2005	2007	2009	2011	Trend from 1995-2011**
Rarely or never wore a seat belt:									
19.5%				15.1%		7.0%	12.1%	8.7%	⊖ Decreasing
Rode with a driver who had been drinking alcohol one or more times:									
31.9%				25.0%		23.5%	21.3%	18.6%	⊖ Decreasing
Carried a weapon on school property on at least one day:									
12.3%				7.1%		8.4%	7.8%	5.7%	⊖ Decreasing
In a physical fight during the past year:									
35.8%				27.1%		29.2%	27.8%	23.7%	⊖ Decreasing
Did not go to school because they felt unsafe at school or on their way to or from school on at least 1 day:									
3.6%				4.1%		5.5%	6.0%	4.7%	No change
Seriously considered attempting suicide:									
23.9%				16.7%		16.5%	13.9%	14.5%	⊖ Decreasing
Attempted suicide one or more times during the past year:									
9.4%				8.1%		10.7%	8.5%	8.7%	No change
Current smoking:									
36.5%				19.2%		17.8%	15.7%	14.1%	⊖ Decreasing
Current smokeless tobacco use:									
15.6%				11.2%		10.4%	13.6%	8.4%	⊖ Decreasing
Current drinking:									
47.5%				38.7%		39.7%	33.2%	28.6%	⊖ Decreasing
Binge drinking:									
31.3%				26.5%		25.8%	21.7%	16.7%	⊖ Decreasing
Current marijuana use:									
28.7%				23.9%		20.5%	22.7%	21.2%	⊖ Decreasing
Ever had sexual intercourse:									
47.2%				39.6%		45.1%	43.5%	38.3%	⊖ Decreasing
Currently sexually active:									
30.5%				27.6%		30.9%	30.4%	25.2%	No change
Had sexual intercourse with 4 or more people:									
17.1%				12.1%		13.4%	11.4%	9.7%	⊖ Decreasing
Used a condom before last sexual intercourse (among students who were sexually active):									
53.7%				62.3%		60.8%	62.2%	59.6%	⊕ Increasing
Percentage of students who were overweight or obese: (Question added in 2003)									
				25.4%		27.3%	26.2%	25.8%	No change
Ate fruits and vegetables 5 or more times per day: (Question added in 2003)									
				16.1%		15.7%	17.2%	21.4%	⊕ Increasing
Drank 1 or more sodas every day in past week:									
						21.8%	20.1%	17.6%	⊖ Decreasing
Attended physical education daily in an average week:									
26.4%				18.2%		17.7%	17.7%	17.4%	⊖ Decreasing

*Data only presented in years when statewide representative data were obtained; **Statistically significant linear trend.

Preliminary 2011 Highlights

EDUCATION & EARLY DEVELOPMENT

www.hss.state.ak.us/dph/chronic/school/YRBS.htm

STATE OF ALASKA

Alaska Youth Risk Behavior Survey

Alaska's Youth Risk Behavior Survey

The Alaska Youth Risk Behavior Survey (YRBS) is part of an epidemiological surveillance system that was established in 1990 by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of health-risk behaviors among youth. The survey was first implemented in Alaska in 1995. The YRBS is a biennial, anonymous and voluntary survey of students grades 9 - 12 in public traditional high schools (excluding boarding, correspondence, home study, alternative, and correctional schools). The YRBS is a joint project between the Department of Education & Early Development and the Department of Health and Social Services, in cooperation with the CDC.

The YRBS asks students to self-report on their behaviors in six major areas of health that directly lead to morbidity and mortality in youth and adult populations within our country. These six areas are:

- behaviors that result in unintentional and intentional injuries;
- tobacco use;
- alcohol and other drug use;
- sexual behaviors that can result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs) and unintended pregnancies;
- dietary behaviors; and
- physical activity.

In 2009 and 2011, a statewide survey of alternative high schools in Alaska was also implemented.

For more information on the Alaska YRBS go to:
www.hss.state.ak.us/dph/chronic/school/YRBS.htm

2011 Comparison: Alaska Traditional High School and Alternative High School Students**

Traditional High Schools	Alternative High Schools	Alternative students were at*:
Rarely or never wore a seat belt:		
8.7%	11.5%	= Equal risk
Rode with a driver who had been drinking alcohol:		
18.6%	28.1%	⊕ Greater risk
Carried a weapon on school property on at least 1 day:		
5.7%	9.4%	⊕ Greater risk
In a physical fight during the past year:		
23.7%	43.5%	⊕ Greater risk
Did not go to school because they felt unsafe at school or on their way to or from school on at least 1 day:		
4.7%	6.6%	⊕ Greater risk
Seriously considered attempting suicide:		
14.5%	21.2%	⊕ Greater risk
Attempted suicide during the past year:		
8.7%	13.2%	⊕ Greater risk
Current smoking:		
14.1%	47.7%	⊕ Greater risk
Current smokeless tobacco use:		
8.4%	17.4%	⊕ Greater risk
Current drinking:		
28.6%	49.1%	⊕ Greater risk
Binge drinking:		
16.7%	37.9%	⊕ Greater risk
Current marijuana use:		
21.2%	47.6%	⊕ Greater risk
Ever had sexual intercourse:		
38.3%	80.4%	⊕ Greater risk
Currently sexually active:		
25.2%	61.3%	⊕ Greater risk
Used condom before last sexual intercourse:		
59.6%	46.9%	⊕ Greater risk
Percentage of students who were overweight or obese:		
25.8%	32.9%	⊕ Greater risk
Ate fruits and vegetables 5 or more times per day:		
21.4%	22.2%	= Equal risk
Drank 1 or more sodas every day in past week:		
17.6%	30.6%	⊕ Greater risk
Attended physical education daily in an average week:		
17.4%	16.5%	= Equal risk

*Statistically significant difference.

**Comparable U.S. 2011 YRBS data were not available at the time of the publication of this preliminary *2011 Highlights* report. The final *2011 Highlights* report, including U.S. comparison data, will be published in 2012.

Summary of the 2011 Survey Results

On average, in an Alaska high school class of 30 students*:

- 5 - 6 rode (in the past month) with a driver who had been drinking alcohol
- 1 - 2 had carried a weapon to school
- 7 were in a physical fight in the past year
- 2 - 3 attempted suicide in the past year
- 4 smoked cigarettes and 2 - 3 used smokeless tobacco in the past month
- 8 - 9 drank alcohol in the past month
- 5 engaged in binge drinking in the past month
- 6 - 7 used marijuana in the past month
- 11 - 12 had ever had sexual intercourse
- 8 were either overweight or obese
- 16 - 17 were physically active for less than the recommended total of at least 60 minutes per day (on 5 or more days of the past 7 days).

Many students started engaging in risk behaviors before the age of 13:

- 11.1% had smoked a whole cigarette
- 16.9% had consumed their first drink of alcohol
- 10.4% had tried marijuana.

We also know that:

- 23% were bullied at school last year
- 15.3% were cyber-bullied last year
- 12% were physically hurt by a boyfriend or girlfriend in the past year, and
- 9.2% had ever been forced to have unwanted sexual intercourse

Many high school students are still engaging in unhealthy behaviors, increasing their likelihood of being hurt, fatally injured or developing diseases:

- Some of the goals set forth in Healthy Alaskans 2010 have been achieved and health-risk behaviors have been reduced in the following major areas: tobacco use, alcohol and other drug use, violence, and risky sexual behavior.
- Alternative high school students were at significantly greater risk than students in traditional high schools in Alaska for most health-risk behaviors and more likely to have engaged in risky behavior before the age of 13.
- Alternative high school students were more likely than traditional school students to feel that their teachers really cared about them and gave them a lot of encouragement and that their school had clear rules and consequences for behavior.

*Traditional high schools only

Supporters of Alaska's Youth Risk Behavior Survey

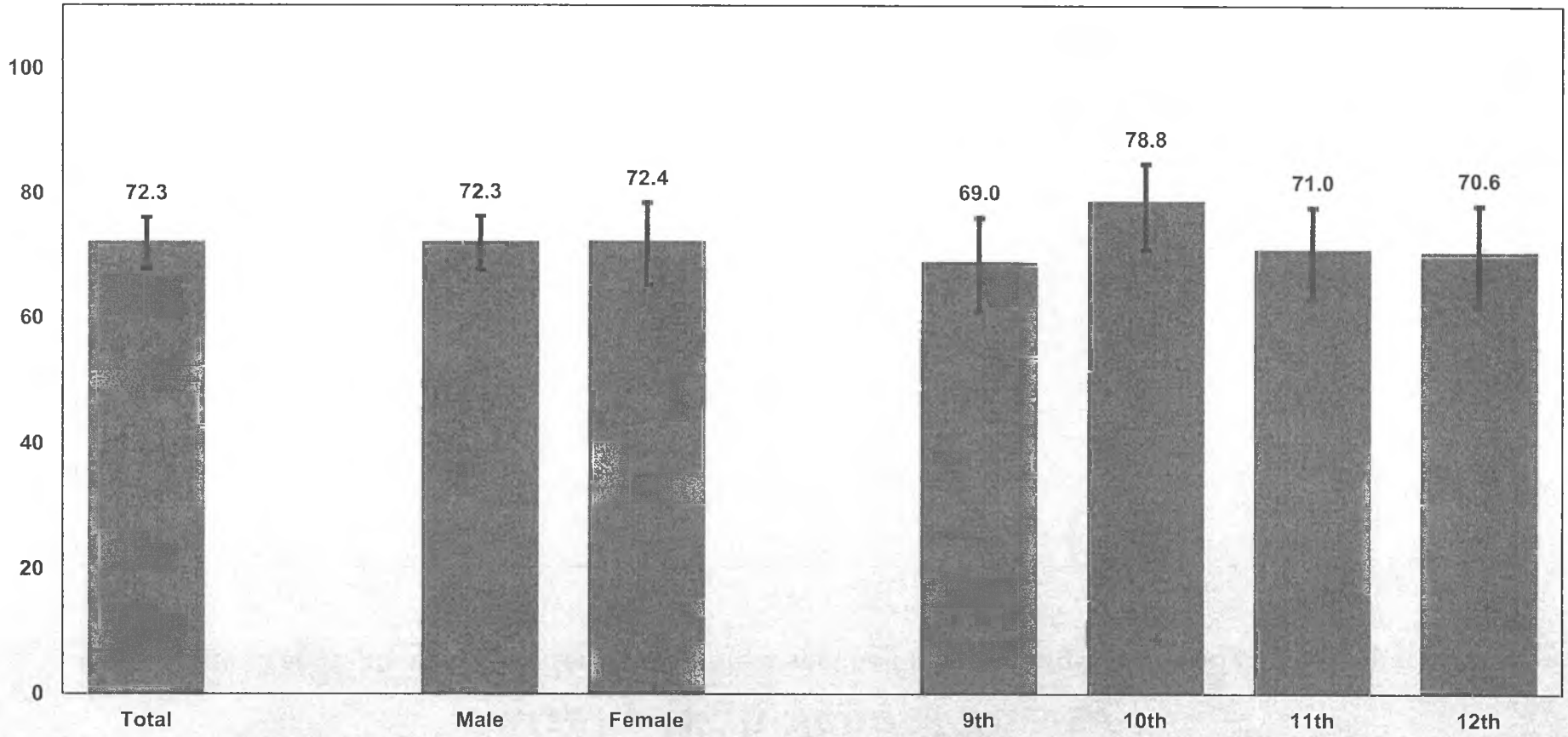
- Alaska Association of School Administrators
- Alaska Association of Secondary School Principals
- Alaska Health Education Consortium
- Alaska Mental Health Board
- Alaska Mental Health Trust Authority
- Alaska Native Tribal Health Consortium
- Alaska Network on Domestic Violence and Sexual Assault
- Alaska Parent Teacher Association (PTA)
- Alaska Public Health Association
- Alaska School Nurses Association
- Alaska Tobacco Control Alliance
- All Alaska Pediatric Partnership
- American Cancer Society
- American Heart Association
- American Lung Association
- Association of Alaska School Boards
- Governor's Advisory Board on Alcoholism and Drug Abuse
- United Way of Anchorage
- United Way of Mat-Su
- United Way of Southeast Alaska
- United Way of the Tanana Valley
- And more...

Preliminary 2011 Highlights

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who rode a bicycle during the past 12 months, the percentage who never or rarely wore a bicycle helmet

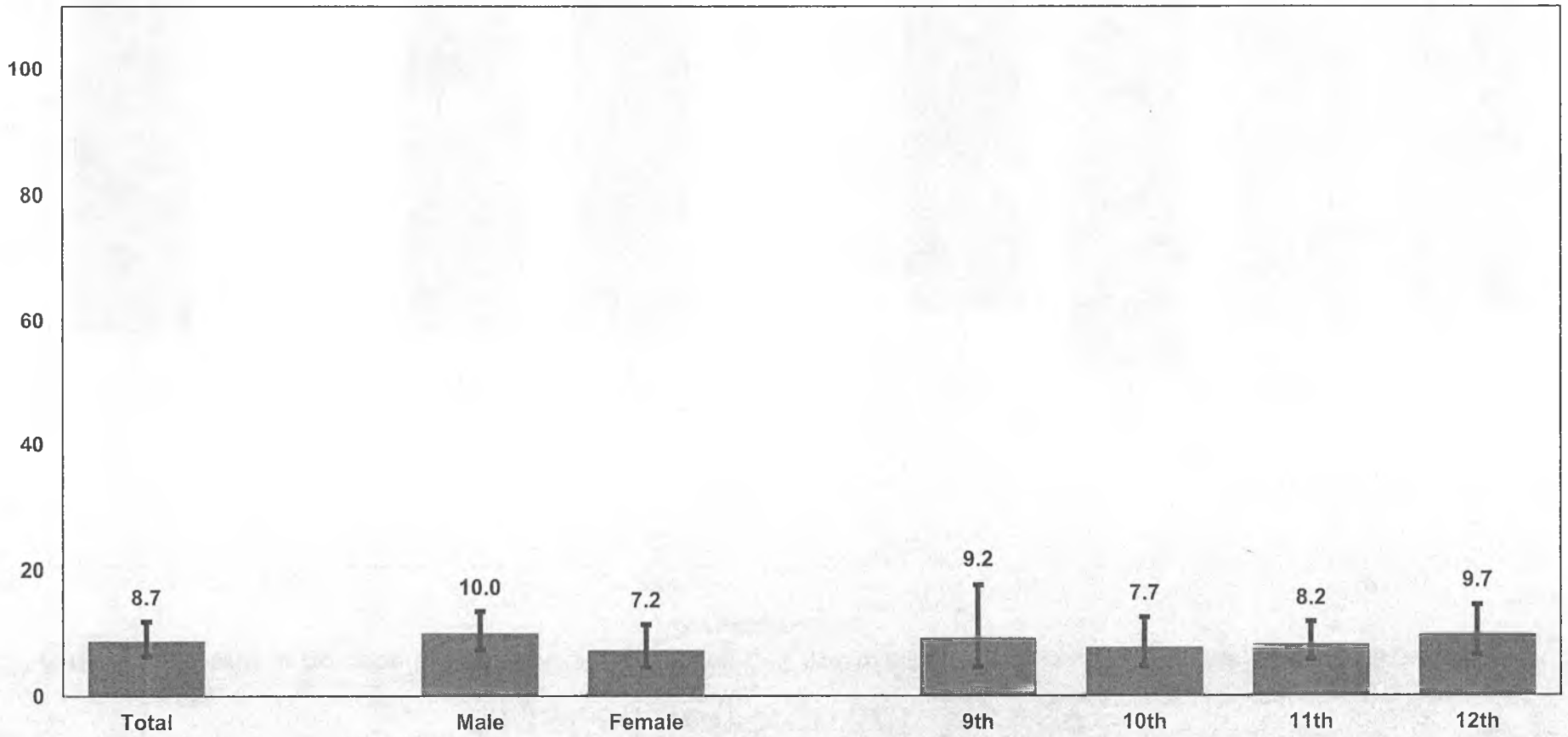


Q8 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who never or rarely wore a seat belt when riding in a car driven by someone else

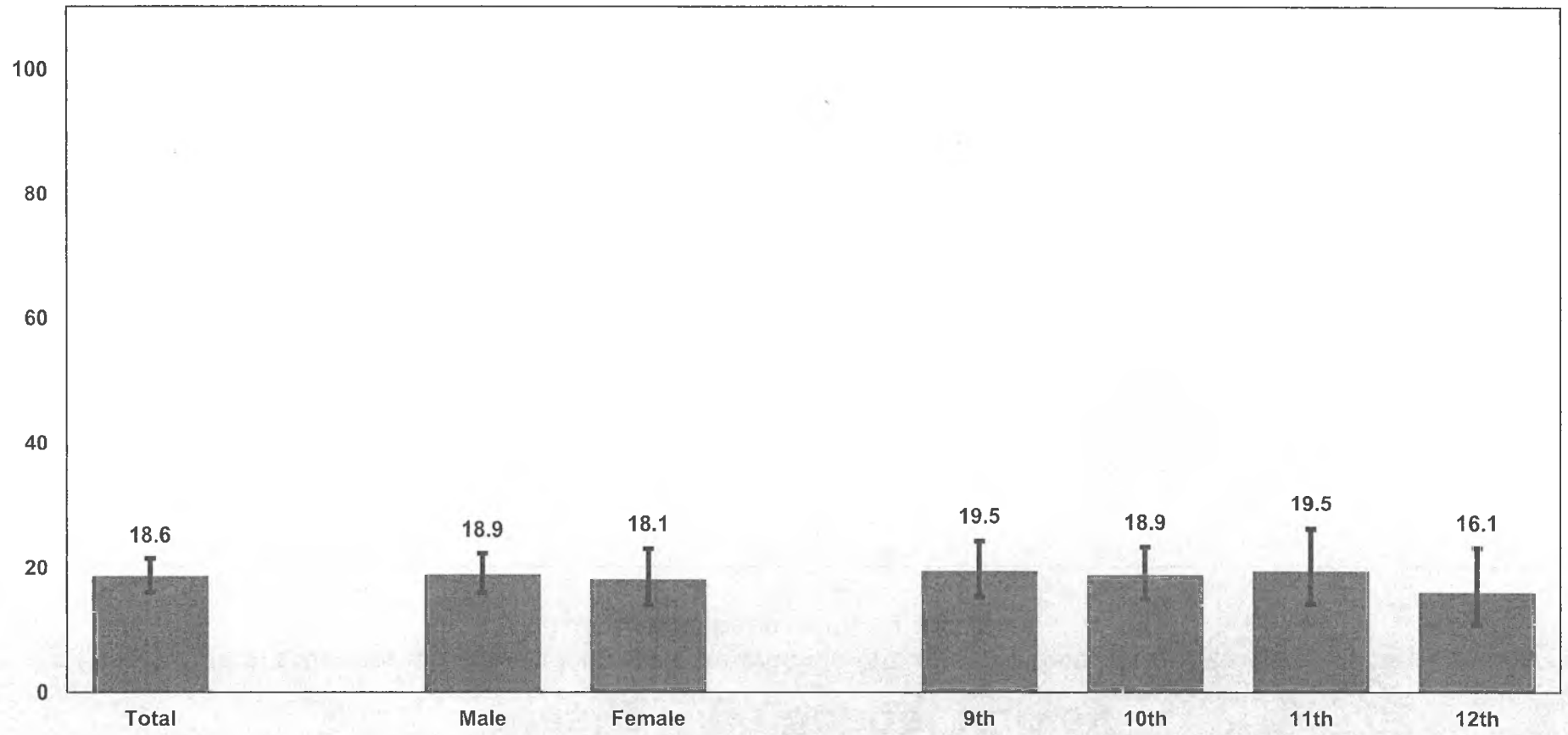


Q9 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who rode one or more times during the past 30 days in a car or other vehicle driven by someone who had been drinking alcohol

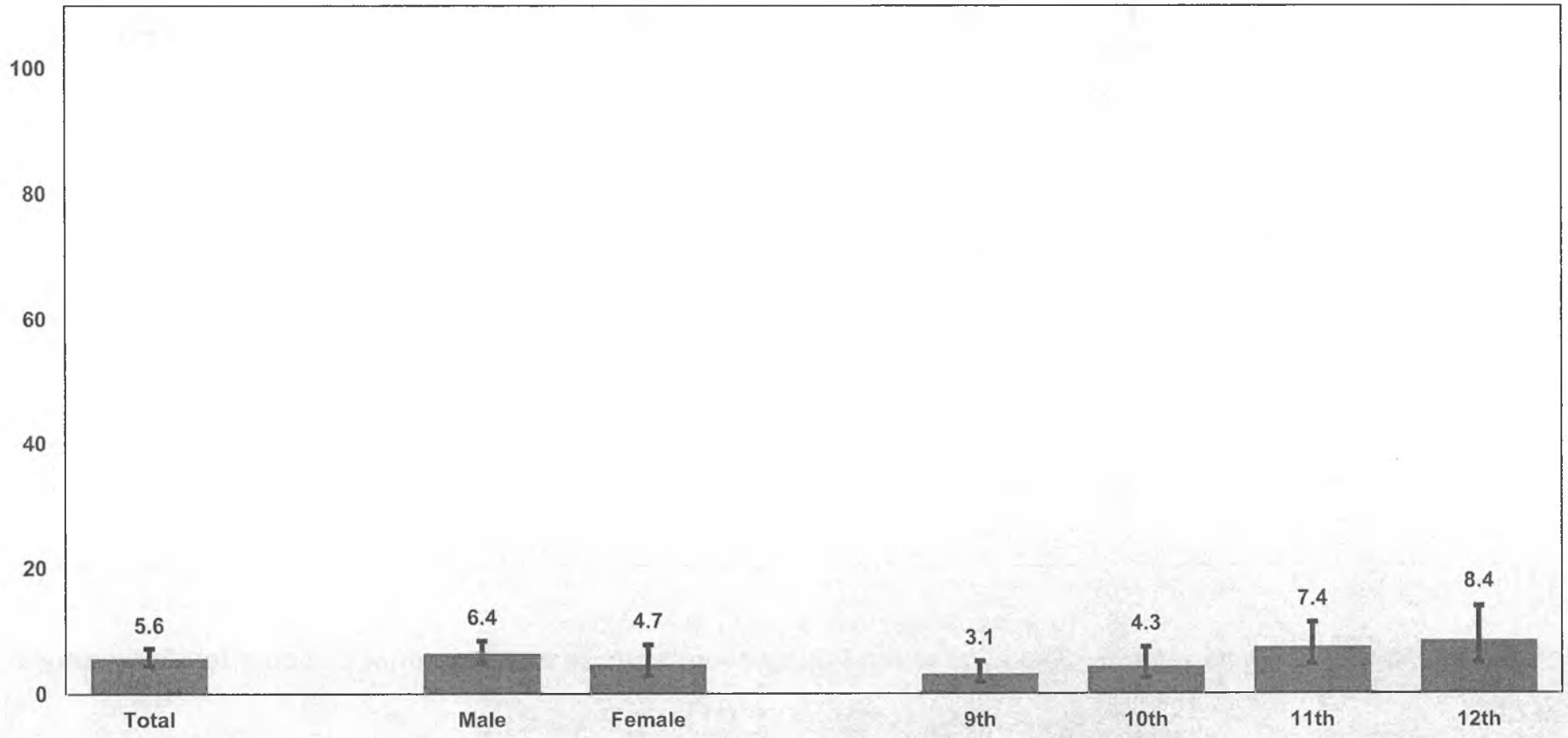


Q10 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who drove a car or other vehicle one or more times during the past 30 days when they had been drinking alcohol

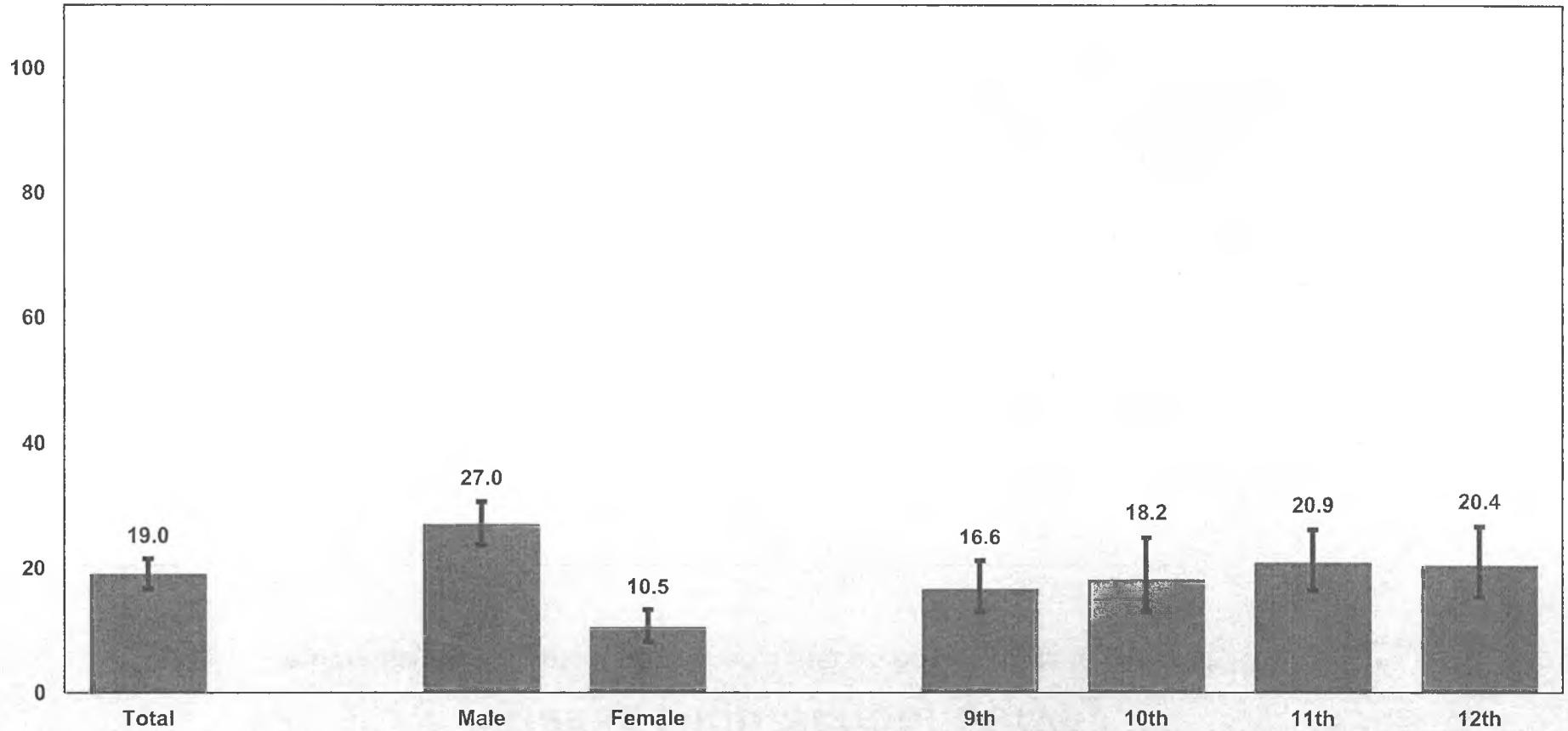


Q11 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who carried a weapon such as a gun, knife, or club on one or more of the past 30 days

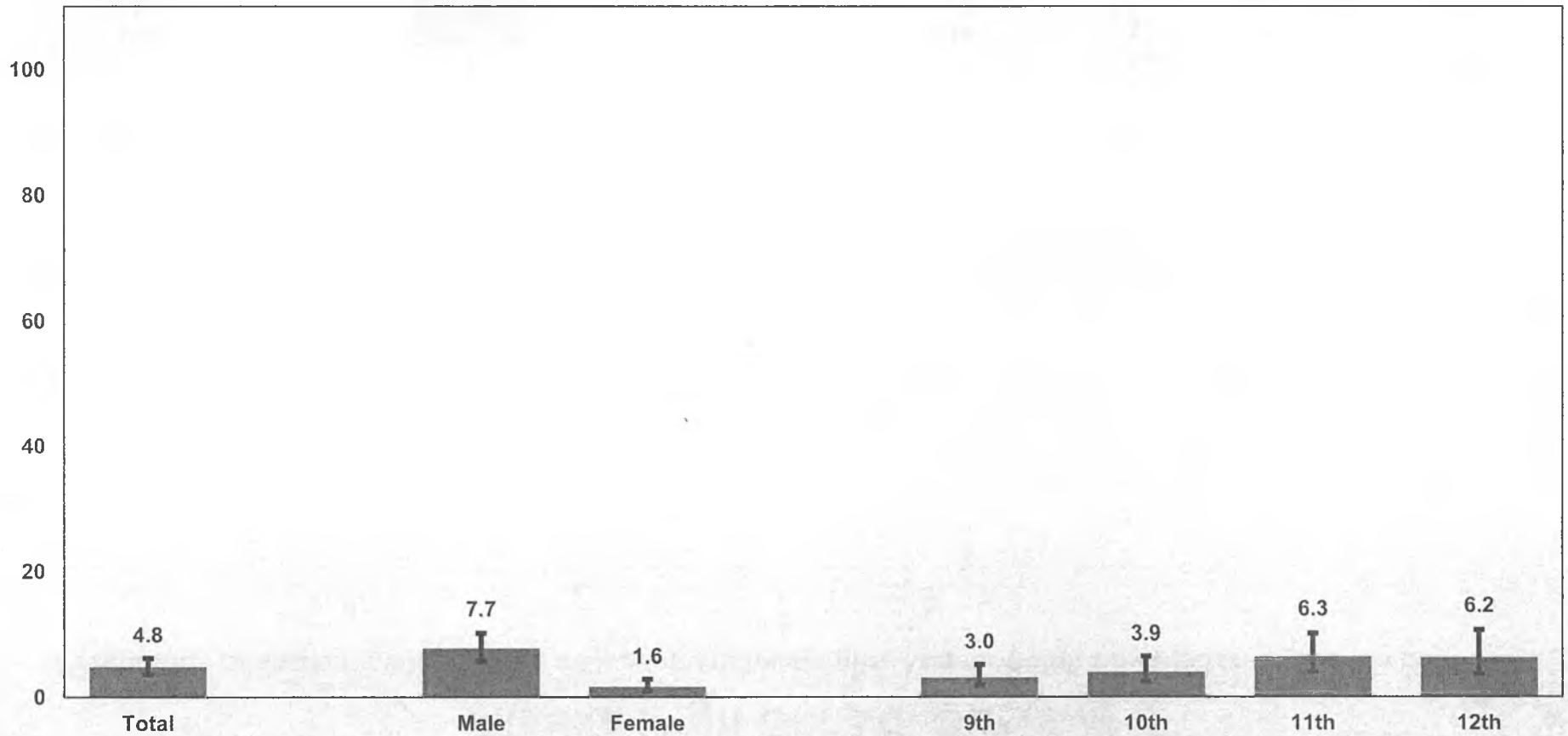


Q12 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who carried a gun on one or more of the past 30 days

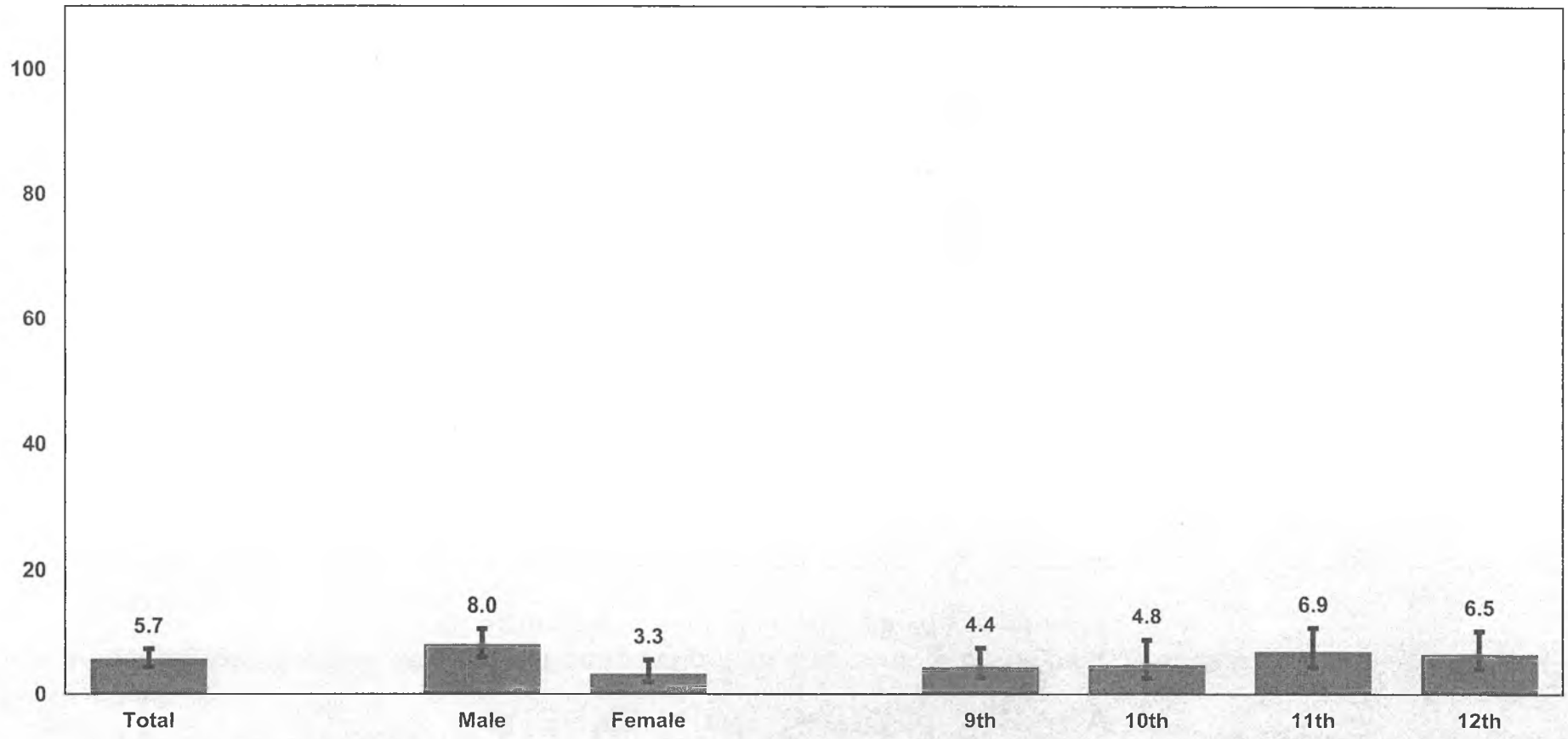


Q13 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who carried a weapon such as a gun, knife, or club on school property on one or more of the past 30 days

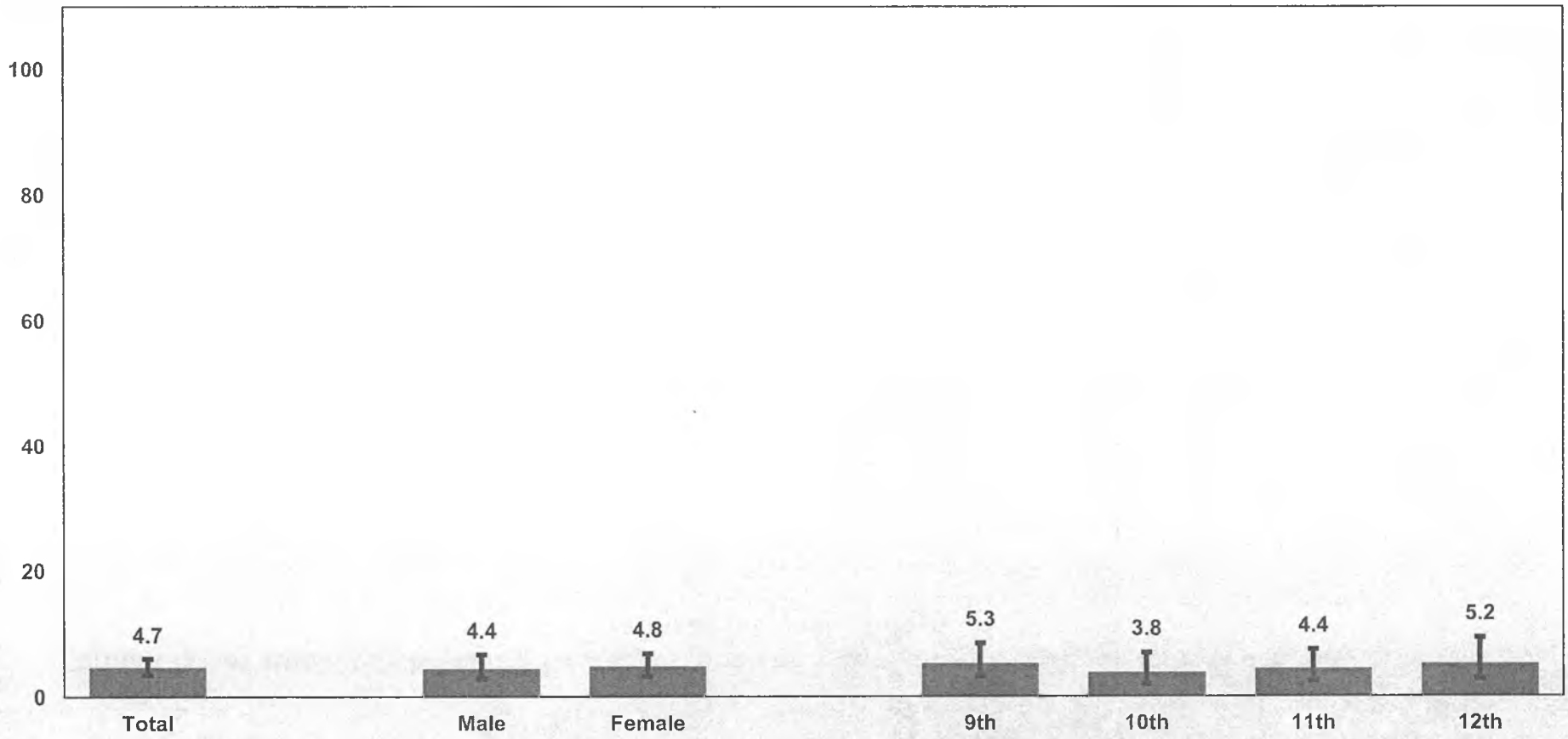


Q14 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or from school

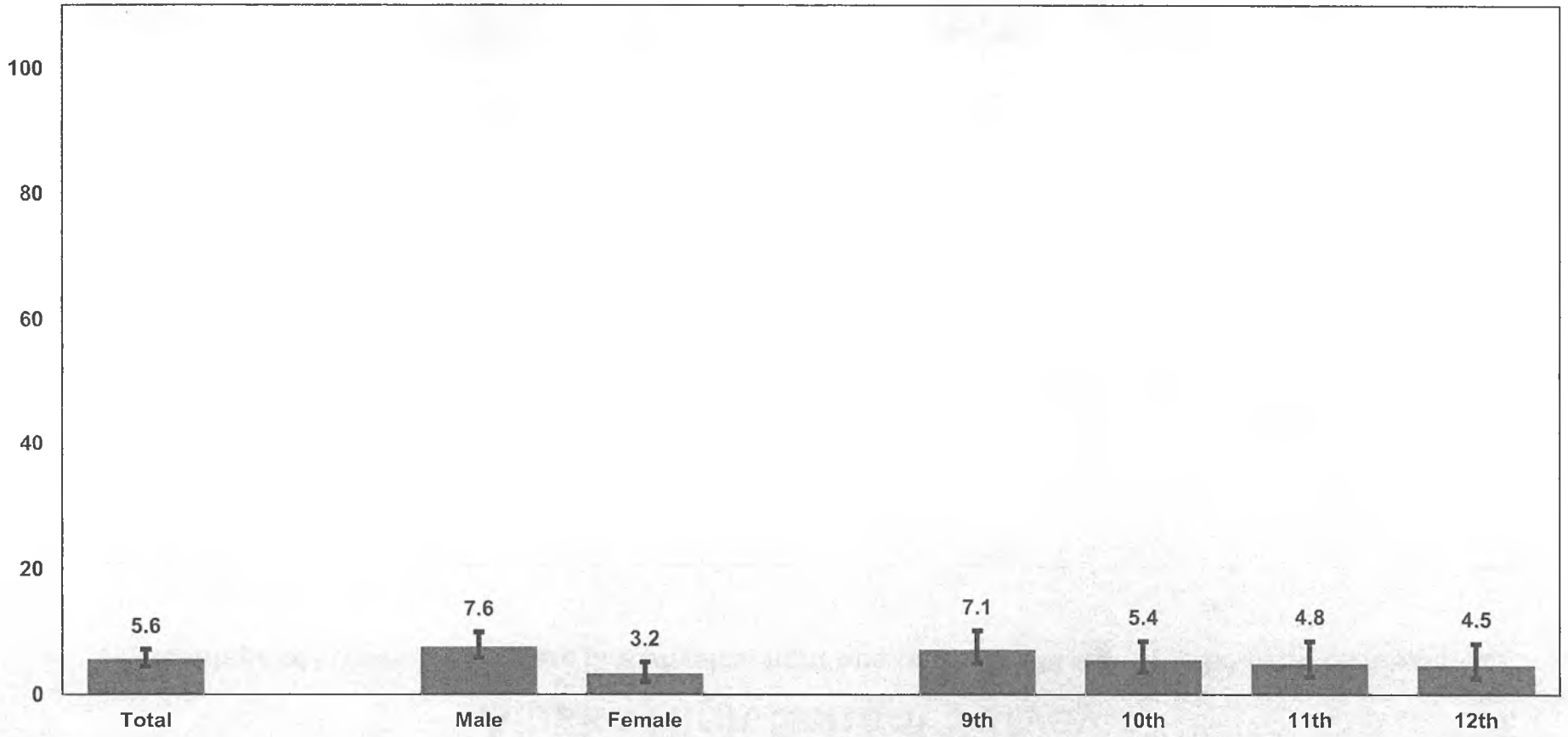


Q15 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had been threatened or injured with a weapon such as a gun, knife, or club on school property one or more times during the past 12 months

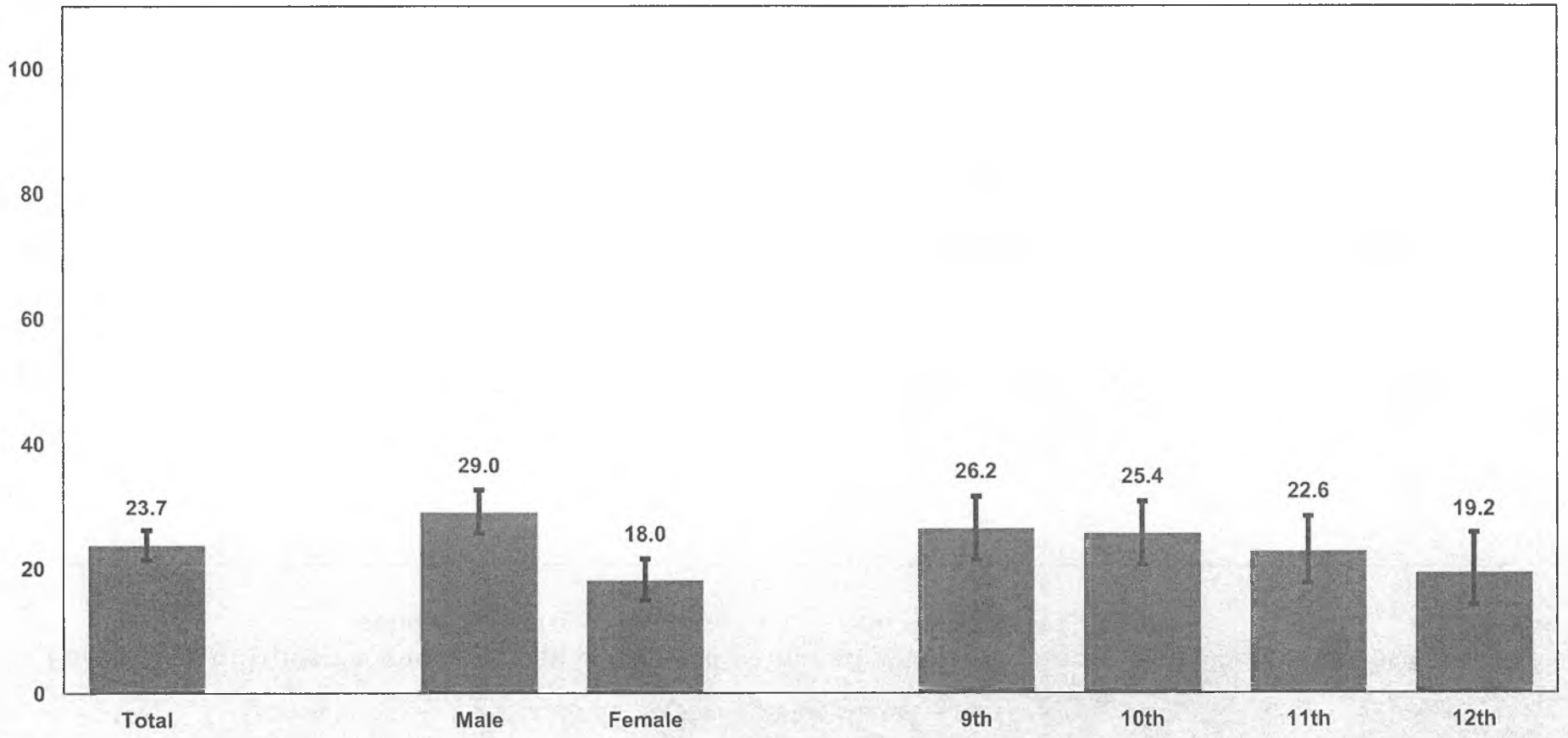


Q16 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were in a physical fight one or more times during the past 12 months

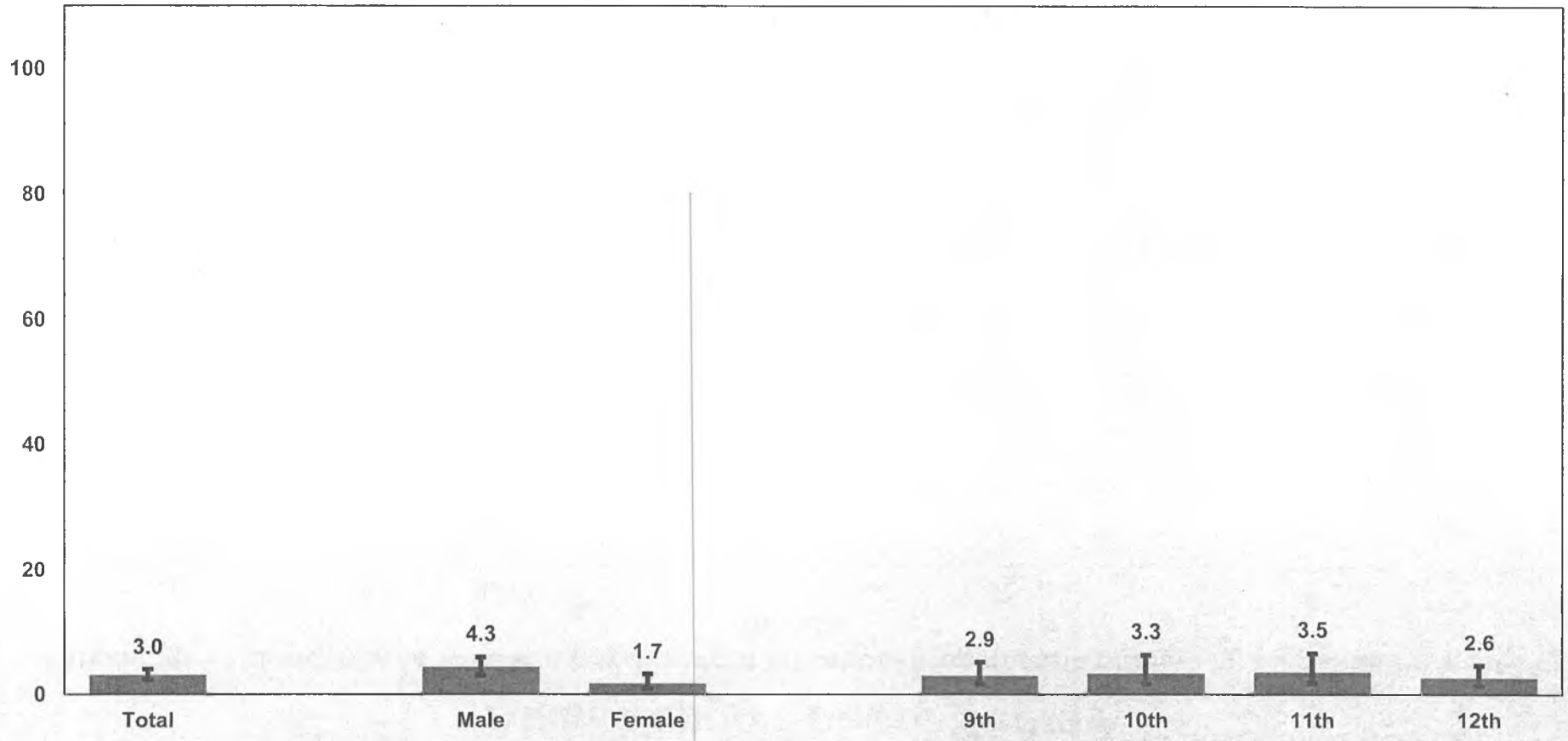


Q17 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were in a physical fight one or more times during the past 12 months in which they were injured and had to be treated by a doctor or nurse

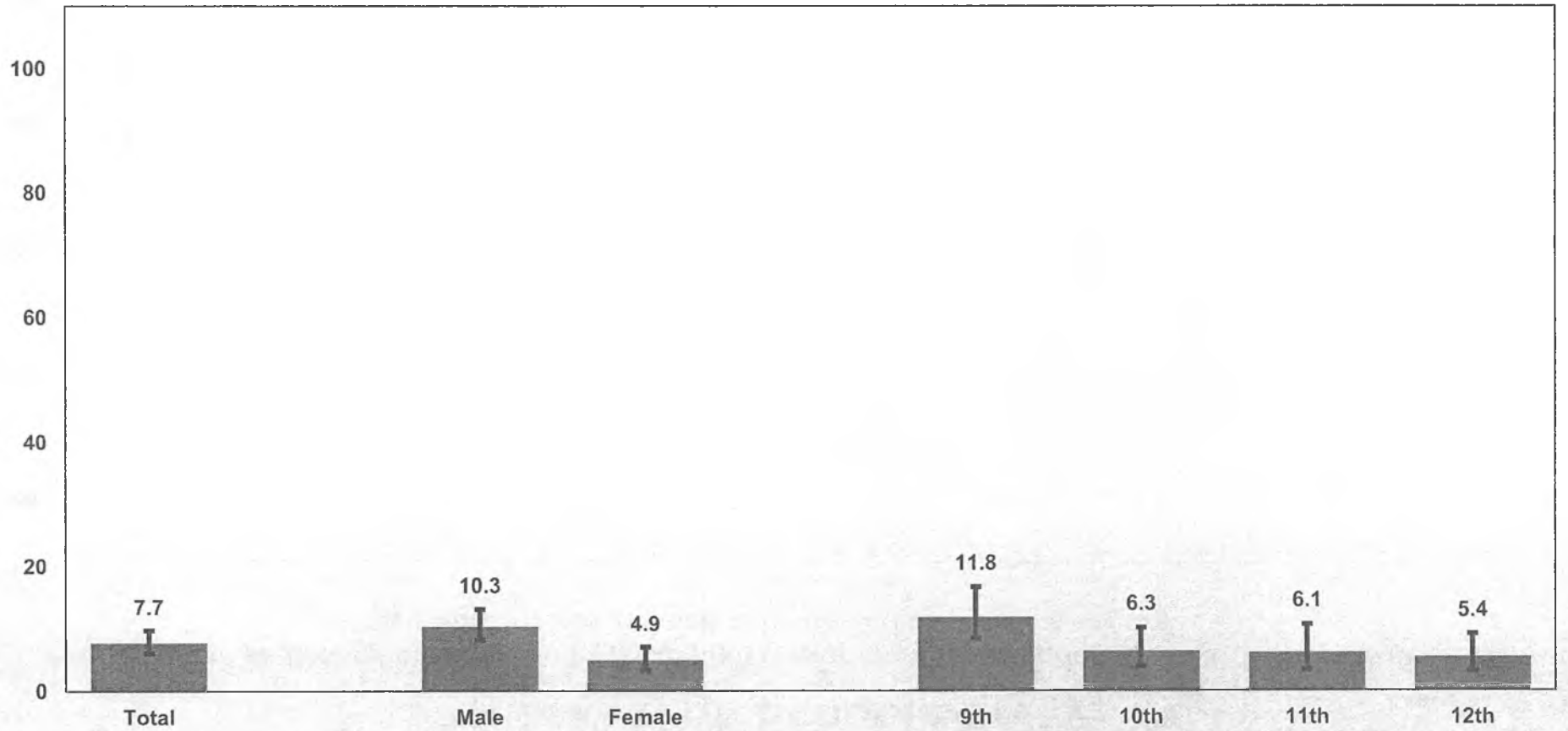


Q18 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were in a physical fight on school property one or more times during the past 12 months

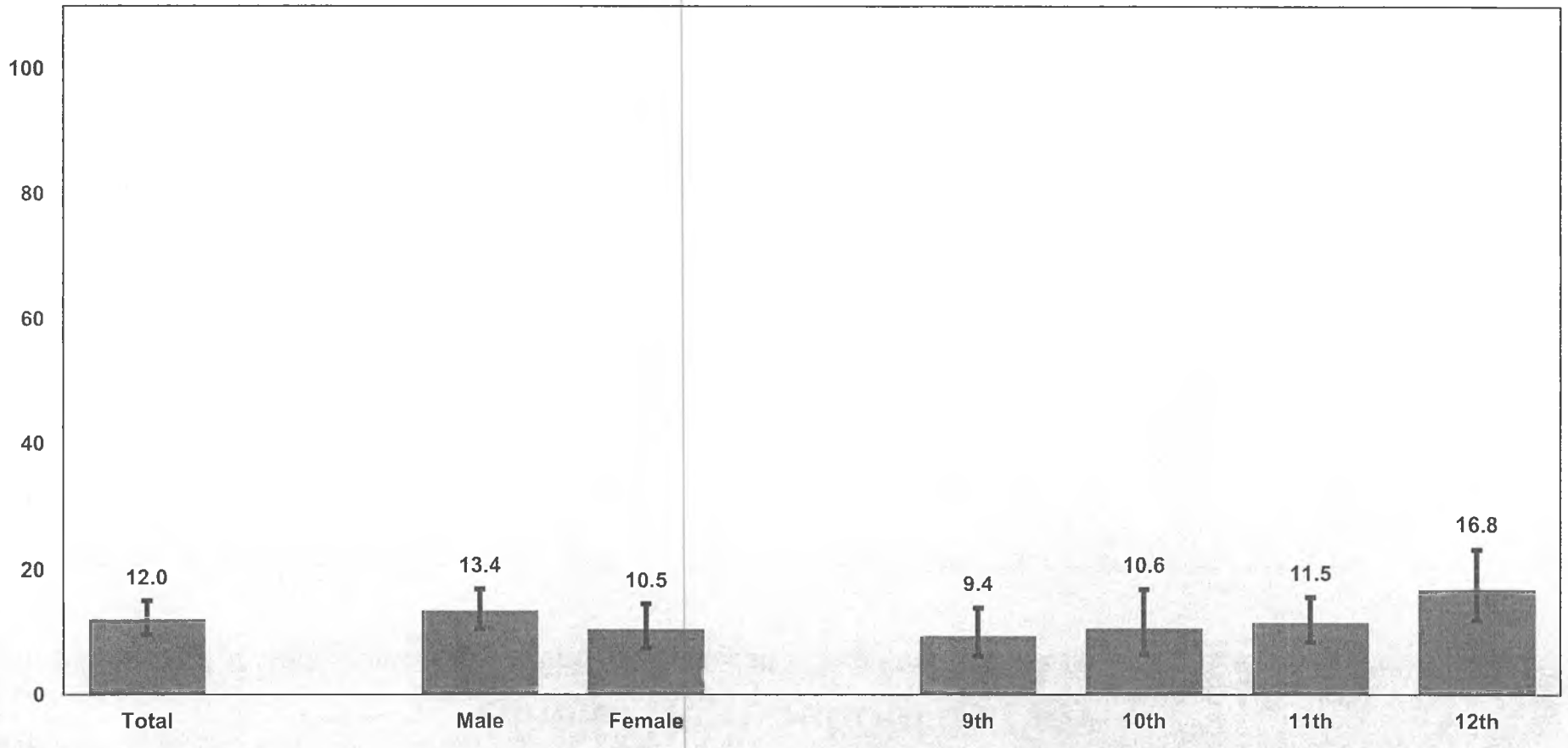


Q19 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were ever hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months

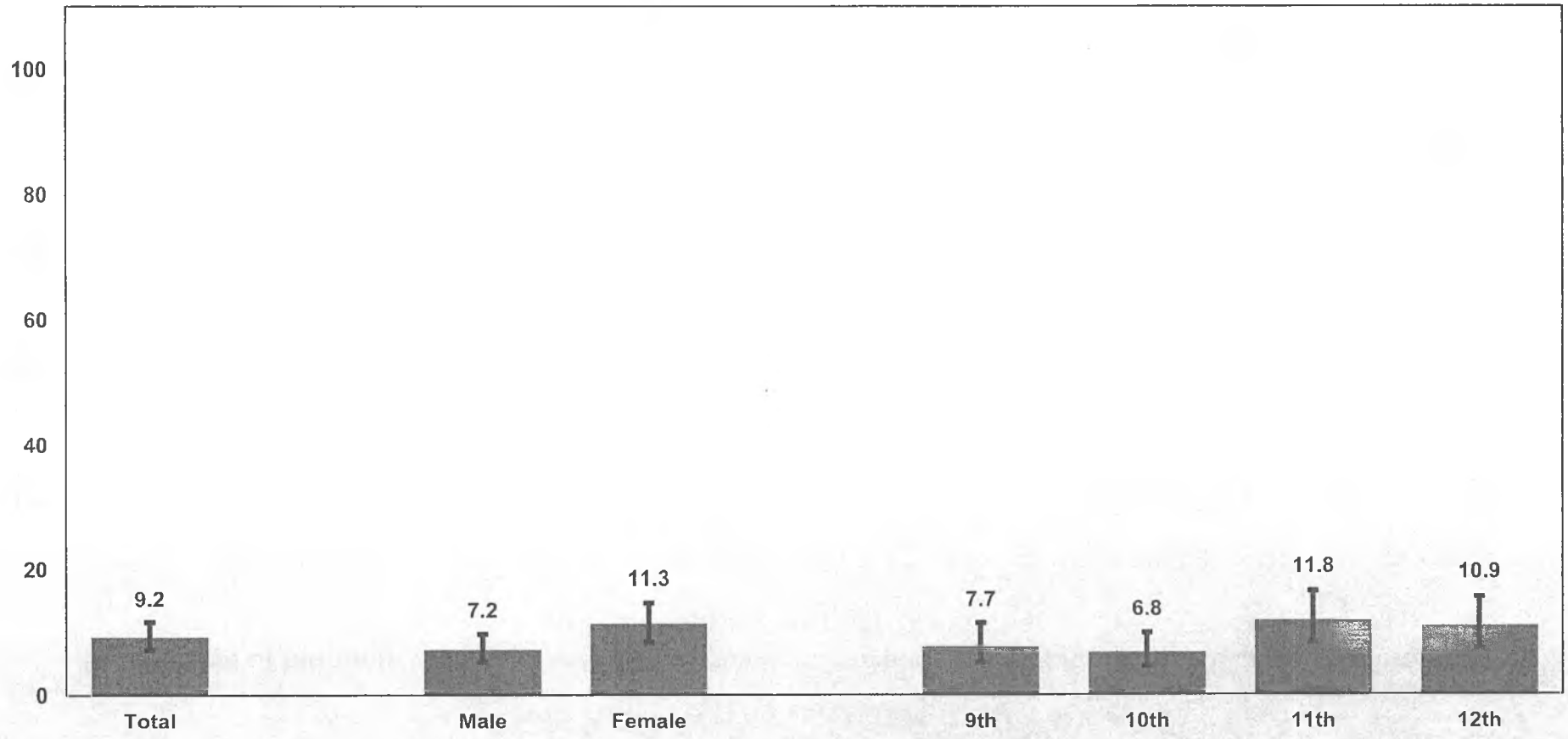


Q20 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had ever been physically forced to have sexual intercourse when they did not want to

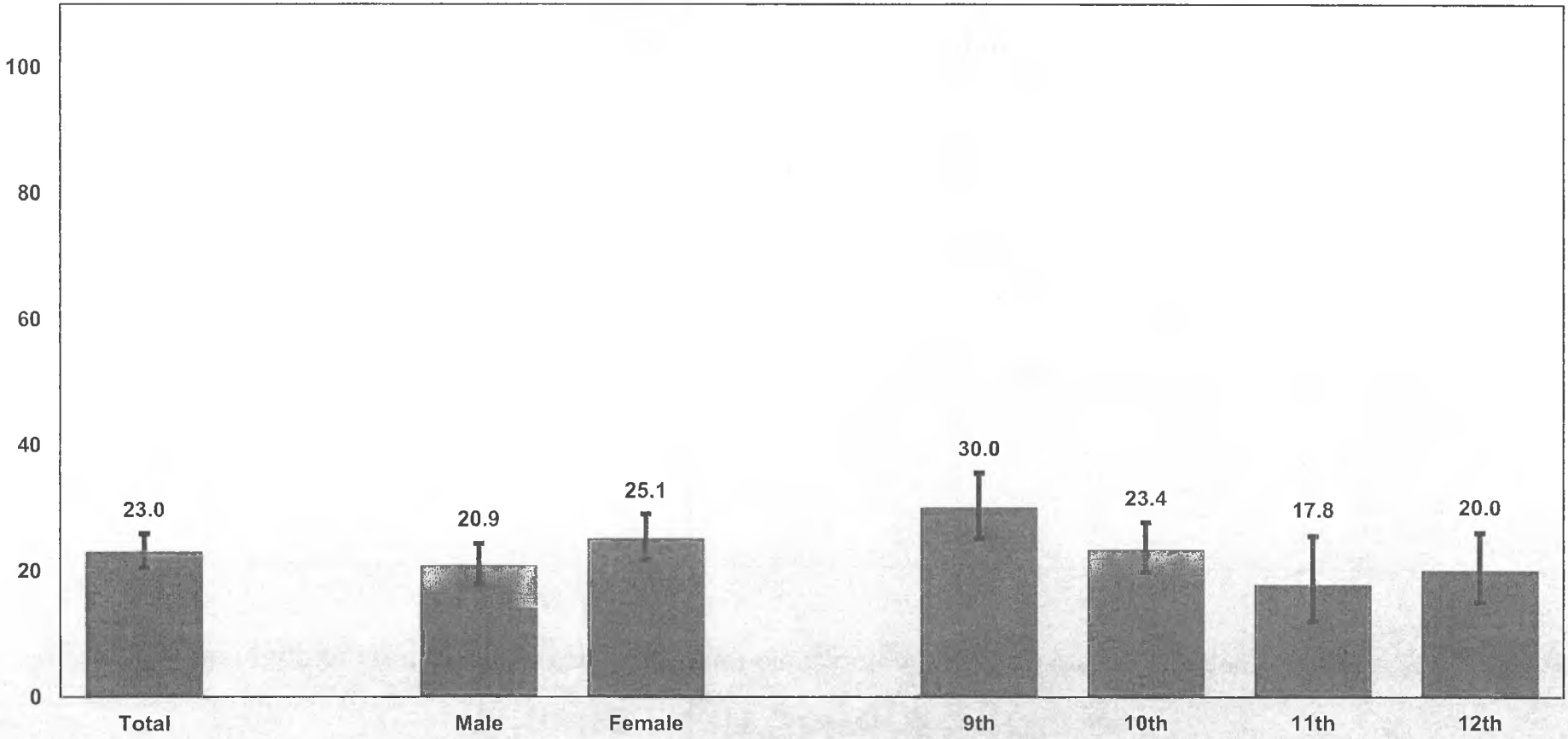


Q21 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had ever been bullied on school property during the past 12 months

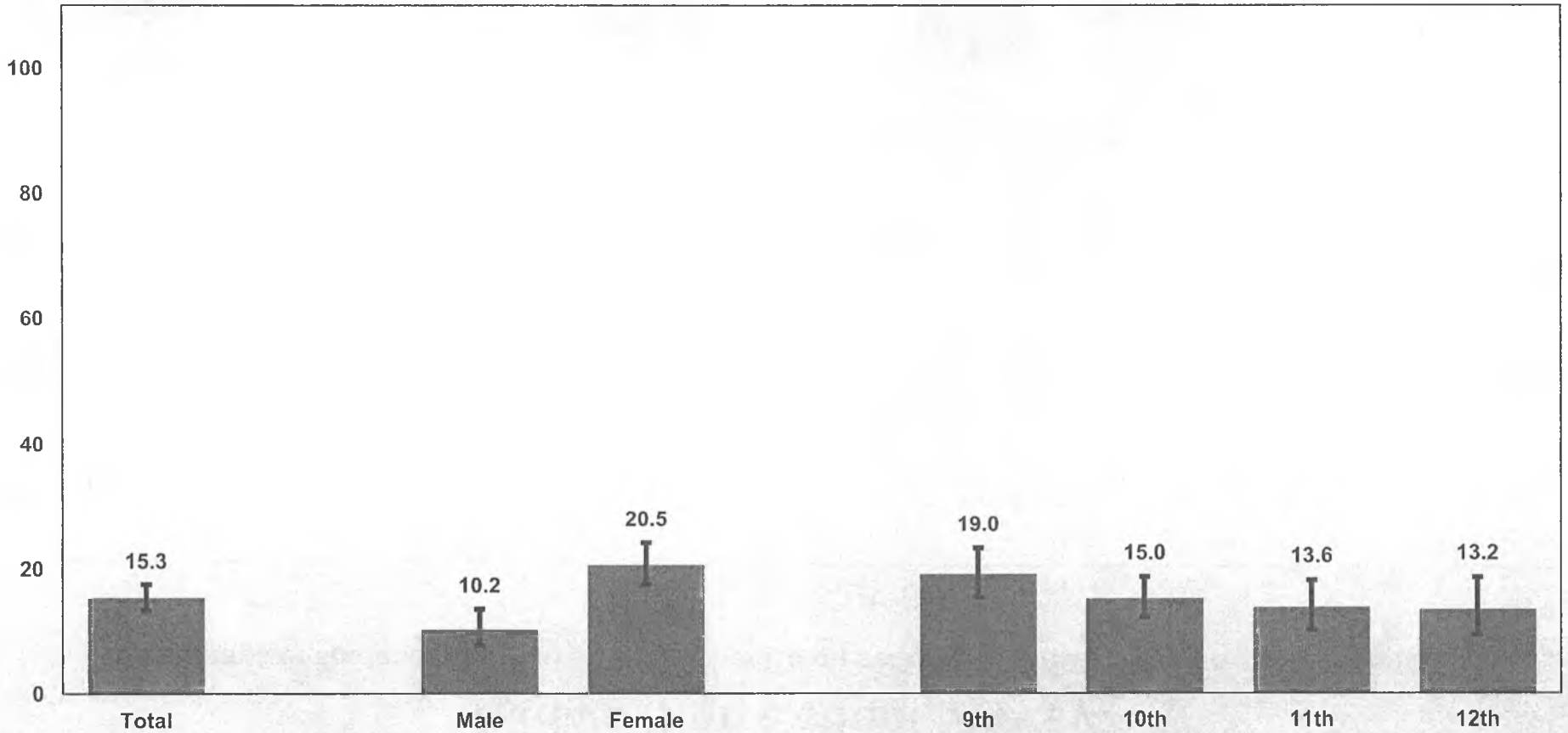


Q22 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had ever been electronically bullied during the past 12 months

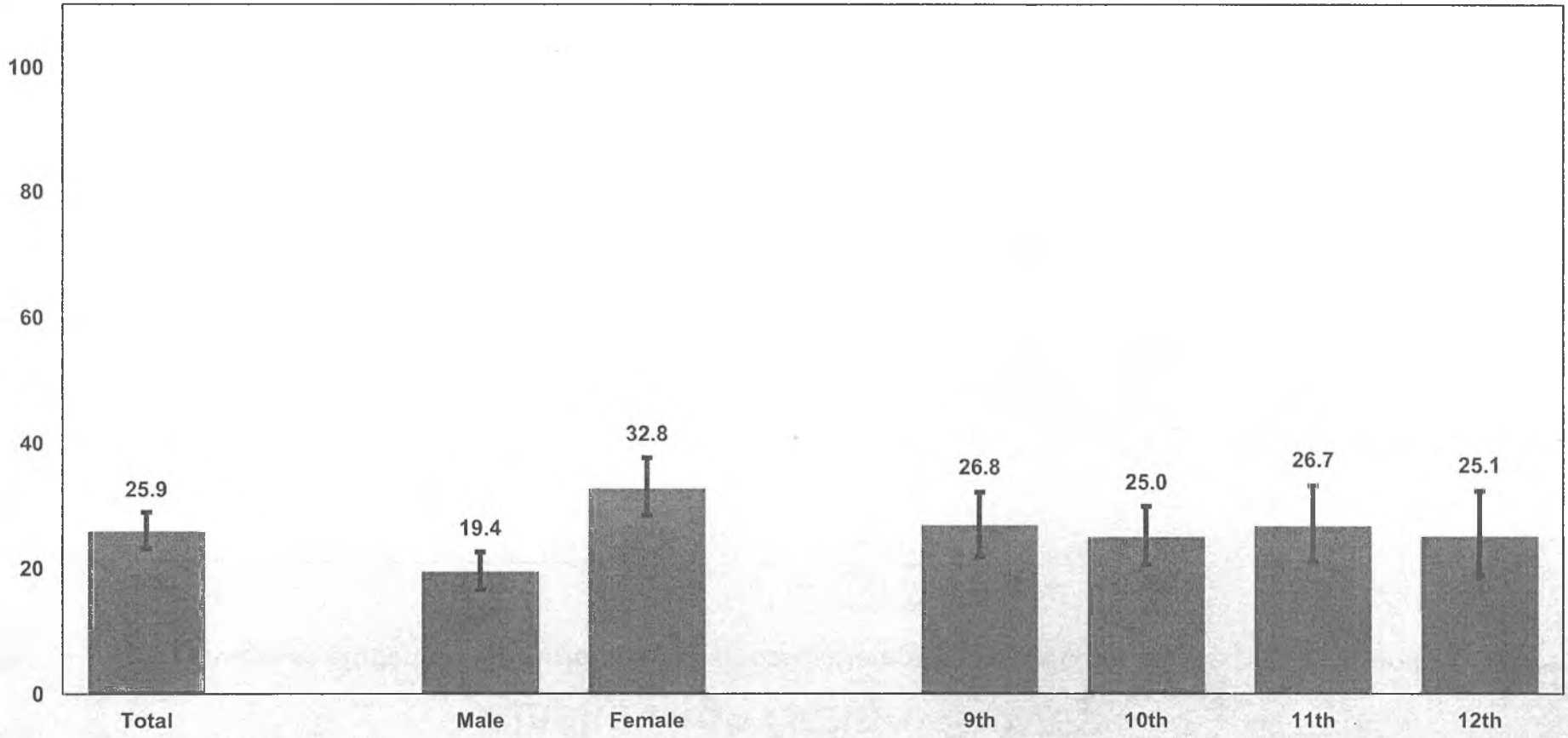


Q23 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months

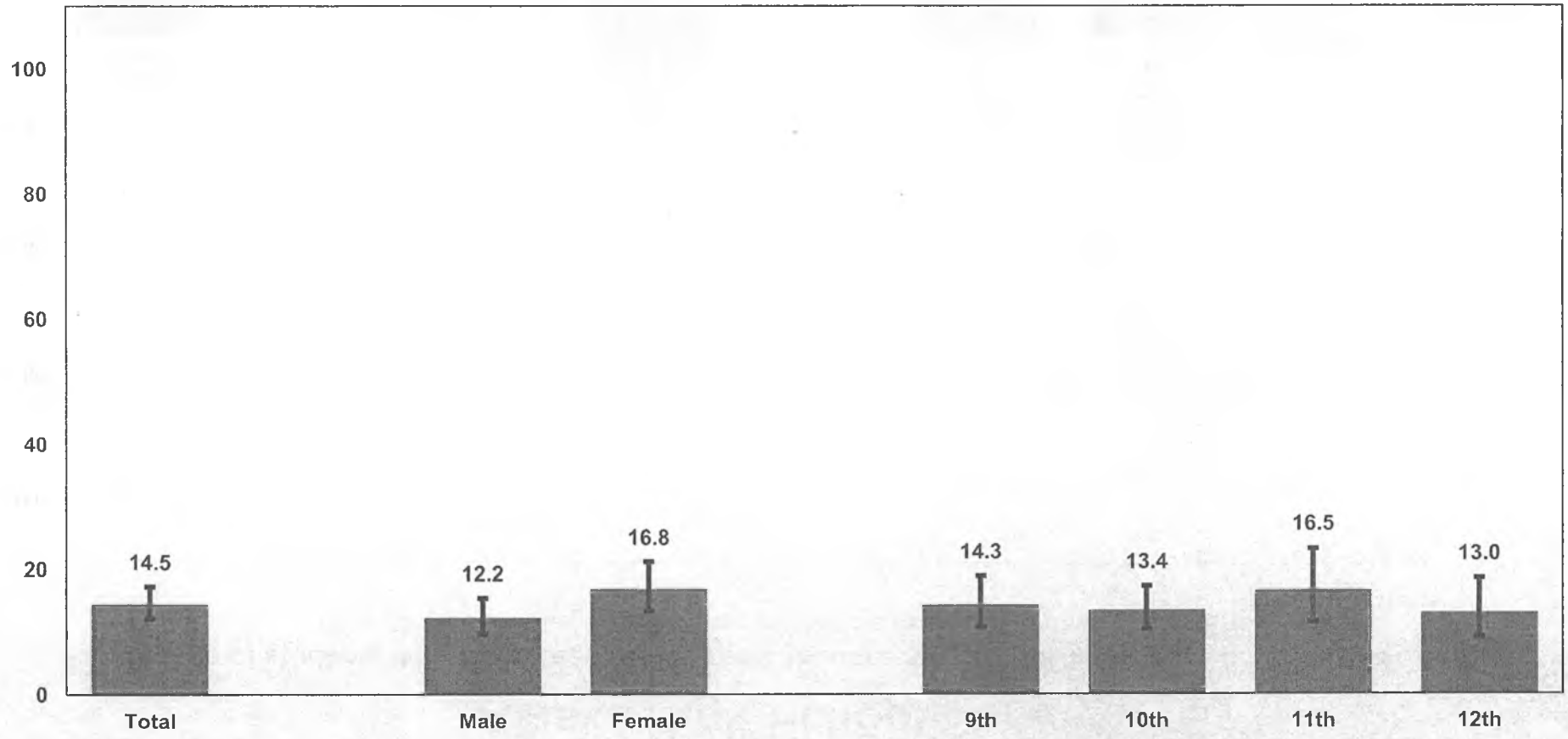


Q24 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who seriously considered attempting suicide during the past 12 months

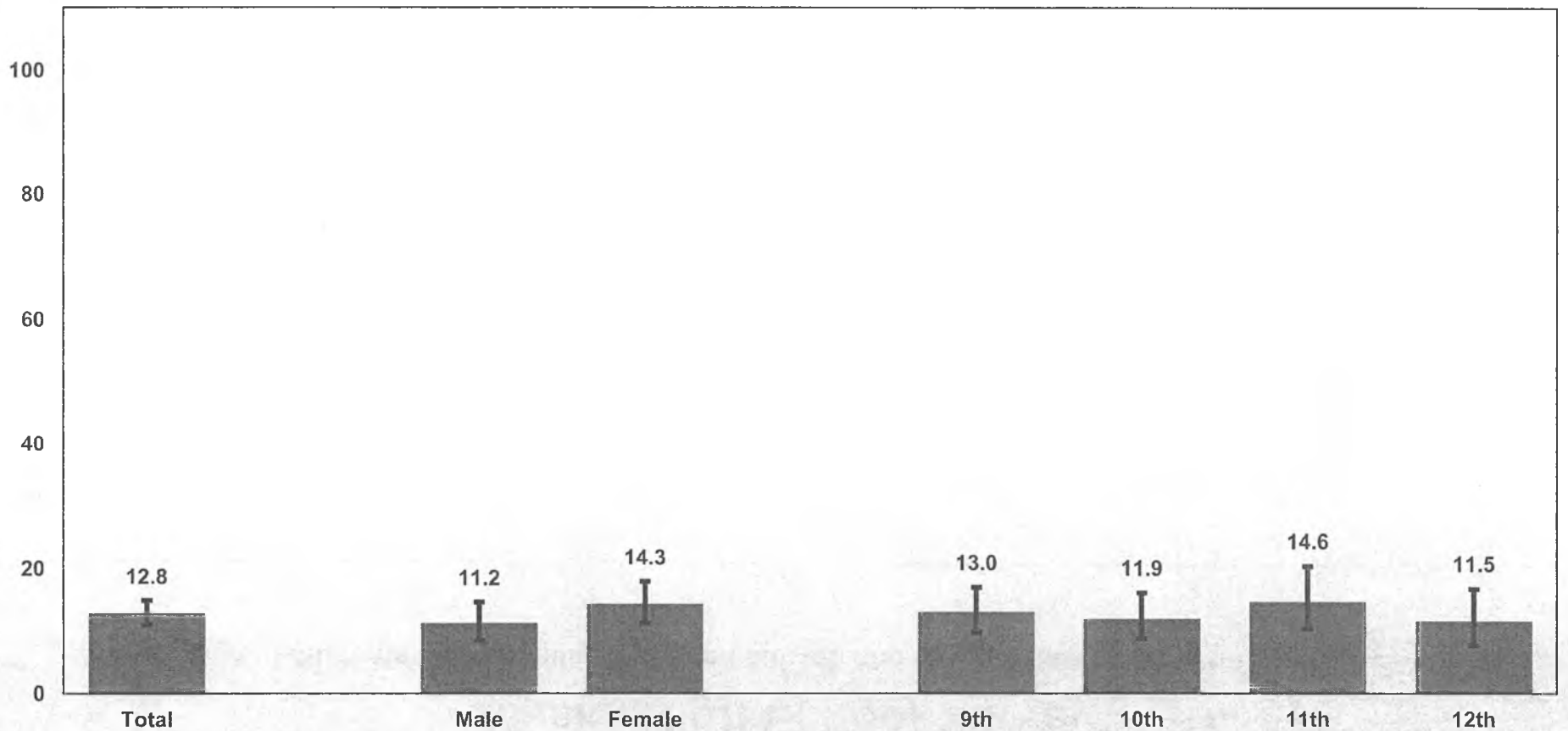


Q25 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who made a plan about how they would attempt suicide during the past 12 months

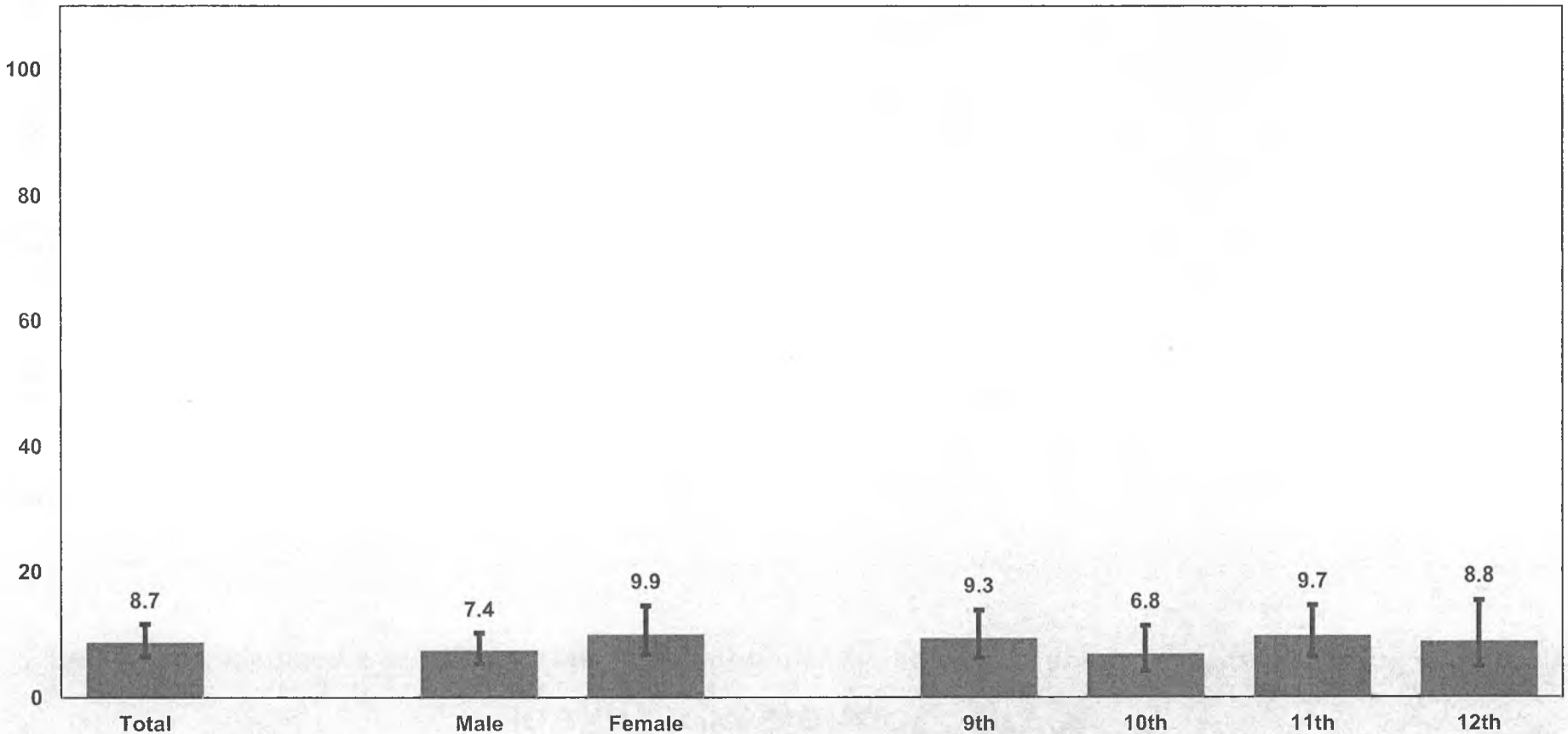


Q26 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who actually attempted suicide one or more times during the past 12 months

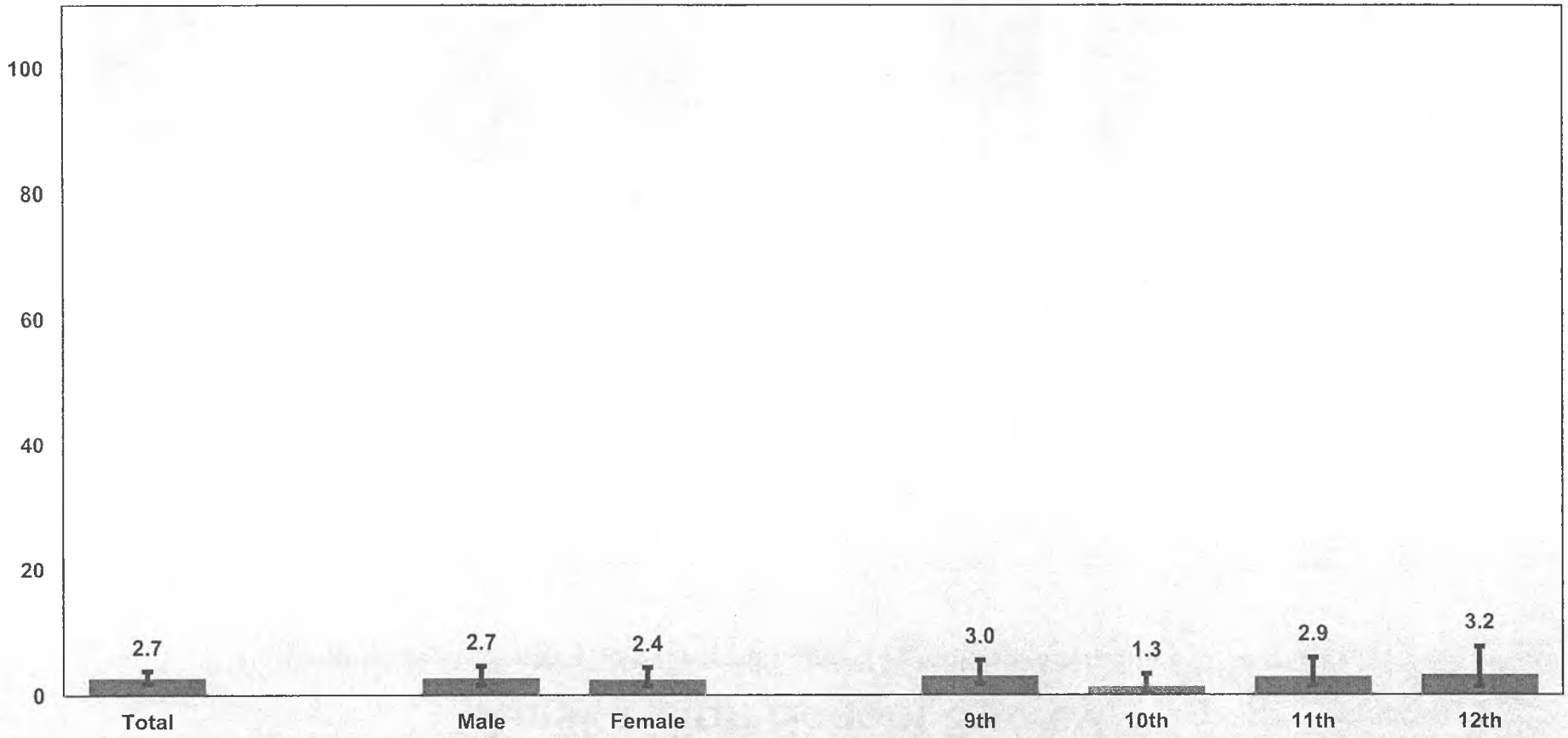


Q27 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who made a suicide attempt during the past 12 months that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

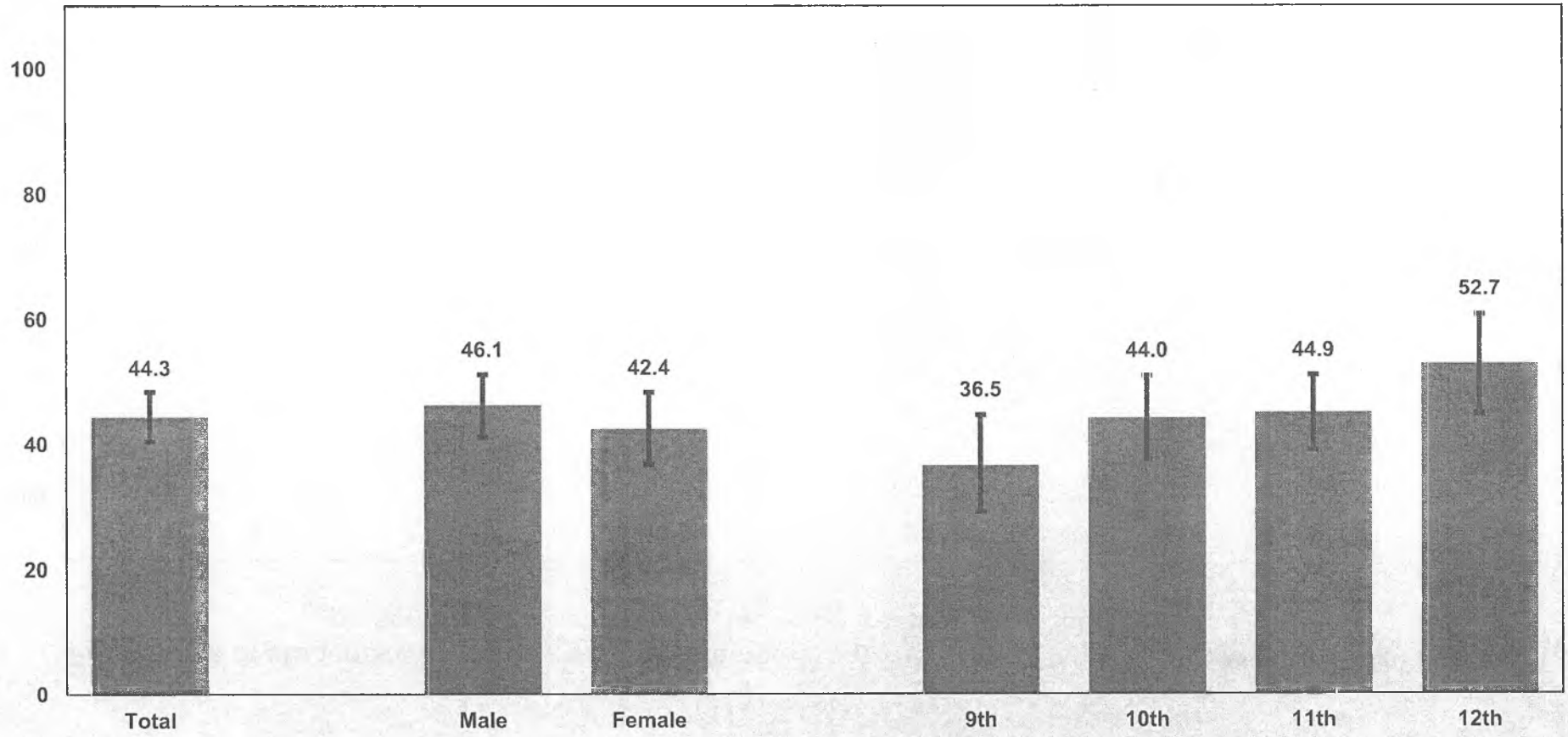


Q28 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ever tried cigarette smoking, even one or two puffs

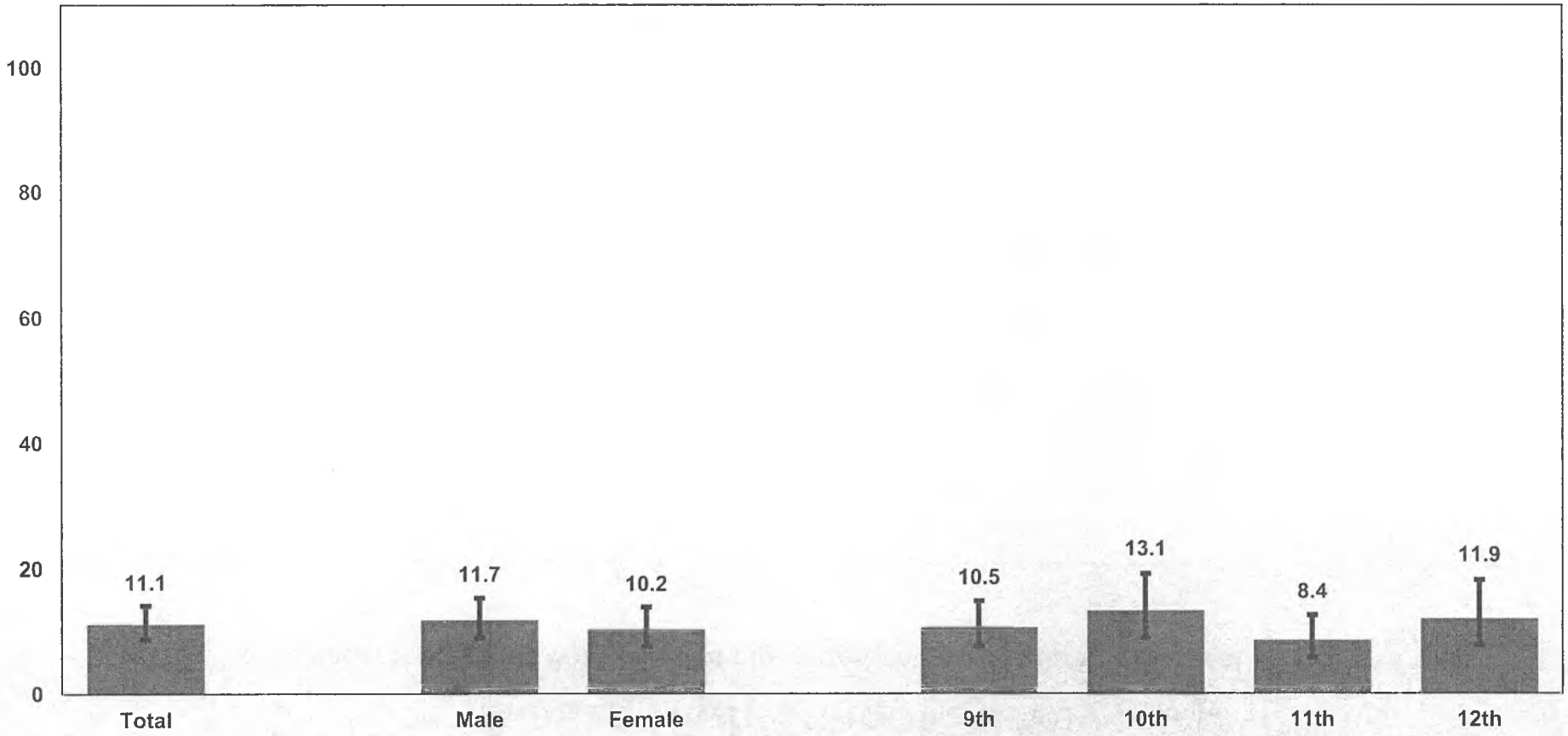


Q29 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who smoked a whole cigarette for the first time before age 13 years

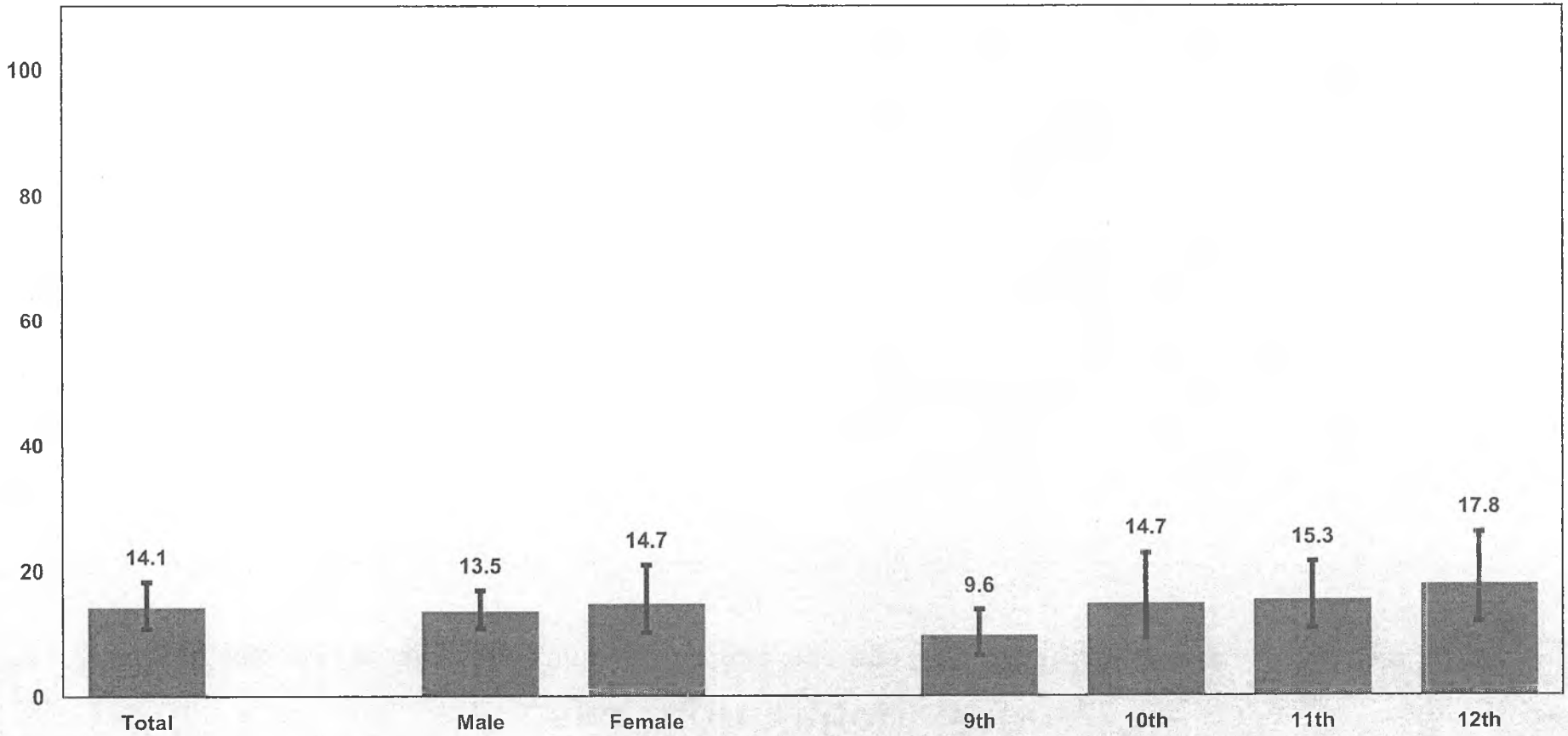


Q30 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who smoked cigarettes on one or more of the past 30 days

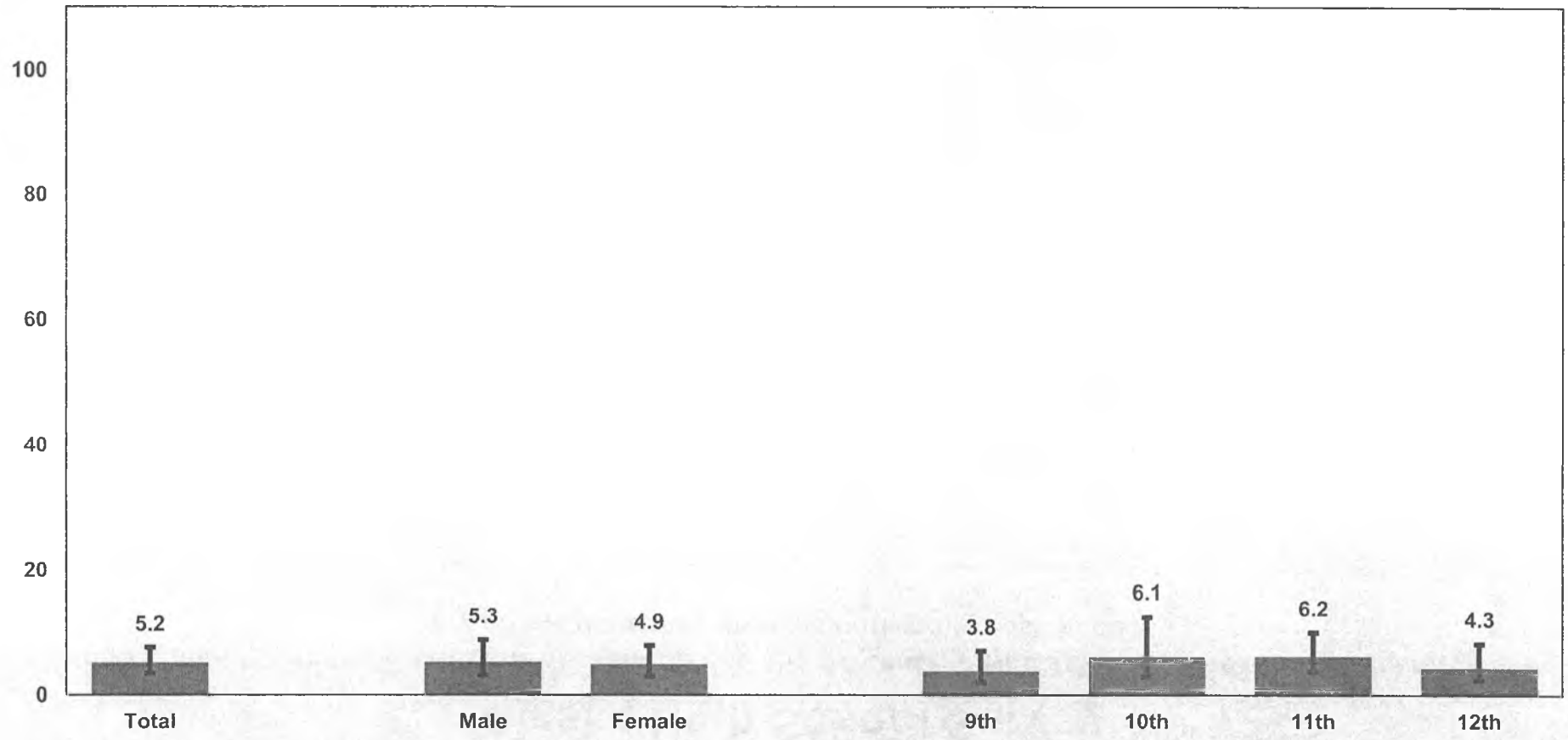


Q31 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who smoked cigarettes on 20 or more of the past 30 days

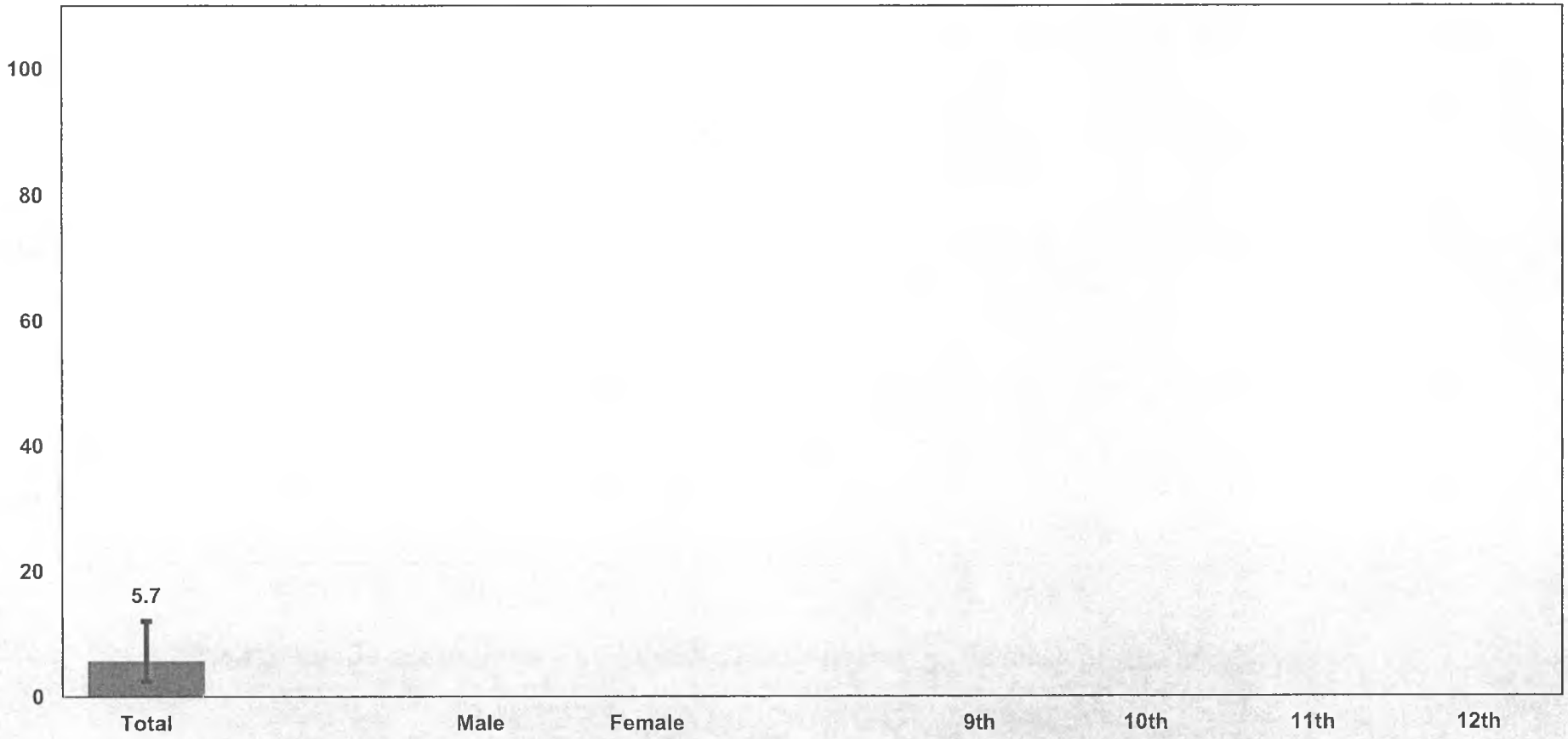


QNFRCIG - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who reported current cigarette use, the percentage who smoked more than 10 cigarettes per day on the days they smoked during the past 30 days

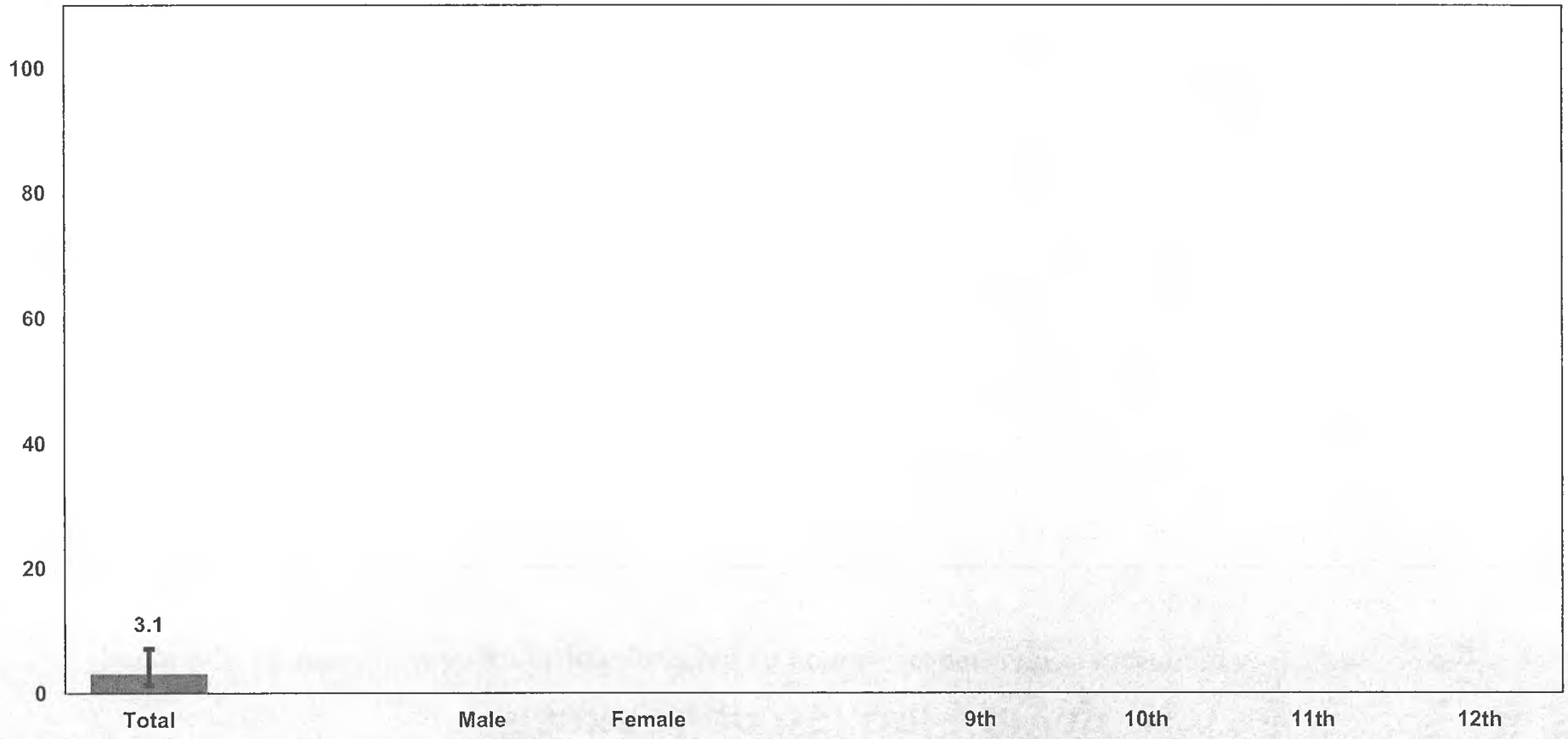


Q32 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who were less than 18 years of age and who reported current cigarette use, the percentage who usually got their own cigarettes by buying them in a store or gas station during the past 30 days

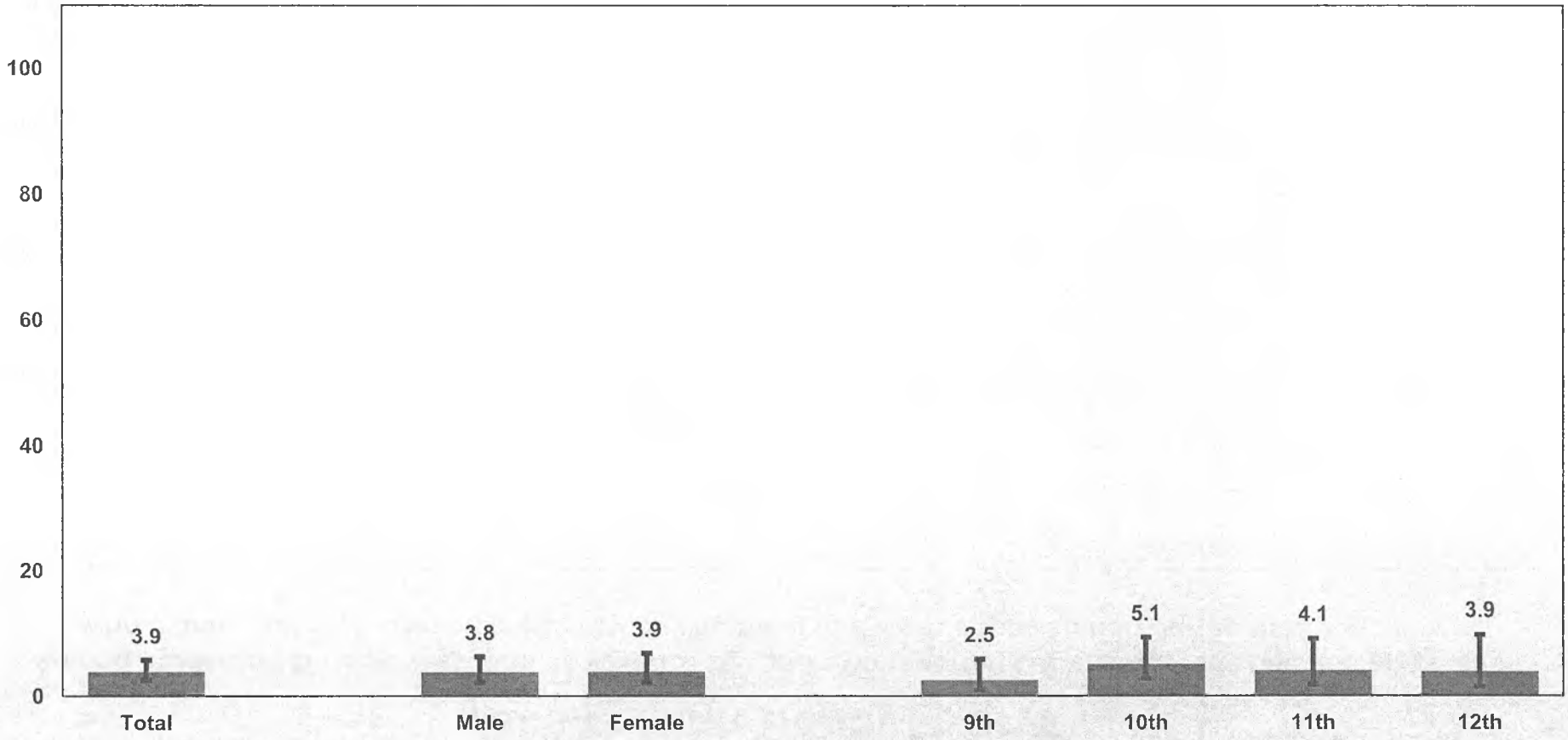


Q33 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who smoked cigarettes on school property on one or more of the past 30 days

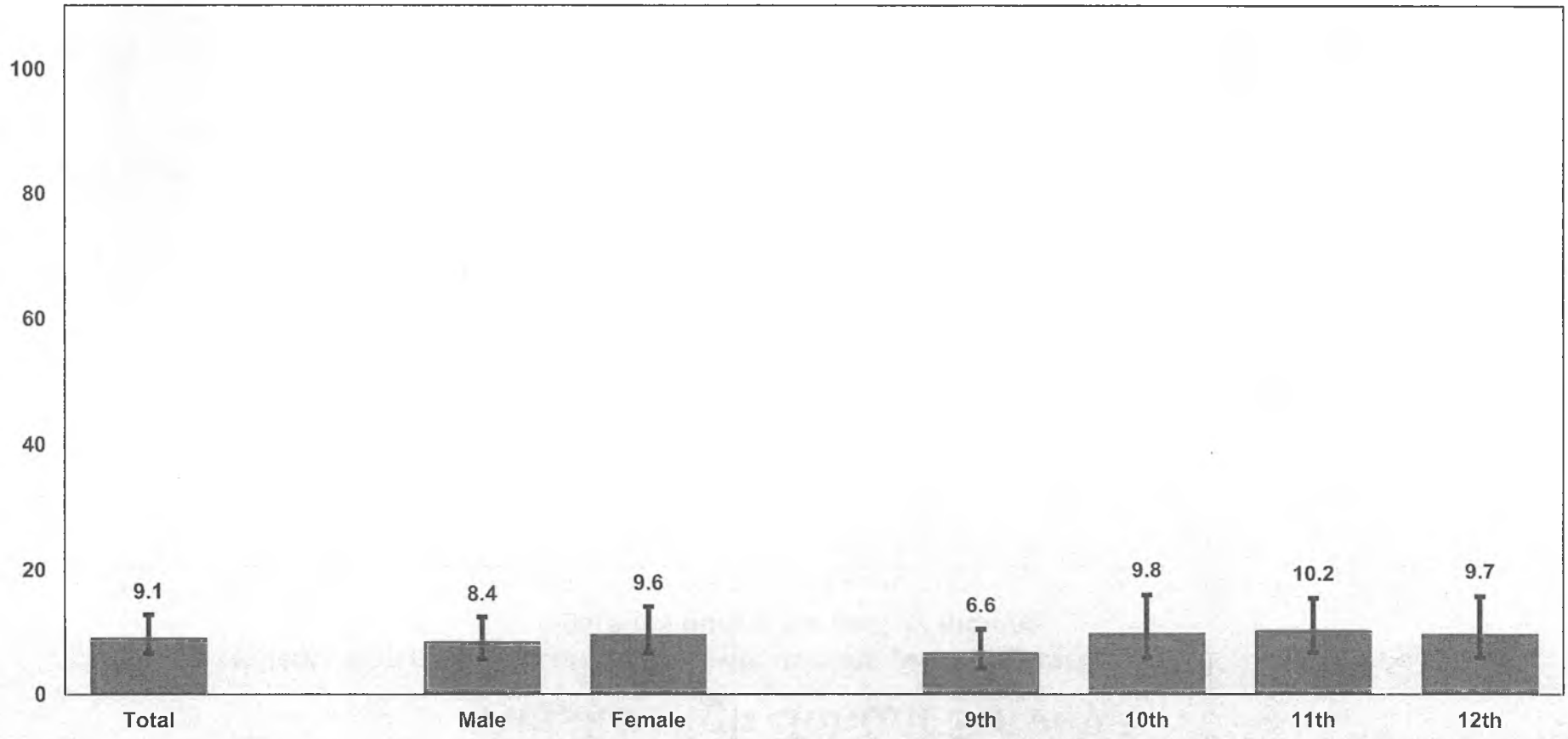


Q34 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days

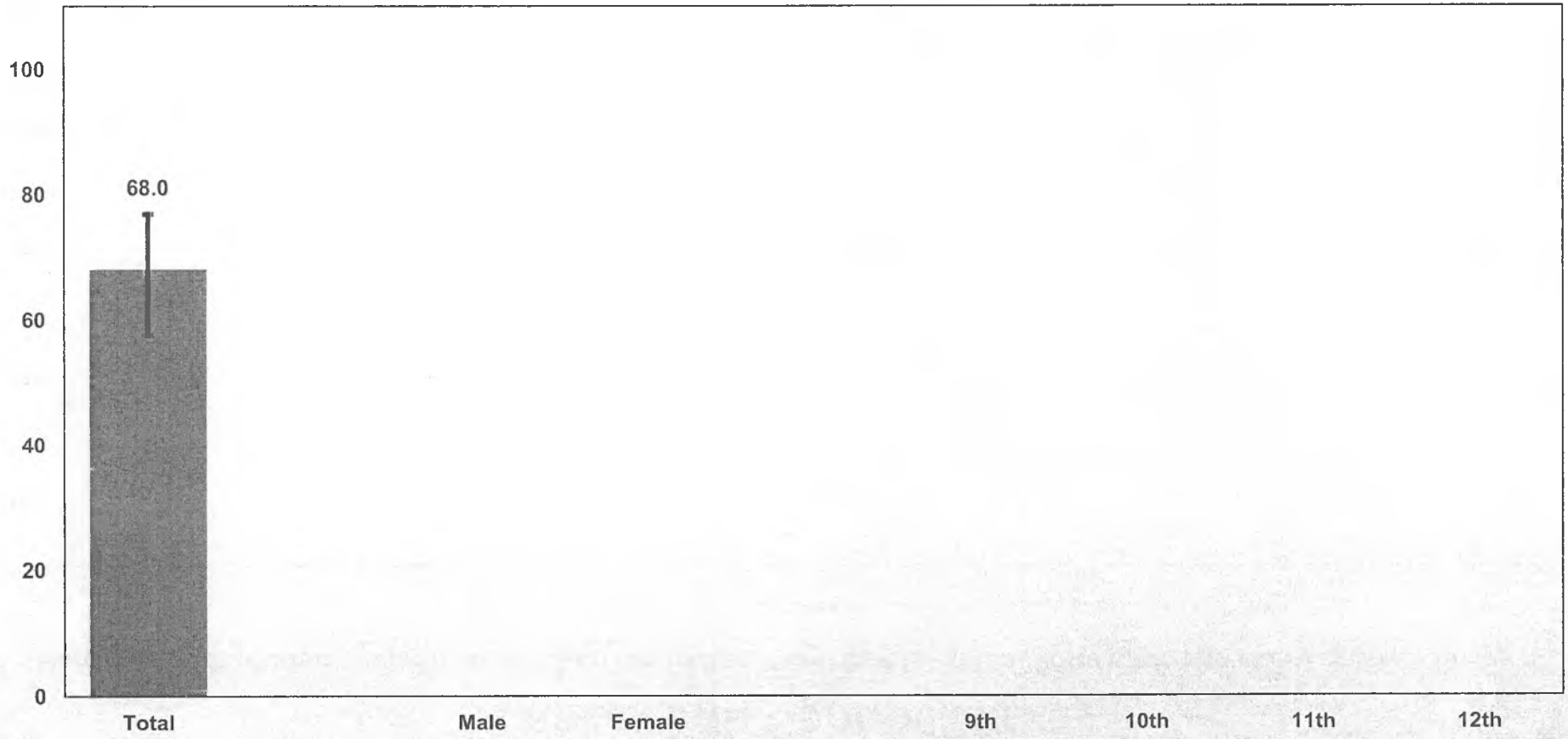


Q35 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who reported current cigarette use, the percentage who ever tried to quit smoking cigarettes during the past 12 months

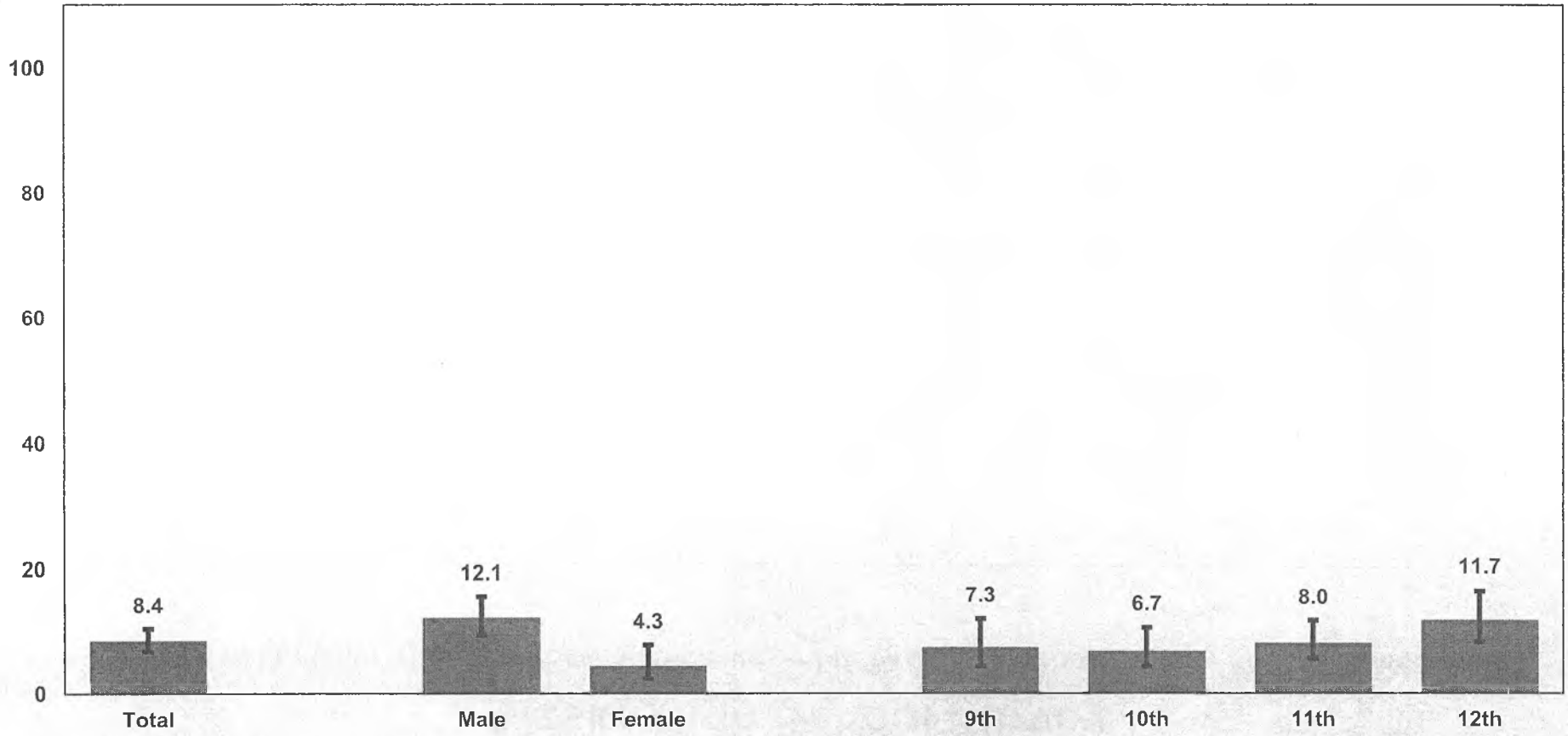


Q36 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used chewing tobacco, snuff, or dip on one or more of the past 30 days

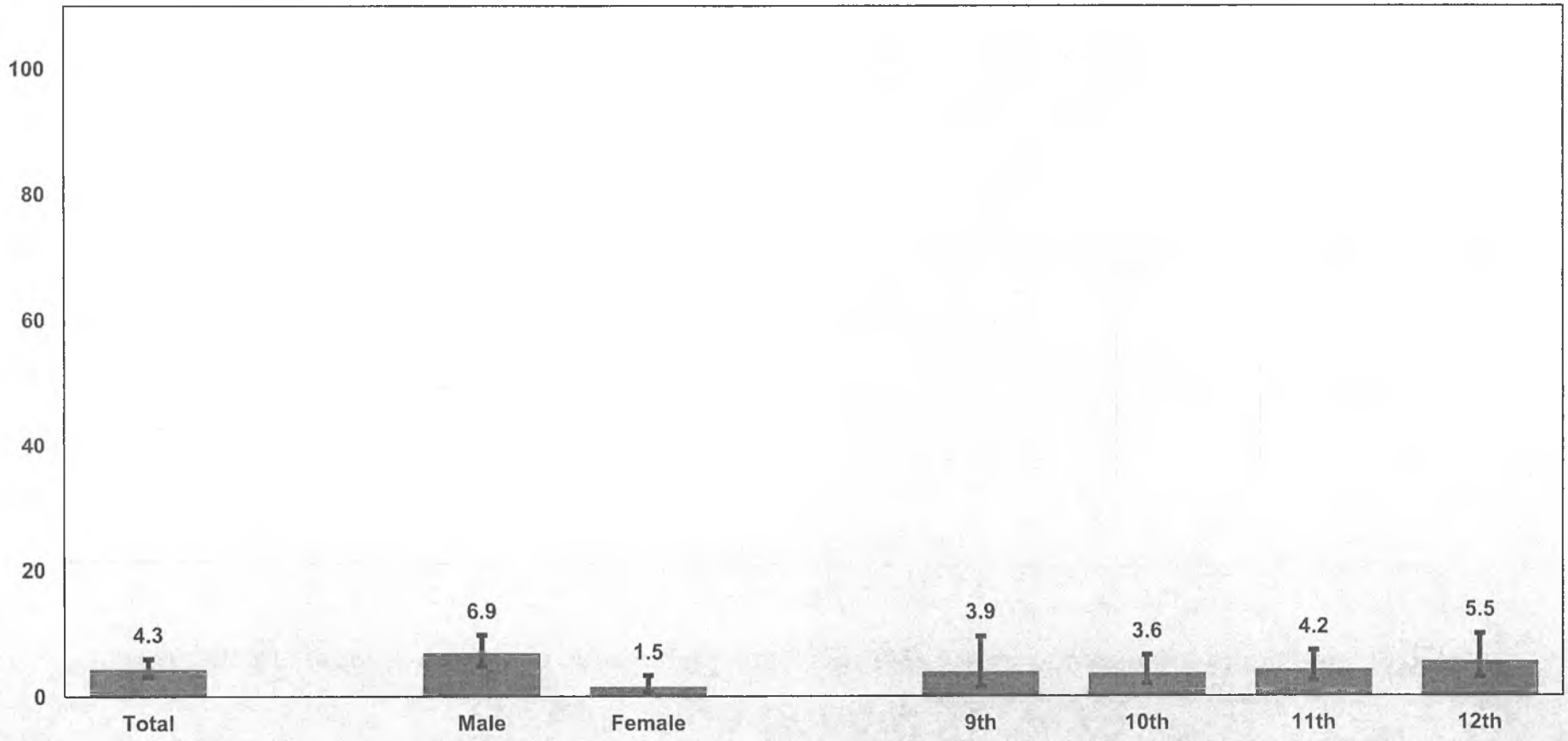


Q37 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used chewing tobacco, snuff, or dip on school property on one or more of the past 30 days

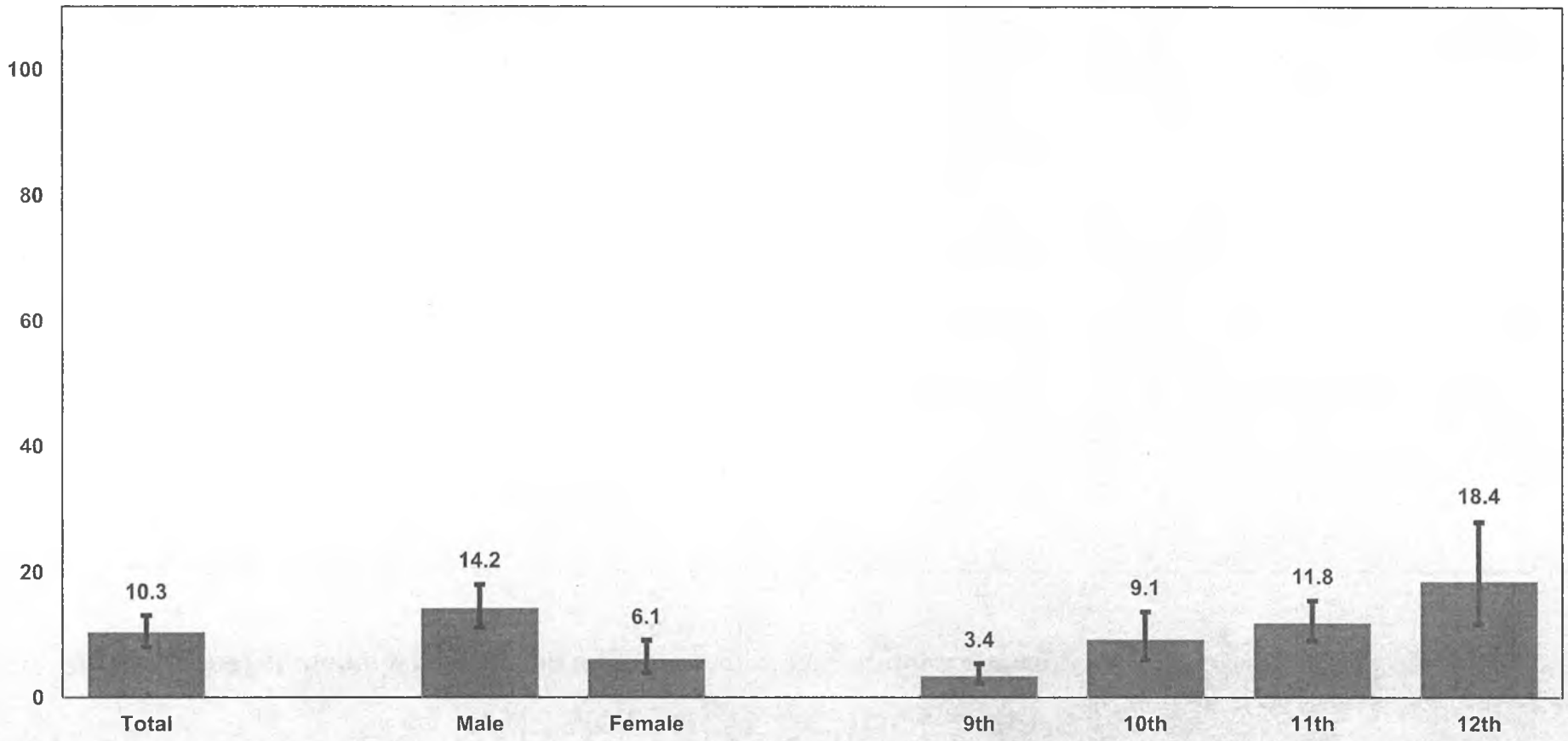


Q38 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who smoked cigars, cigarillos, or little cigars on one or more of the past 30 days

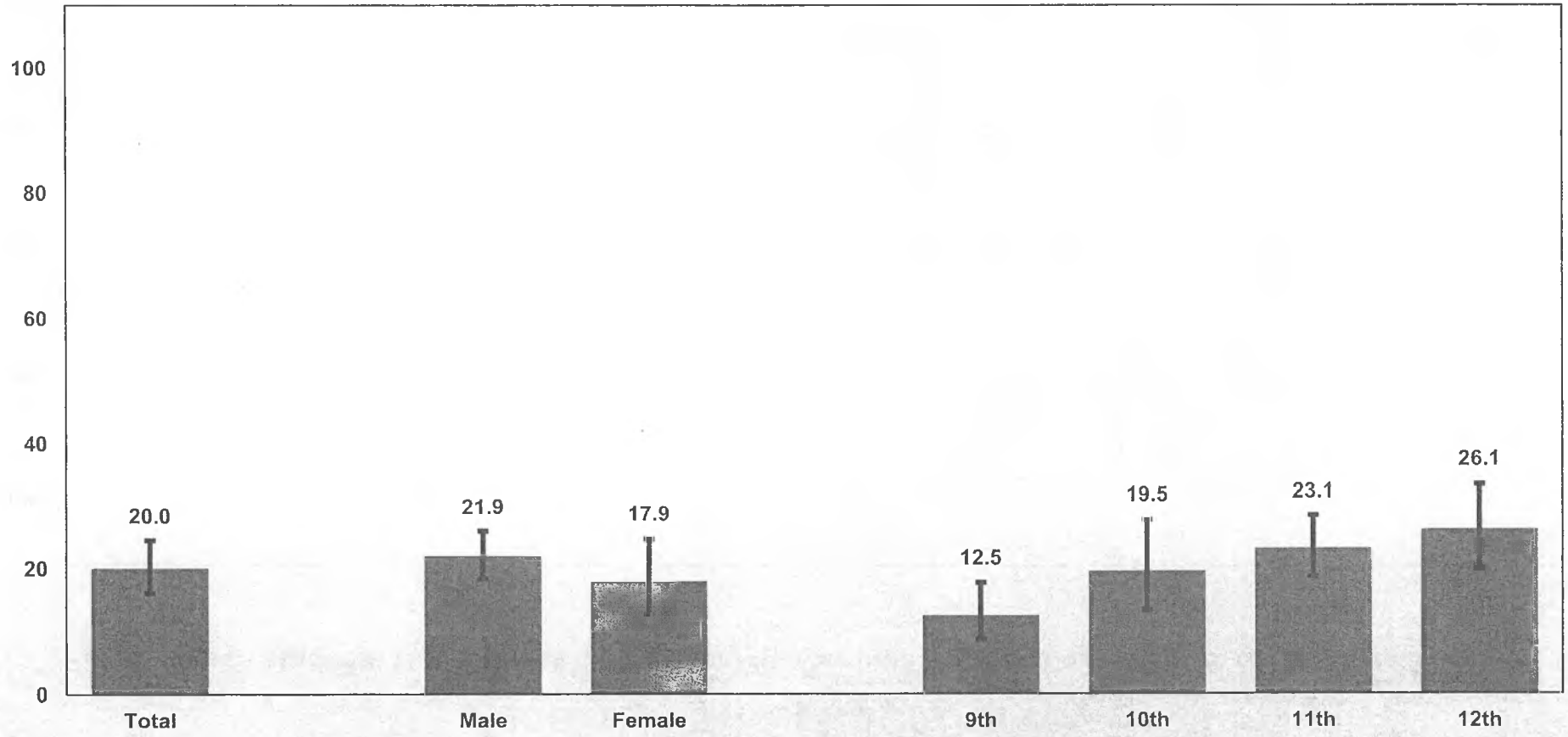


Q39 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days

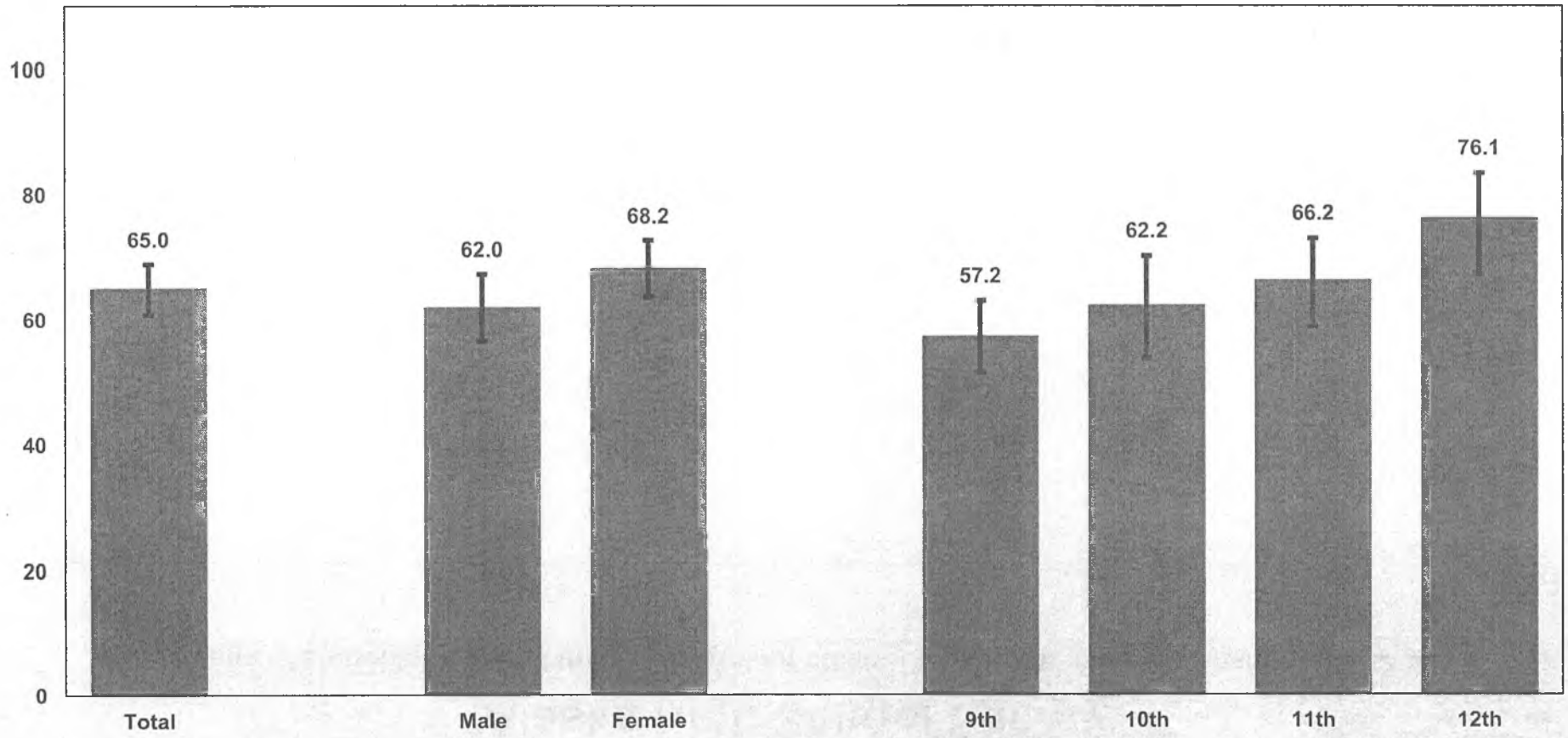


QNANYTOB - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had at least one drink of alcohol on one or more days during their life

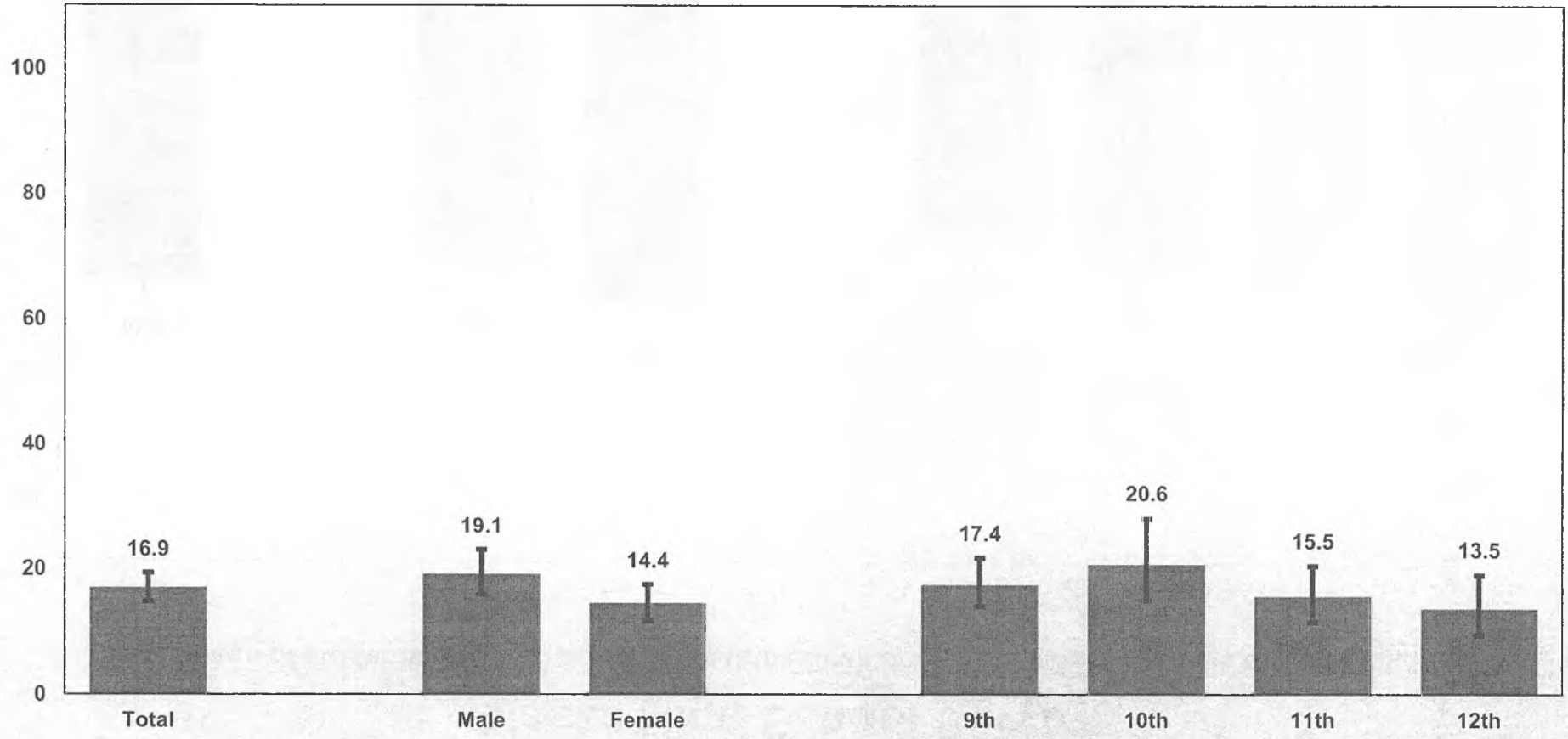


Q40 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had their first drink of alcohol other than a few sips before age 13 years

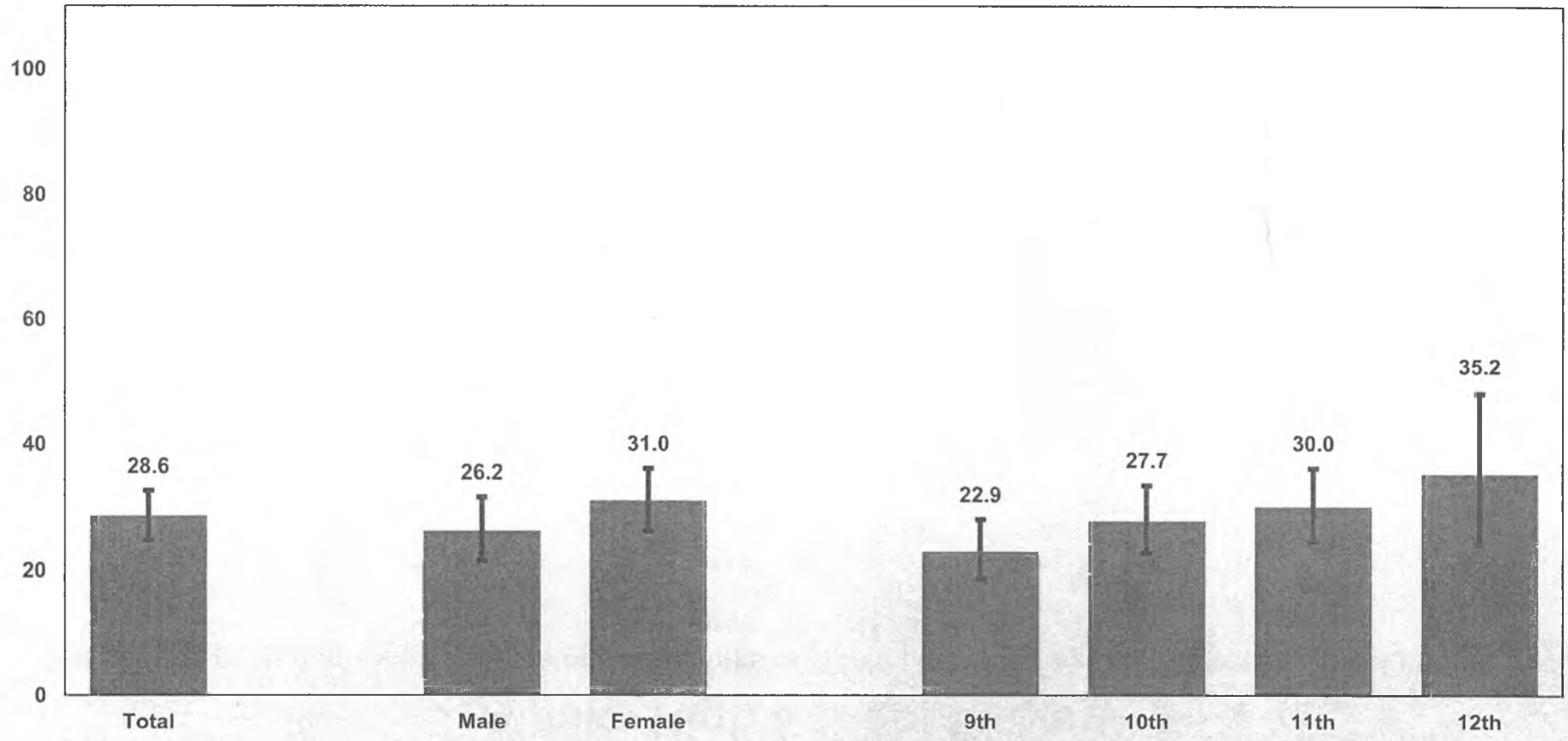


Q41 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had at least one drink of alcohol on one or more of the past 30 days

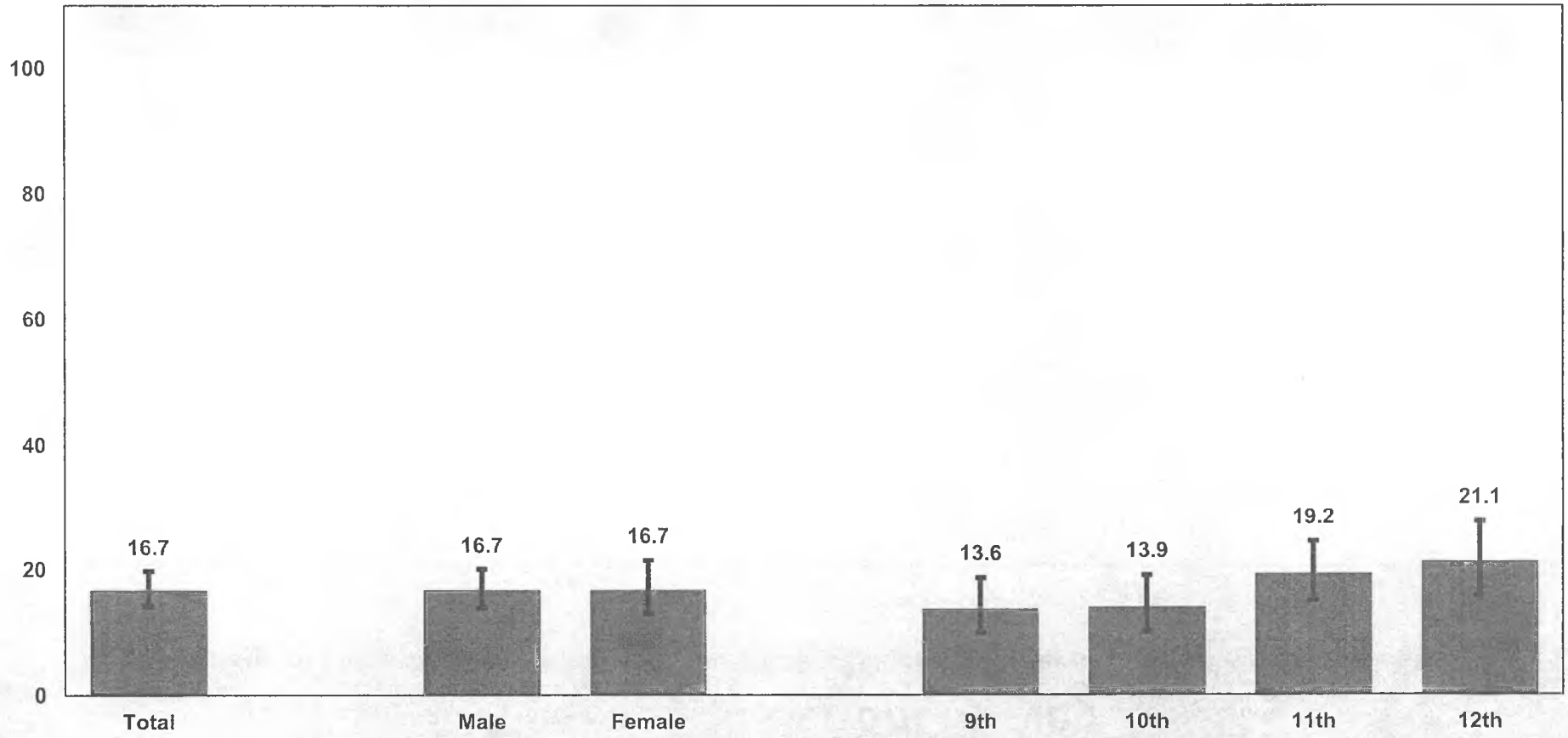


Q42 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had five or more drinks of alcohol in a row, that is, within a couple of hours, on one or more of the past 30 days

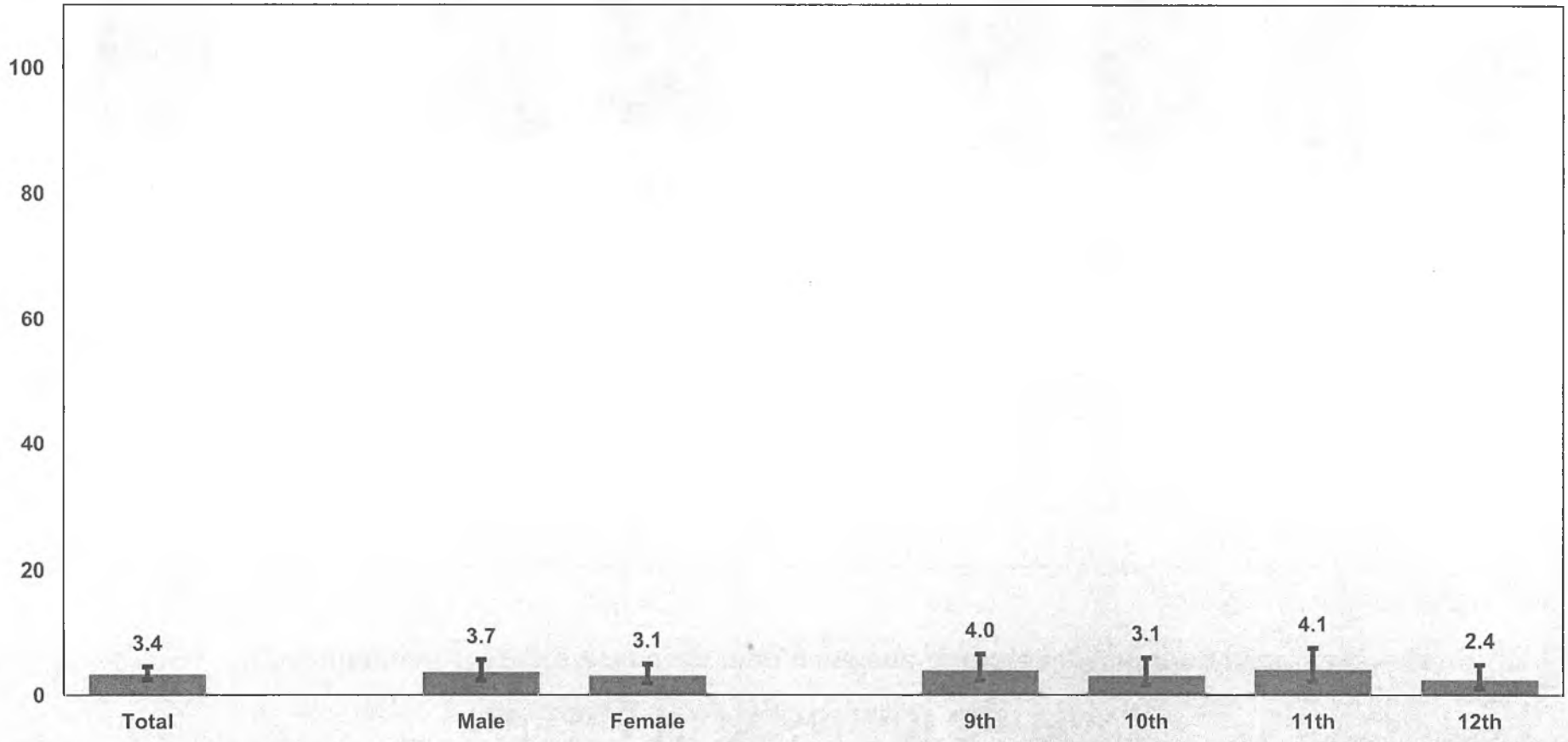


Q43 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days

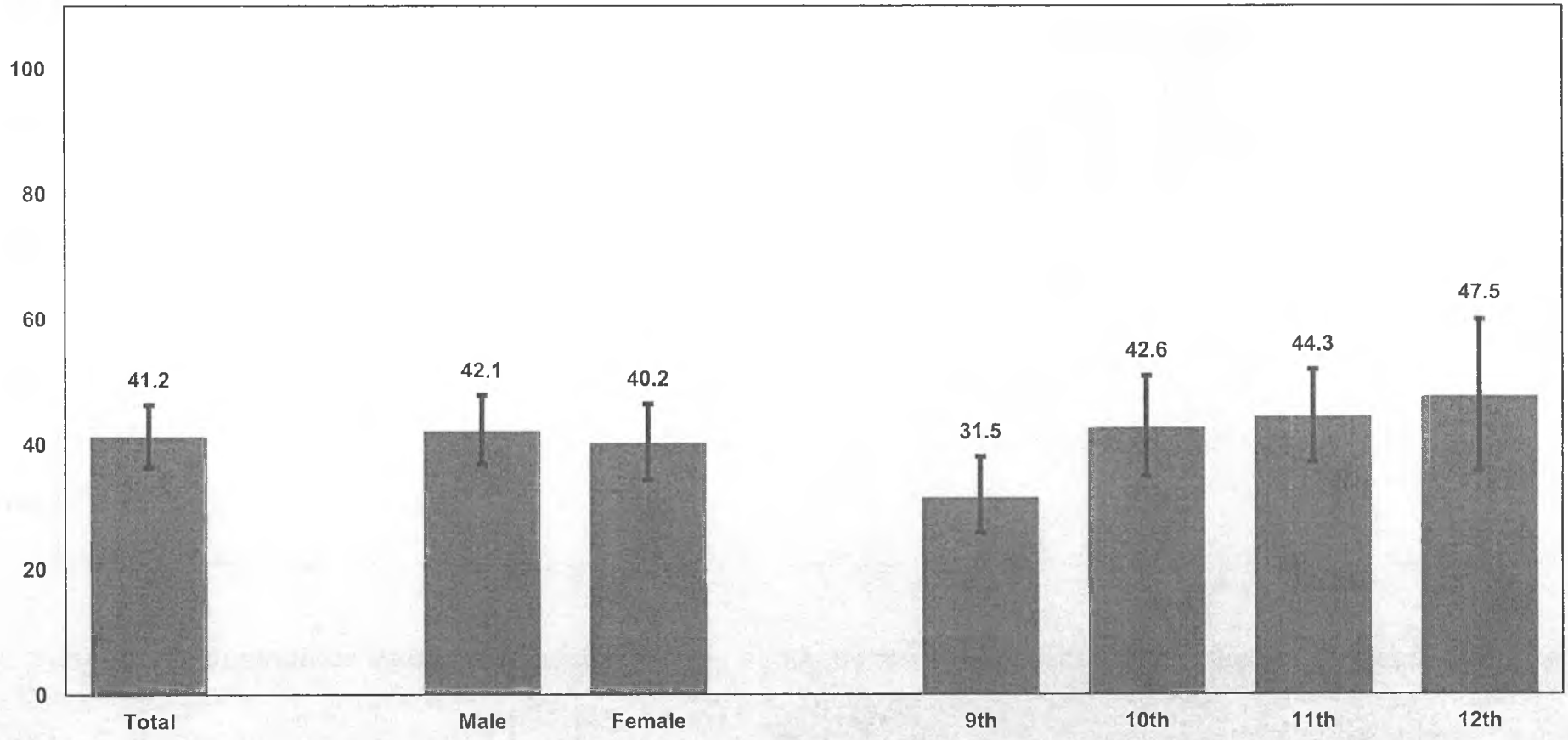


Q45 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used marijuana one or more times during their life

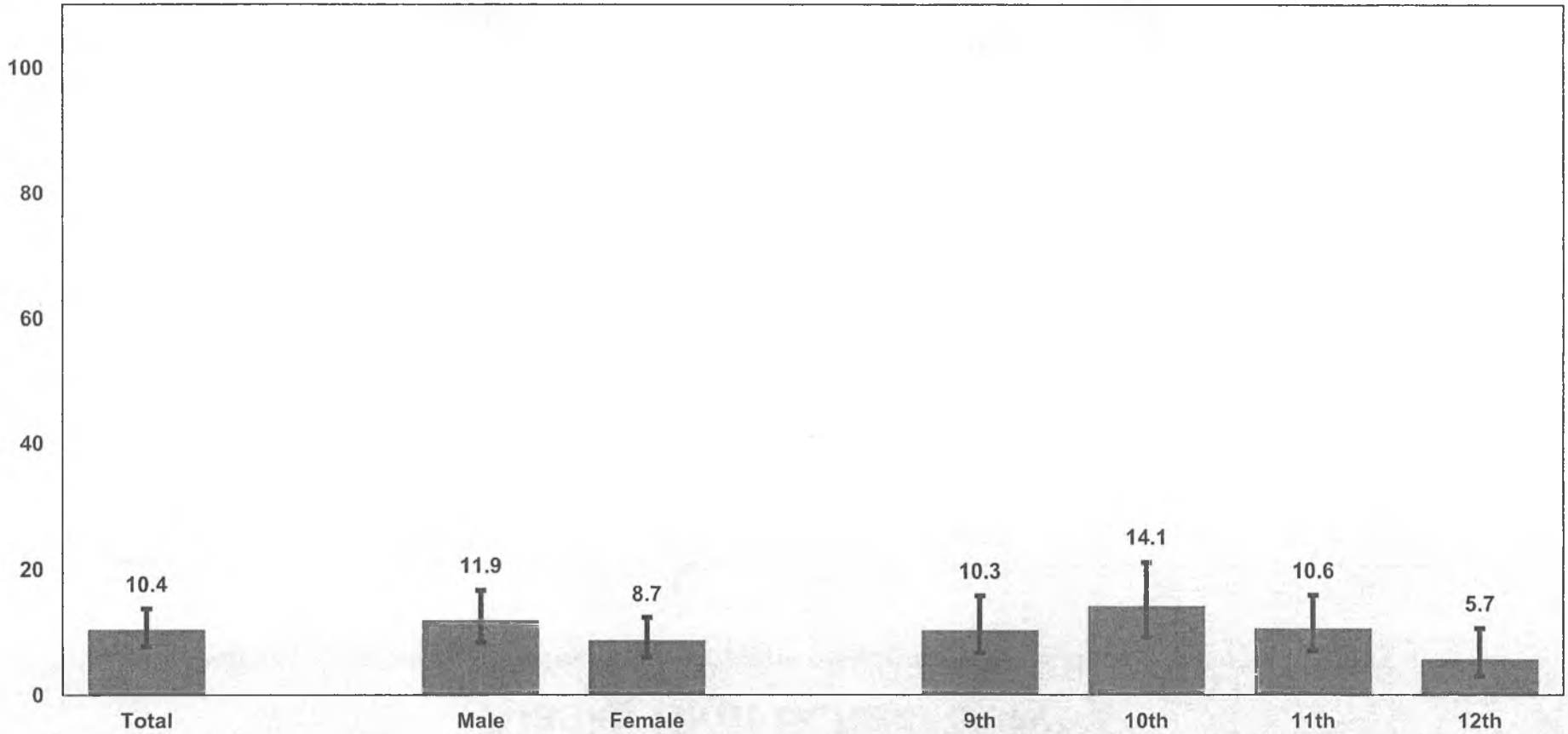


Q46 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who tried marijuana for the first time before age 13 years

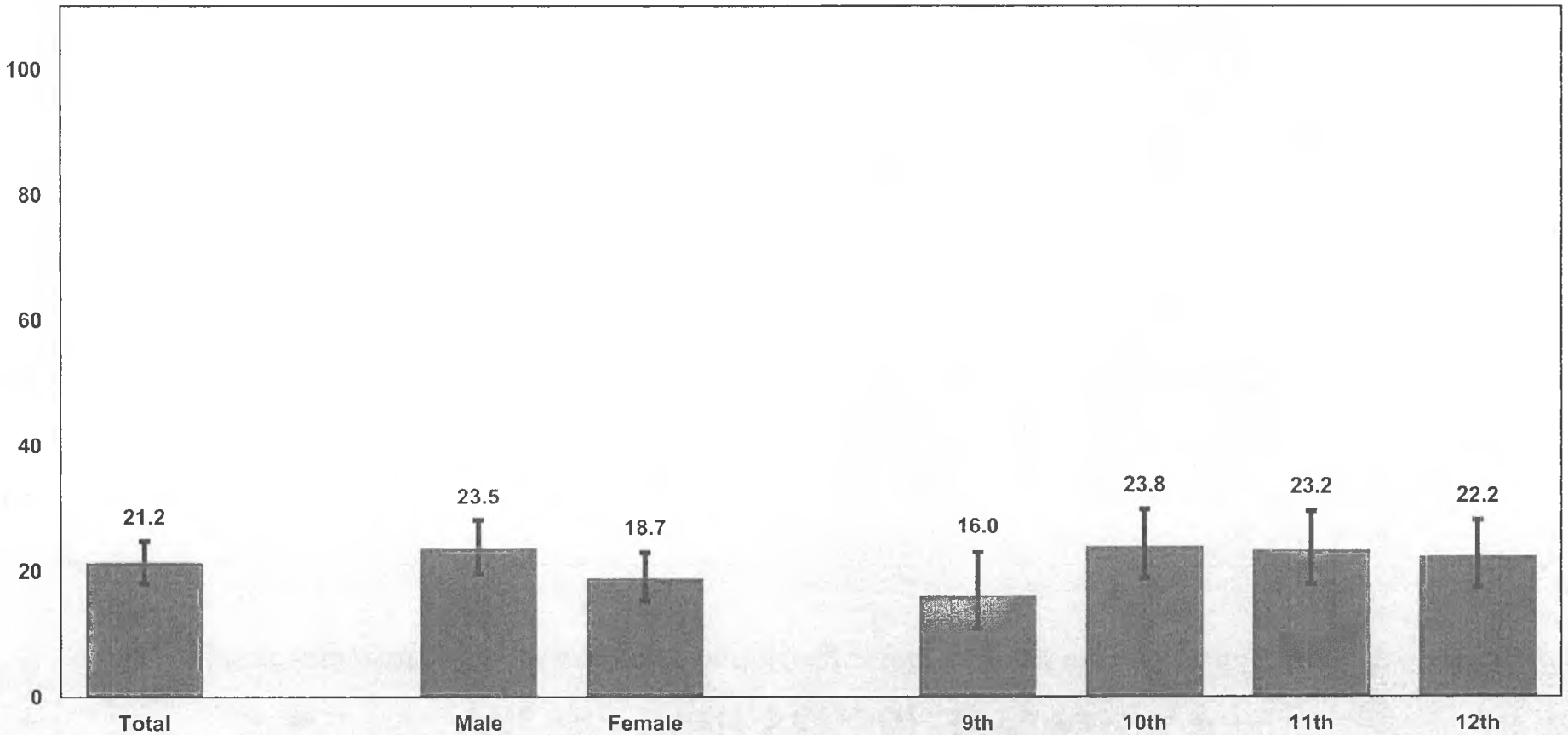


Q47 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used marijuana one or more times during the past 30 days

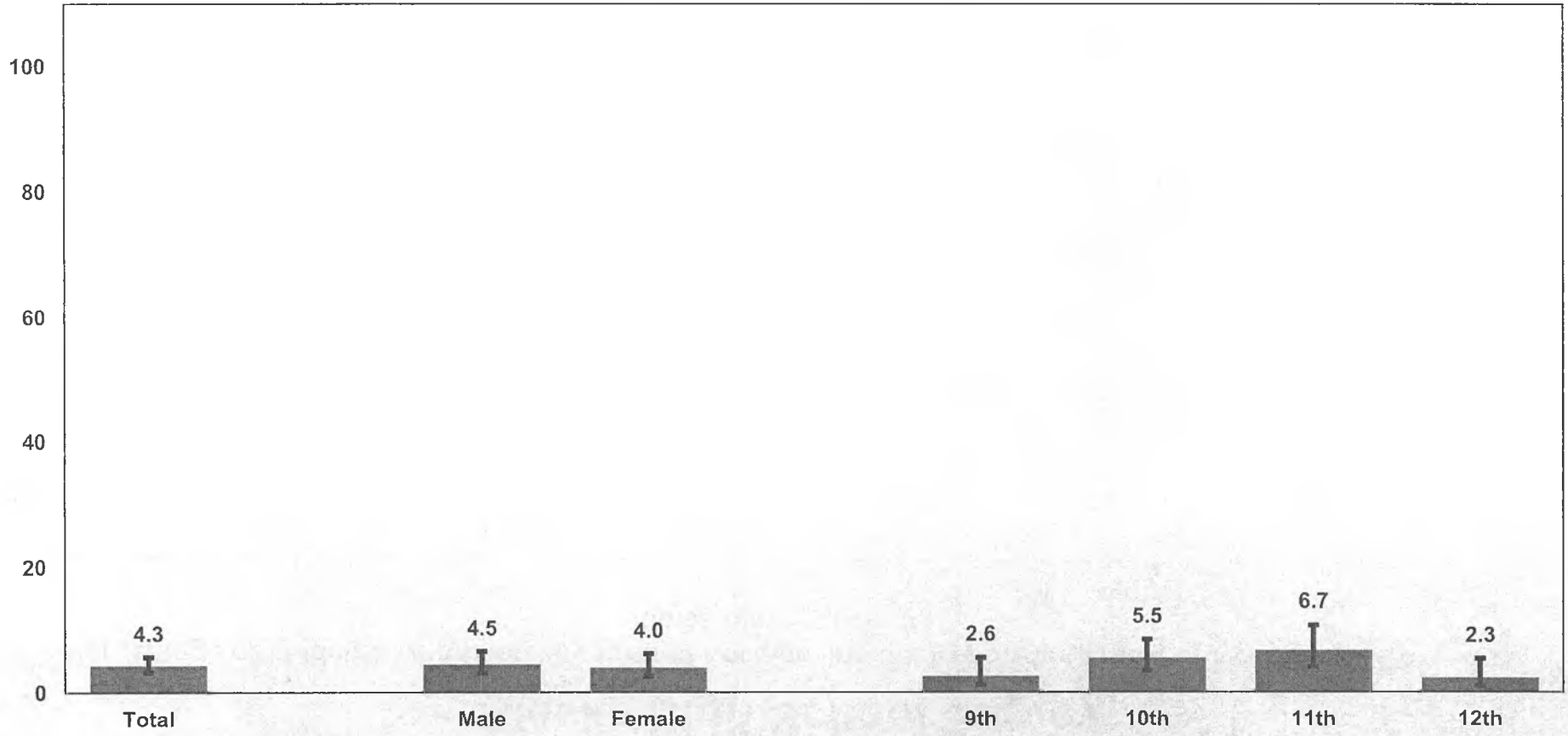


Q48 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used marijuana on school property one or more times during the past 30 days

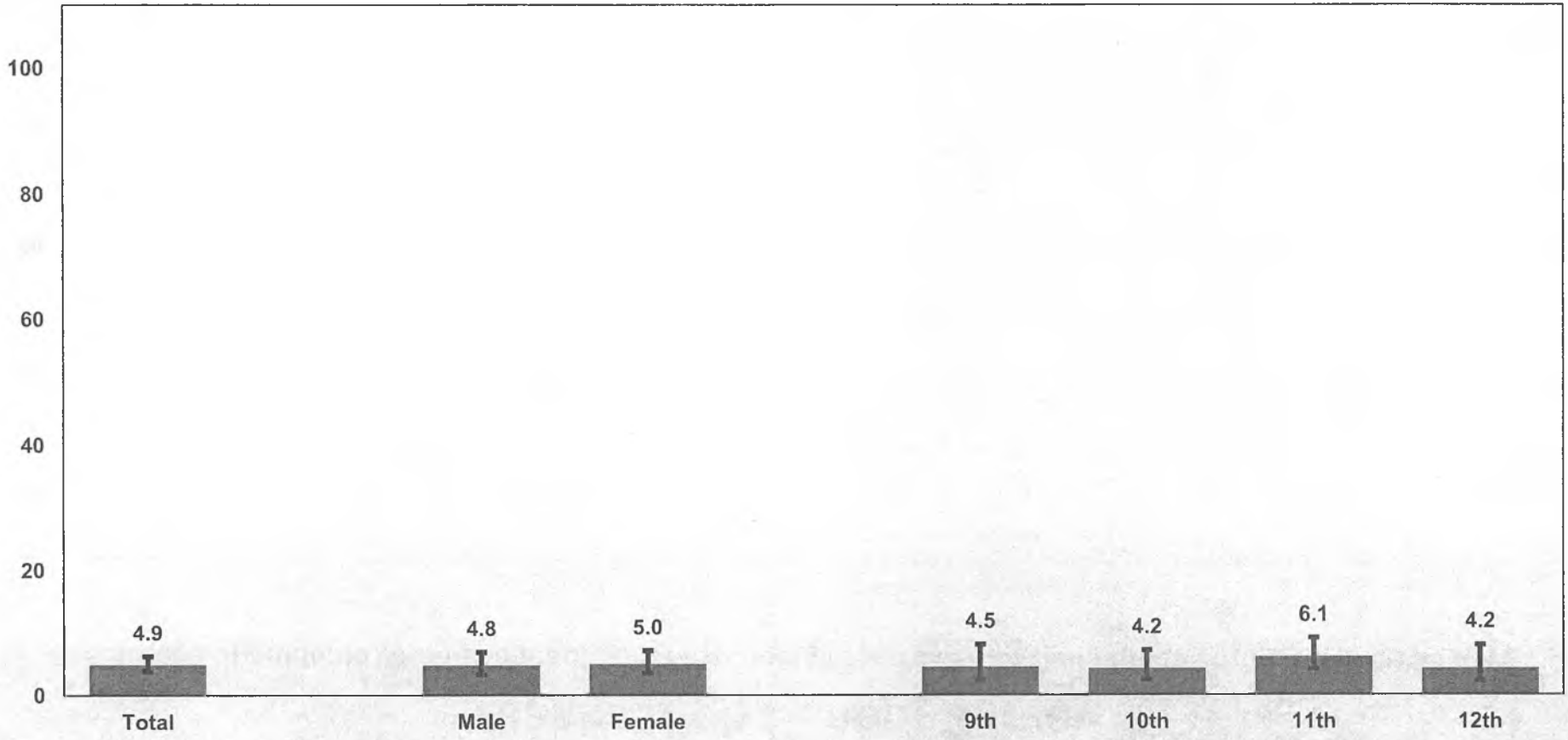


Q49 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life

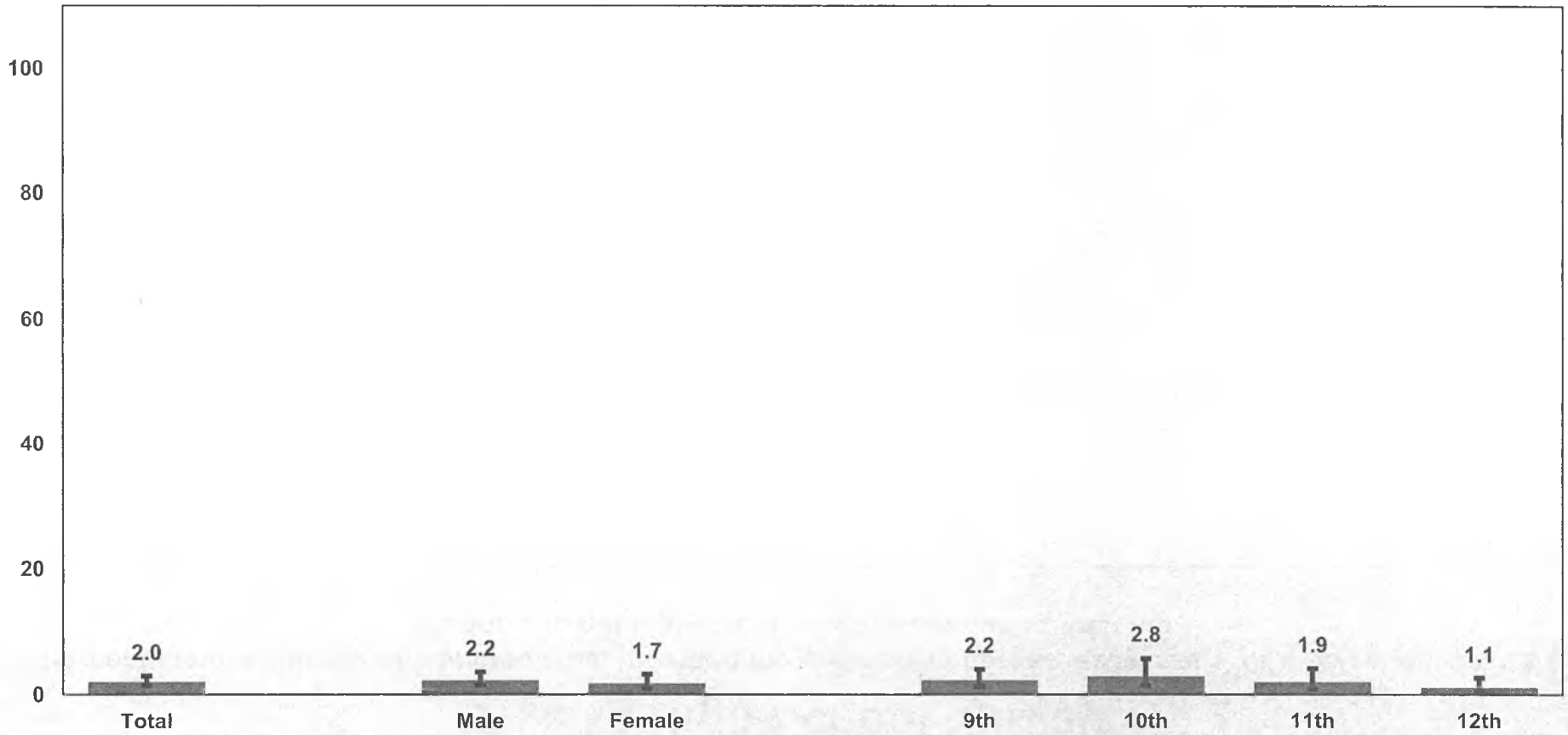


Q50 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during the past 30 days

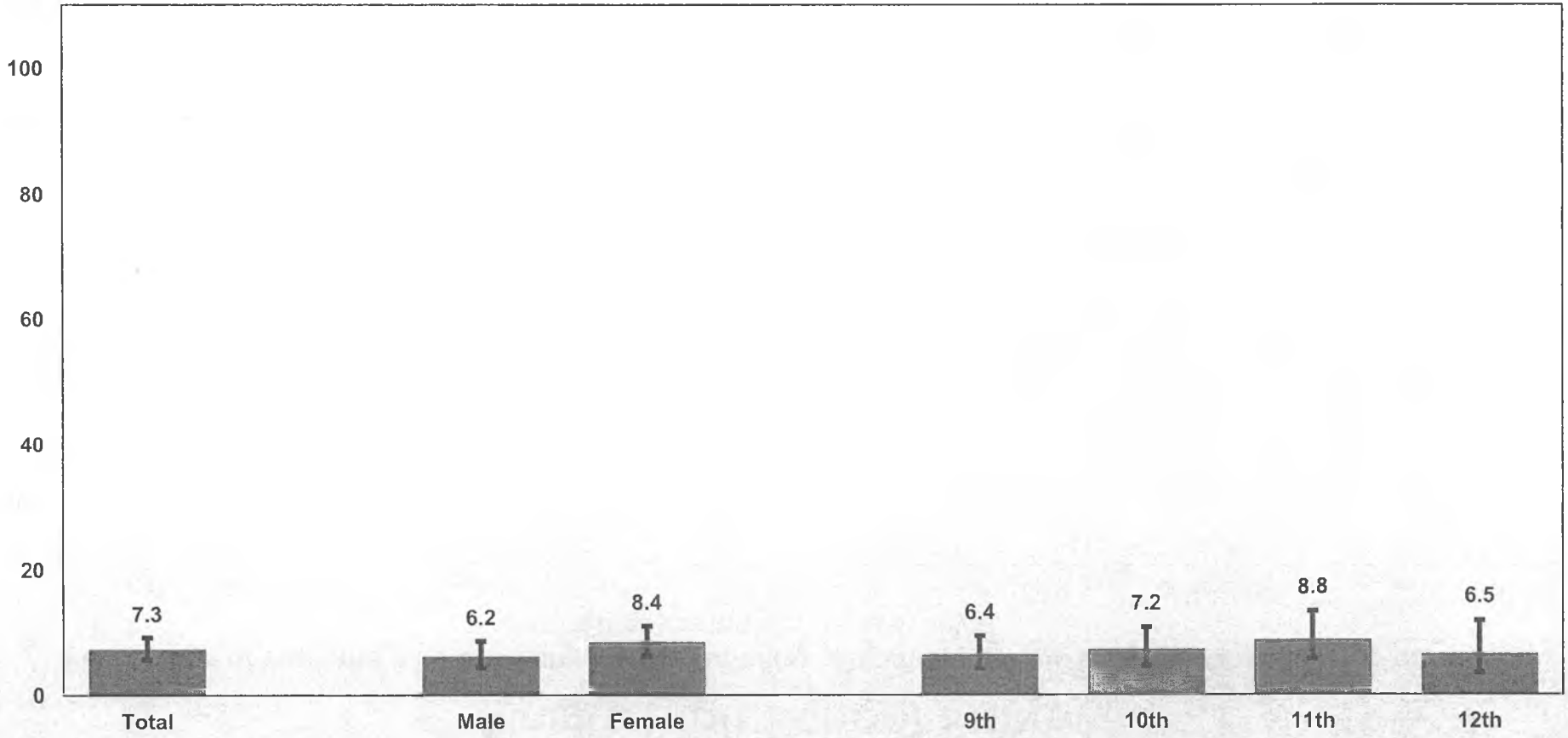


Q51 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life

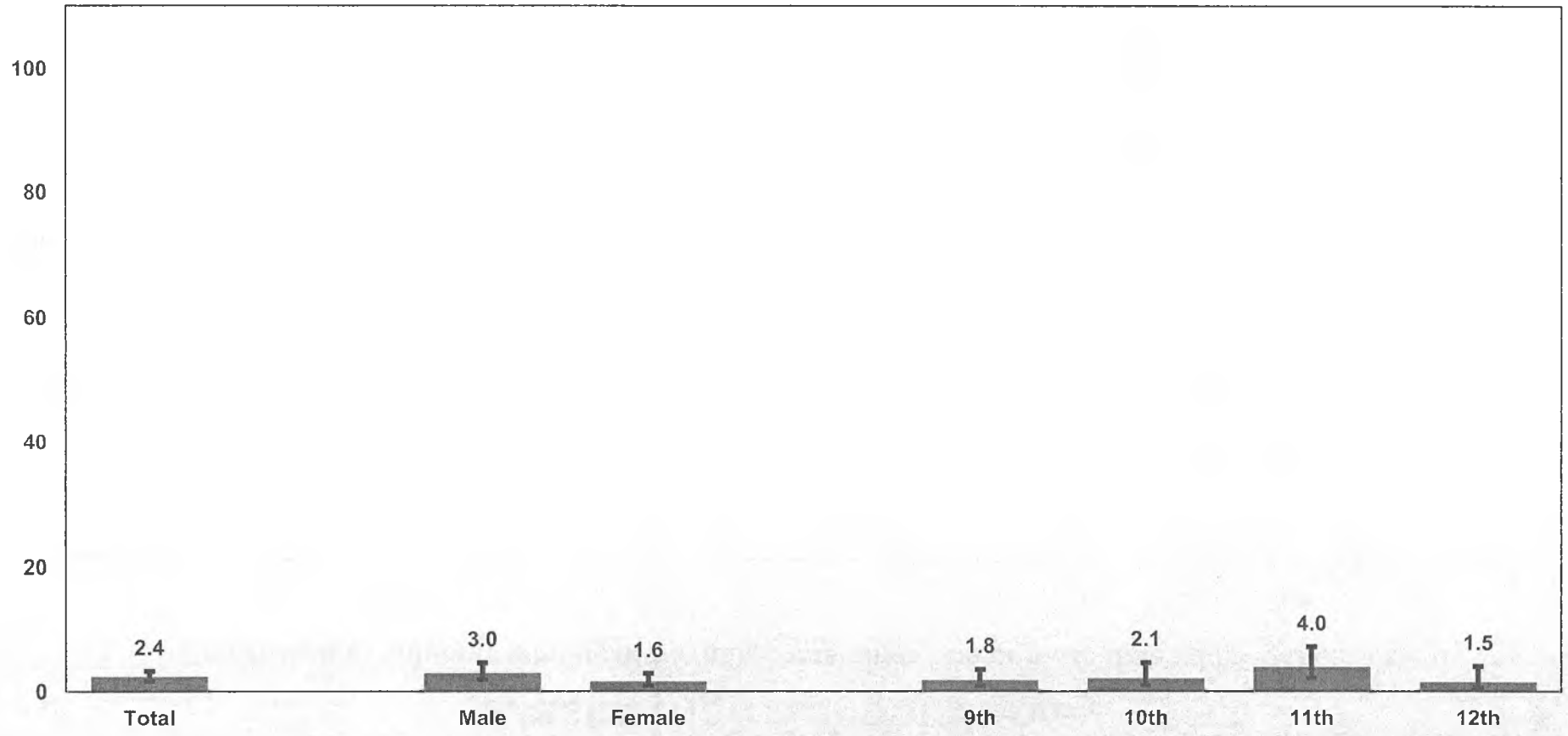


Q52 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used heroin one or more times during their life

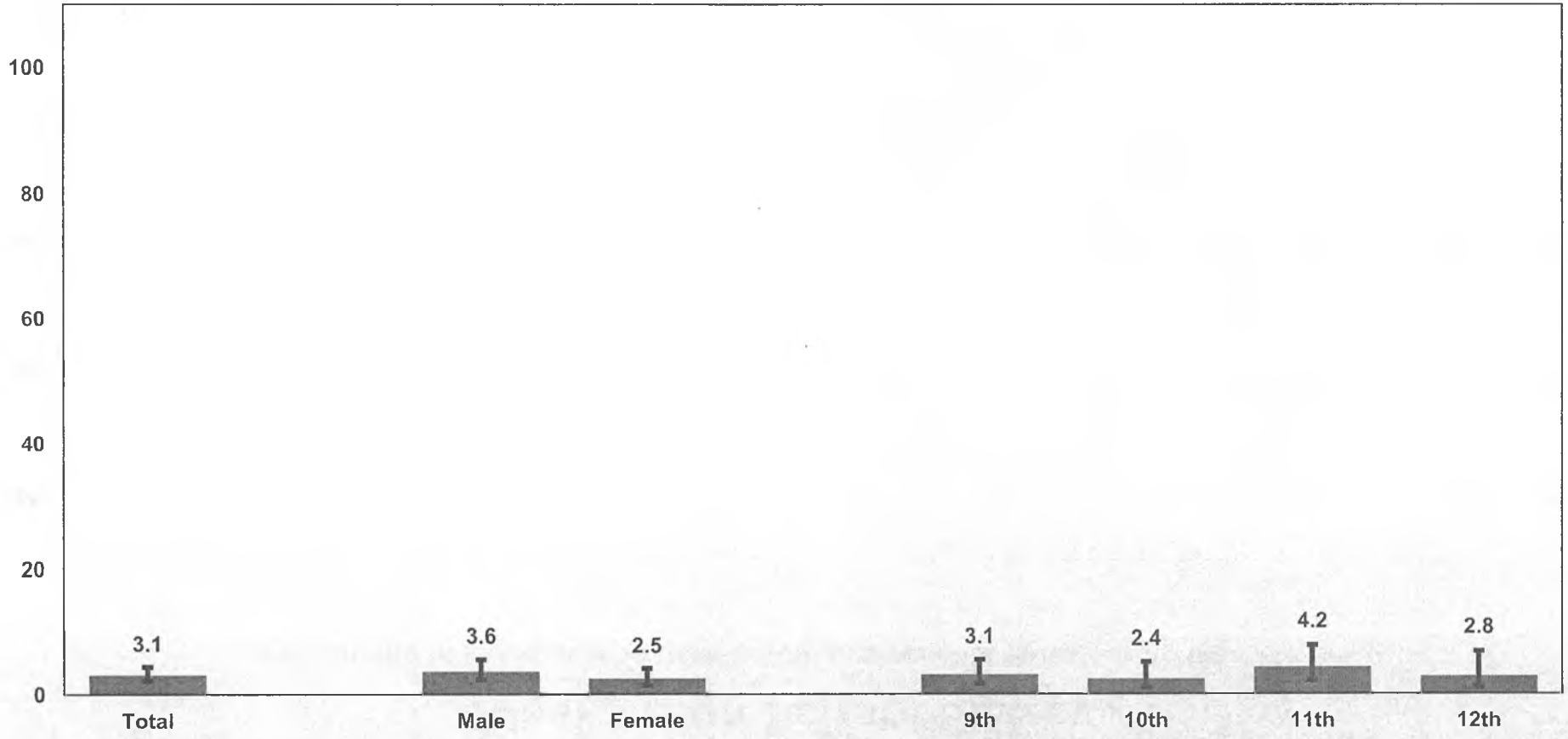


Q53 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used methamphetamines one or more times during their life

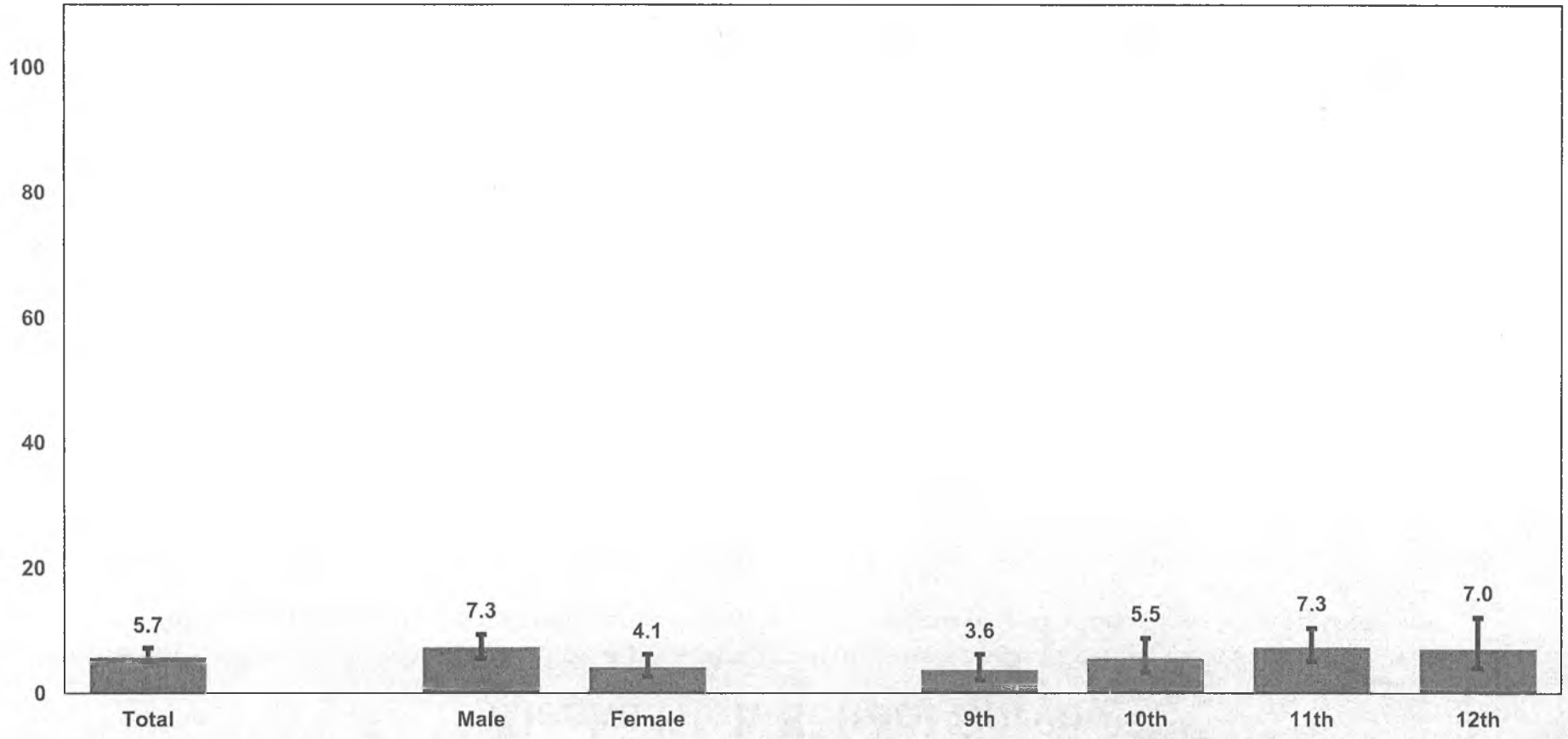


Q54 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used ecstasy one or more times during their life

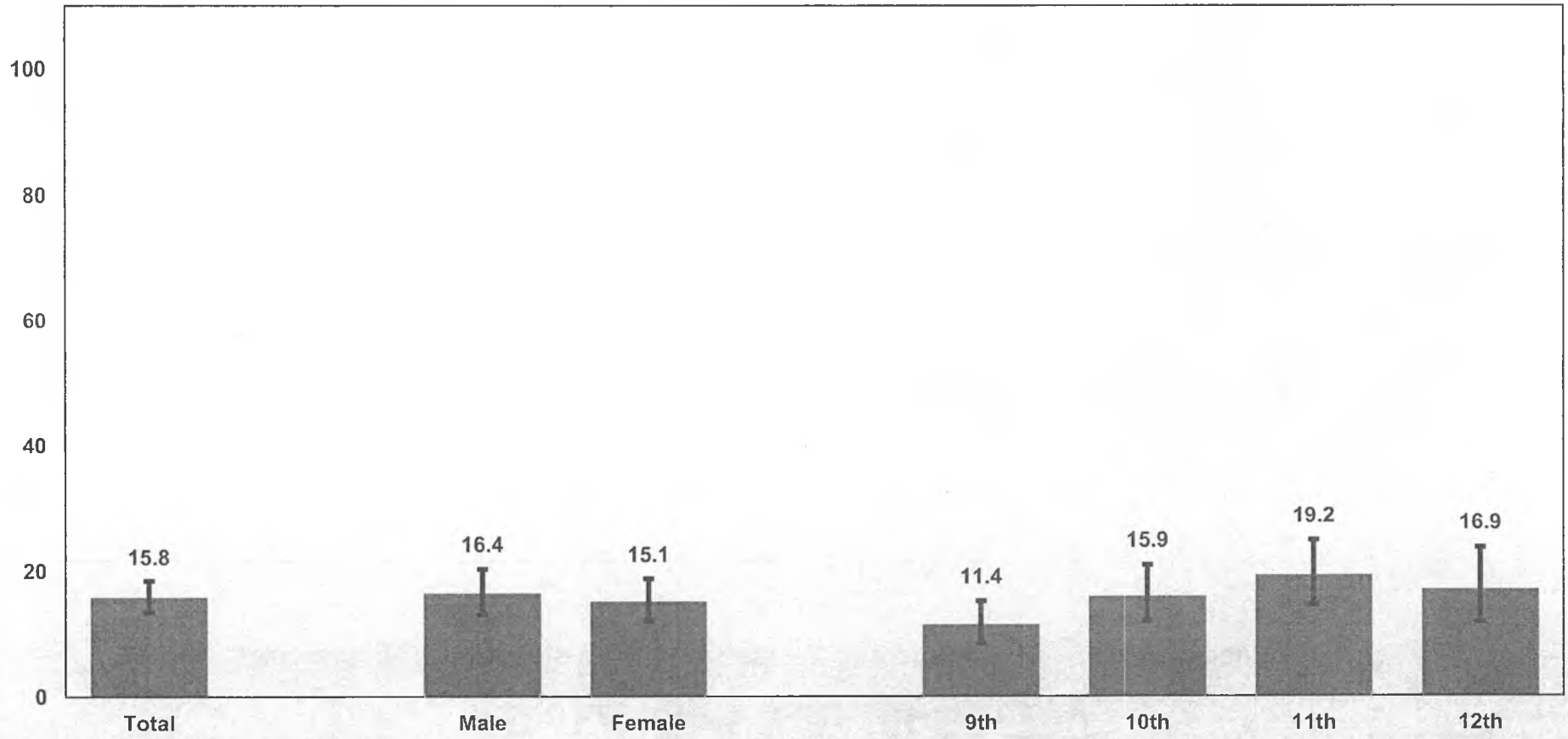


Q55 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who have taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription one or more times during their life

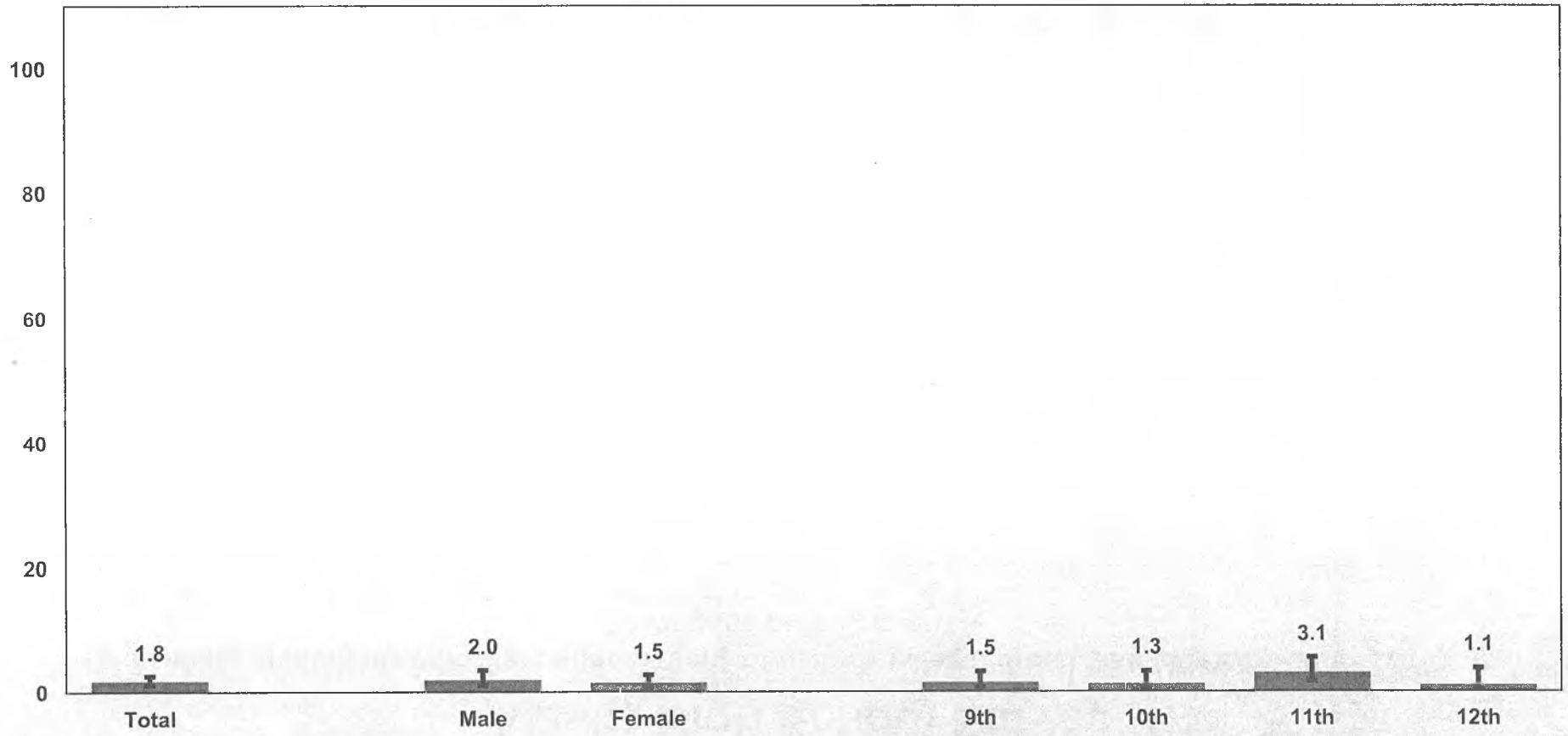


Q57 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who used a needle to inject any illegal drug into their body one or more times during their life

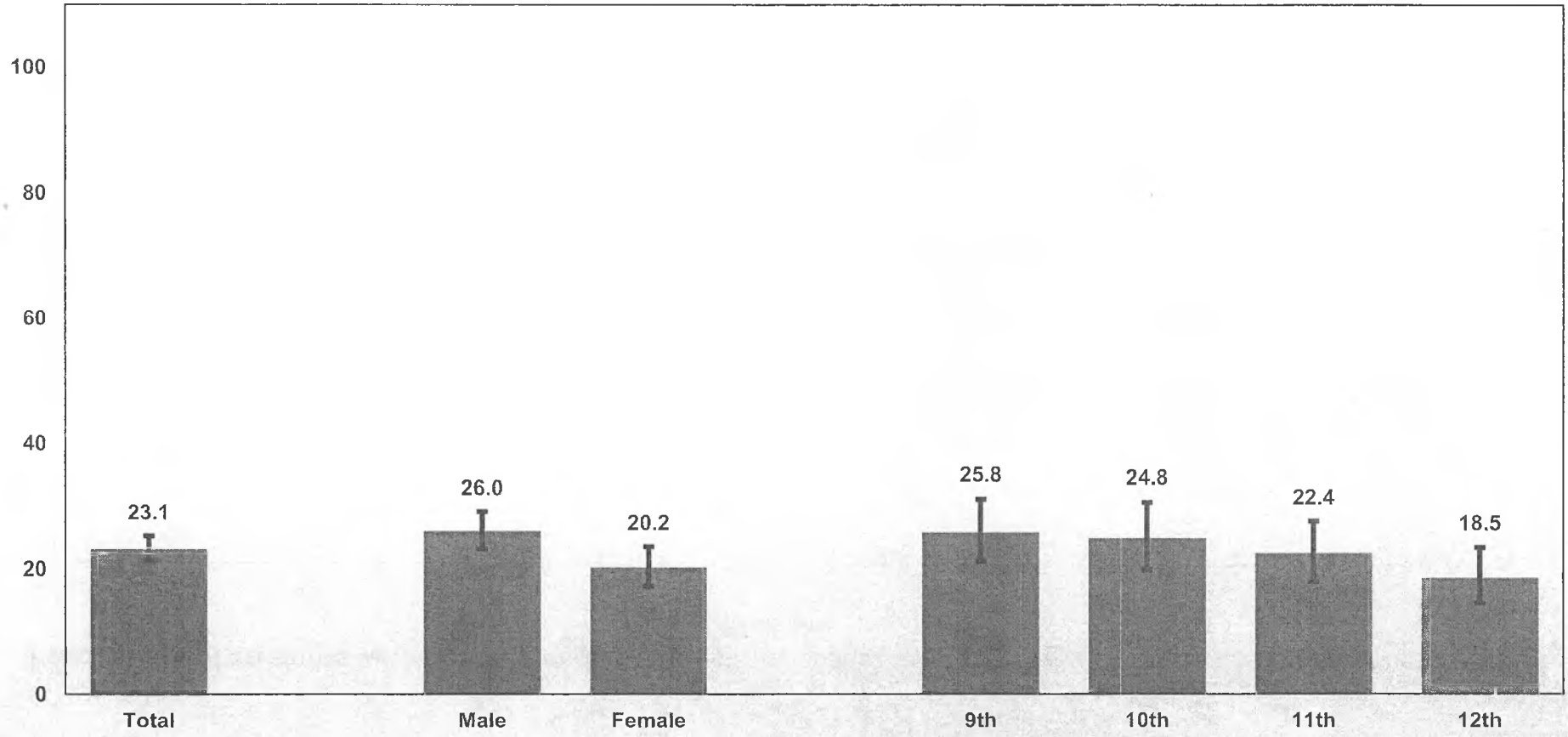


Q58 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were offered, sold, or given an illegal drug by someone on school property during the past 12 months

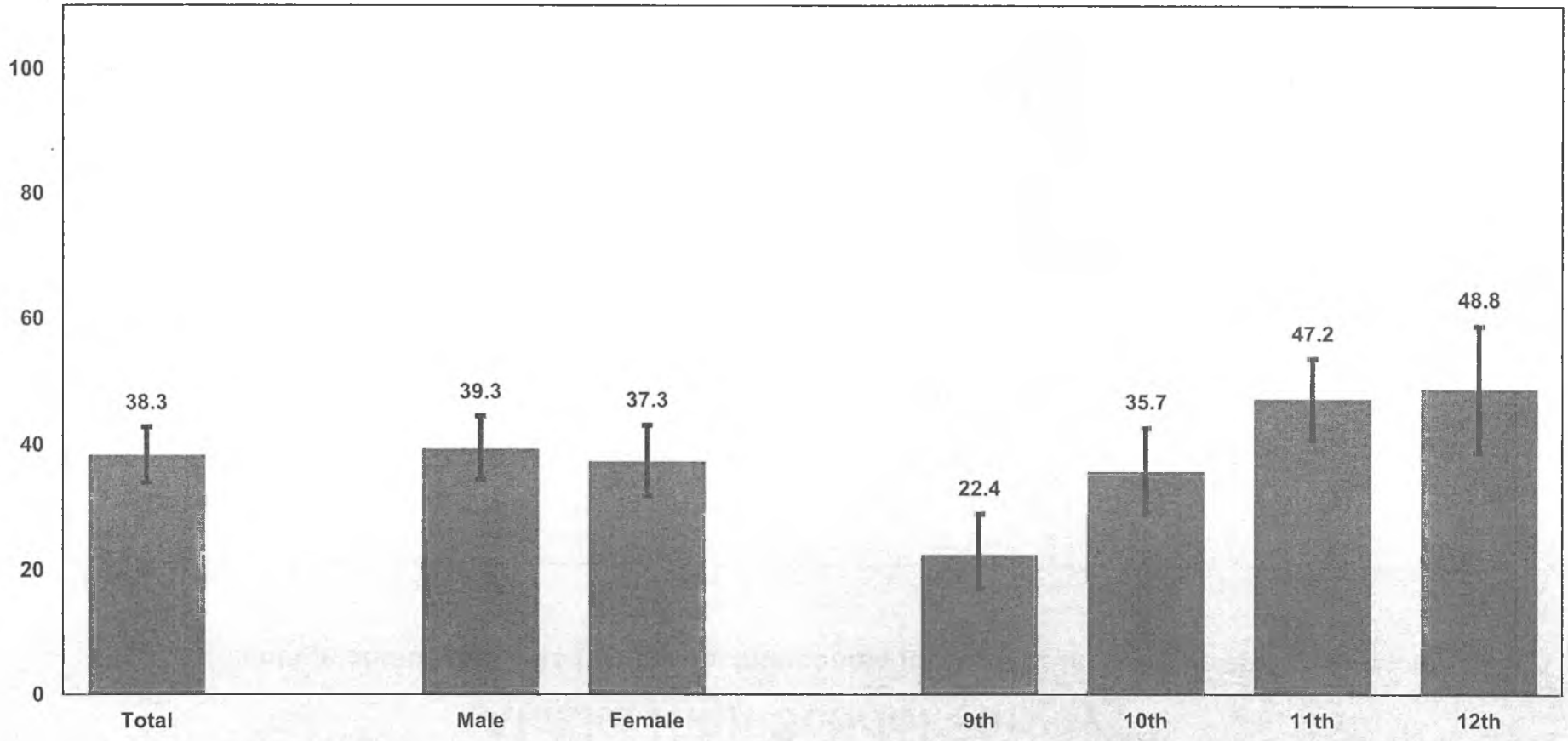


Q59 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ever had sexual intercourse

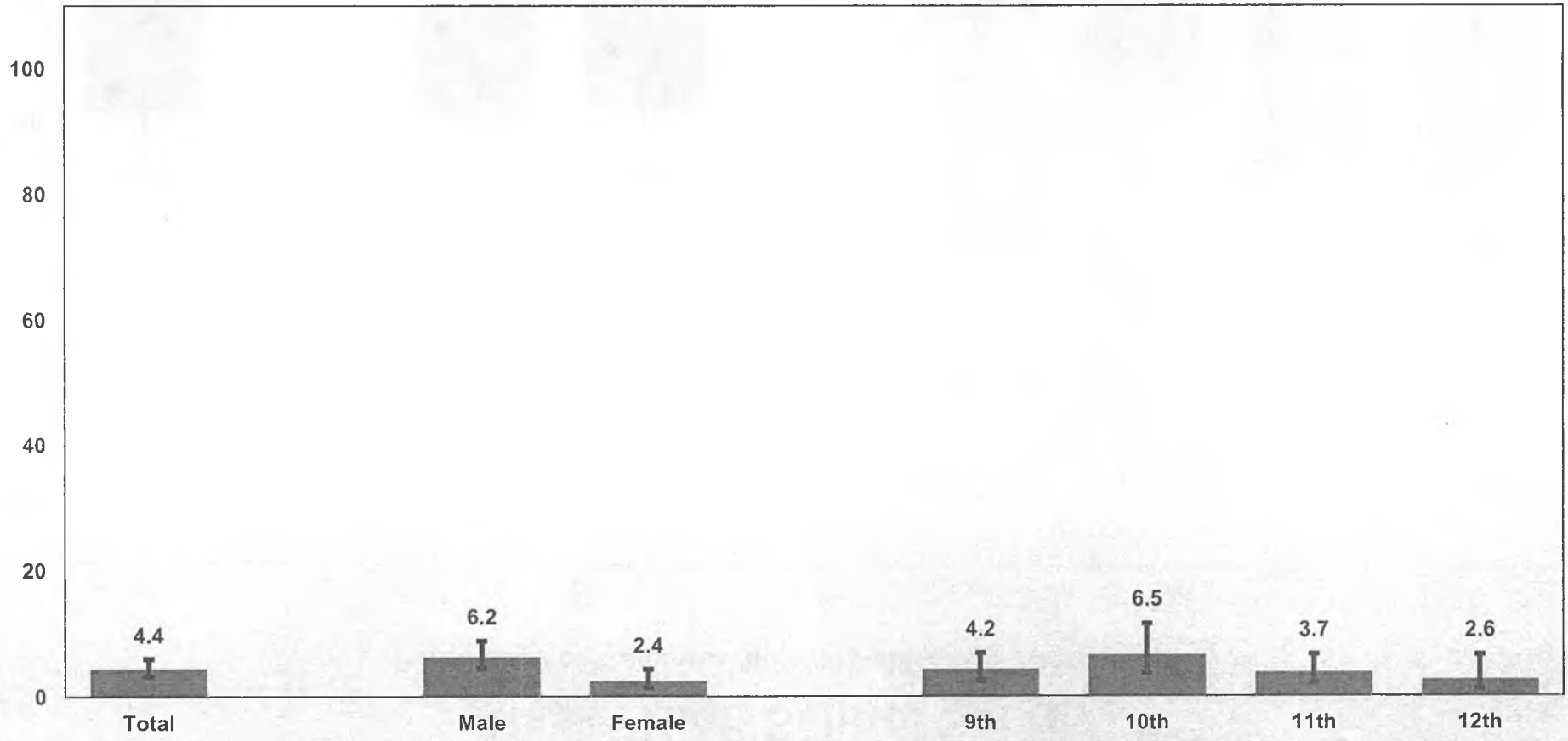


Q60 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had sexual intercourse for the first time before age 13 years

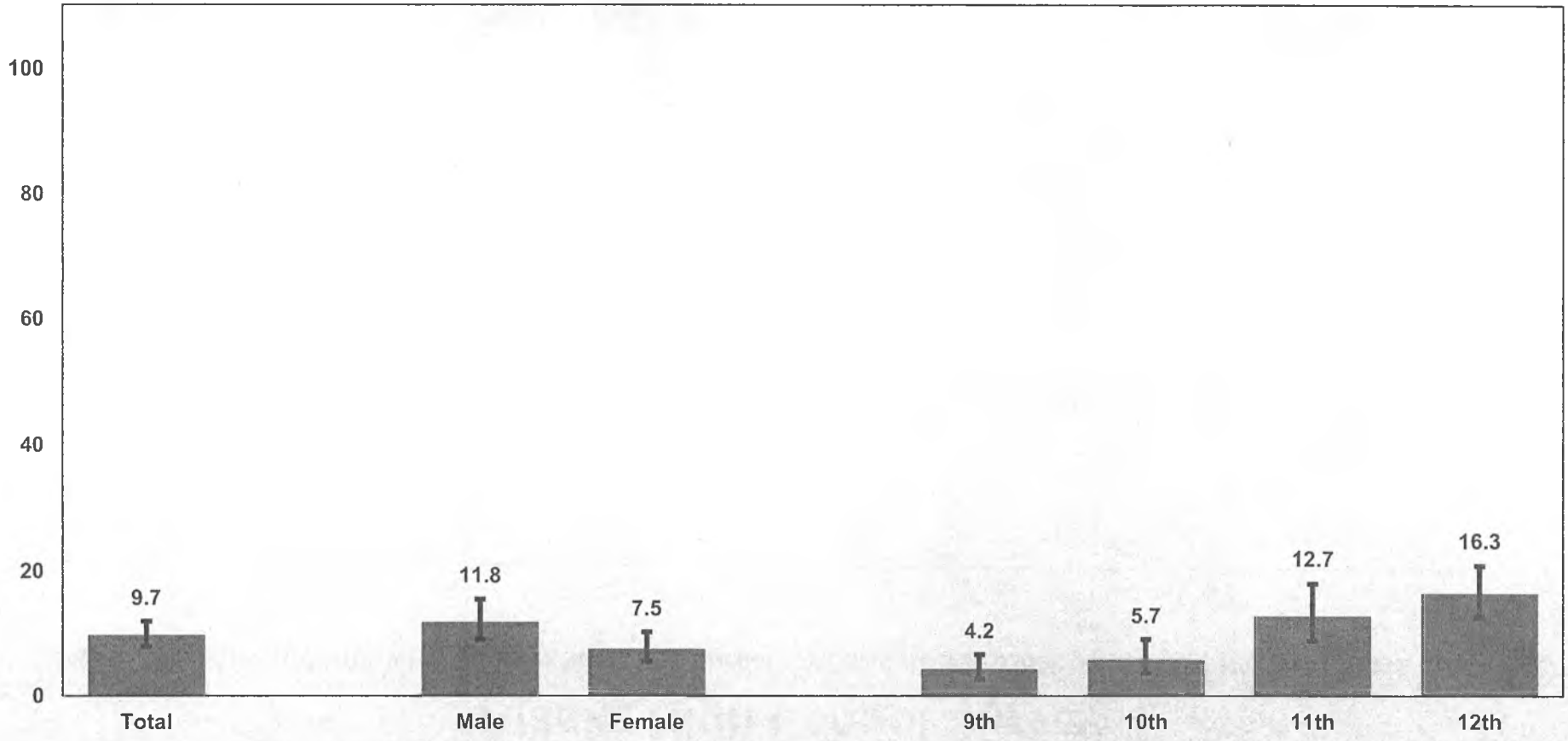


Q61 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had sexual intercourse with four or more people during their life

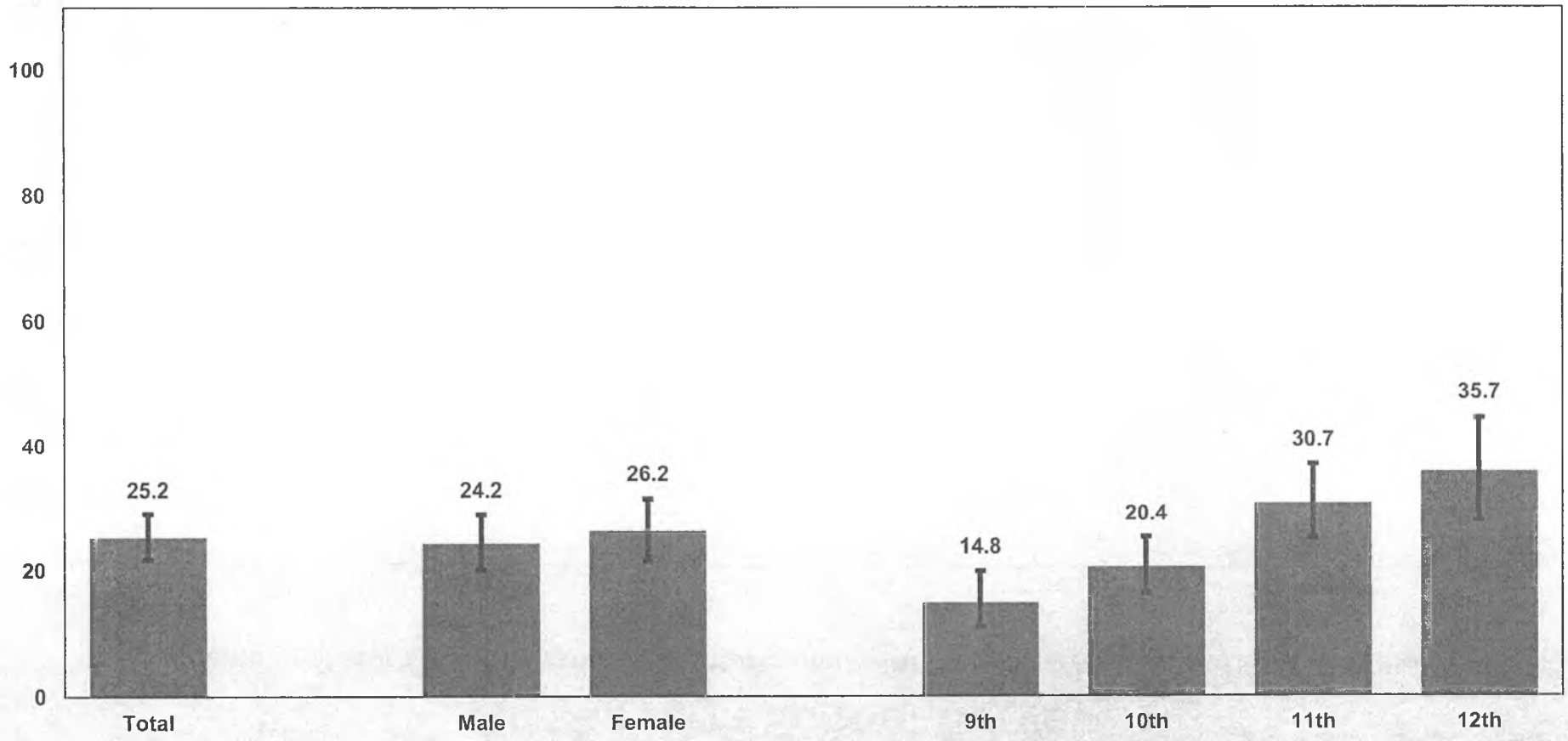


Q62 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had sexual intercourse with one or more people during the past three months

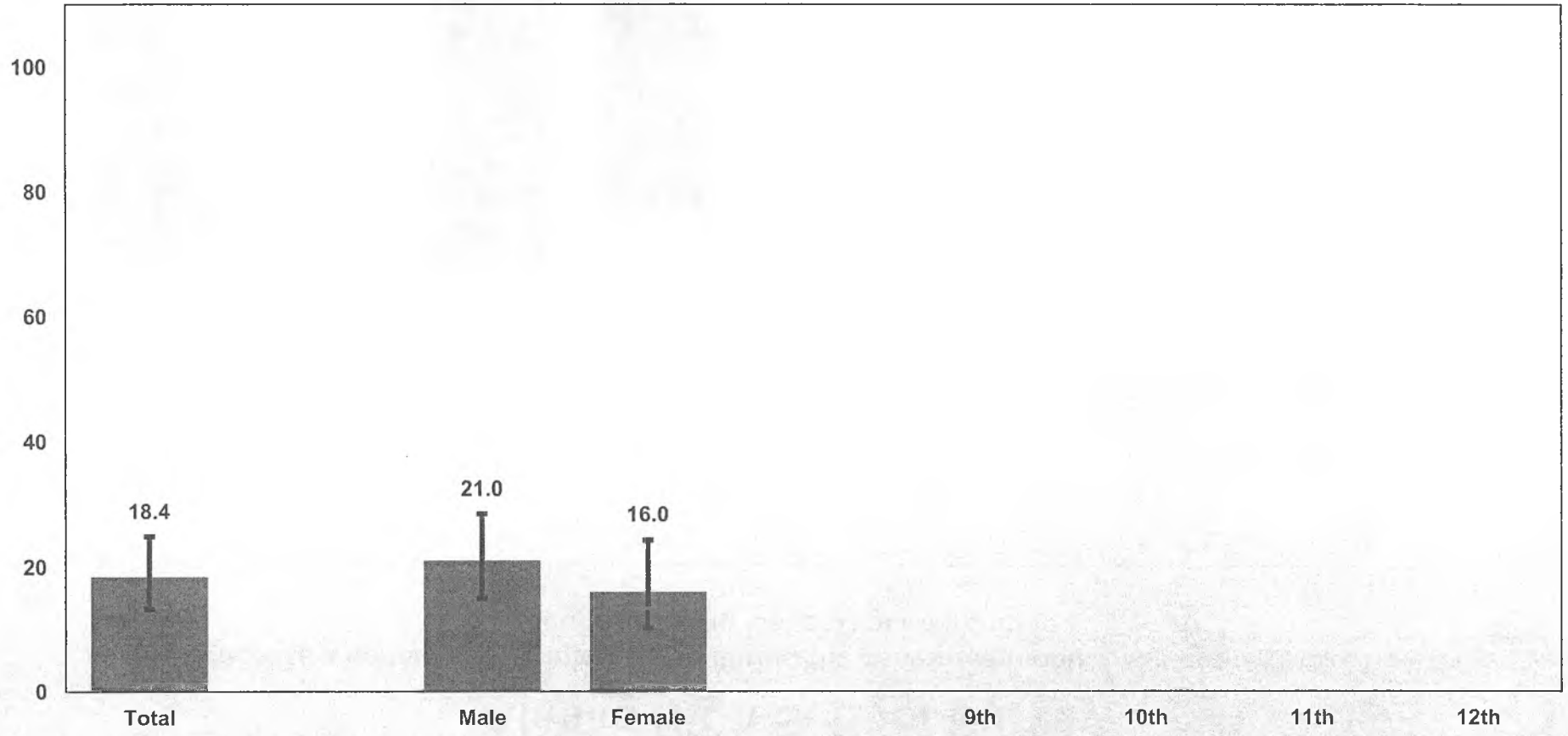


Q63 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who had sexual intercourse during the past three months, the percentage who drank alcohol or used drugs before last sexual intercourse

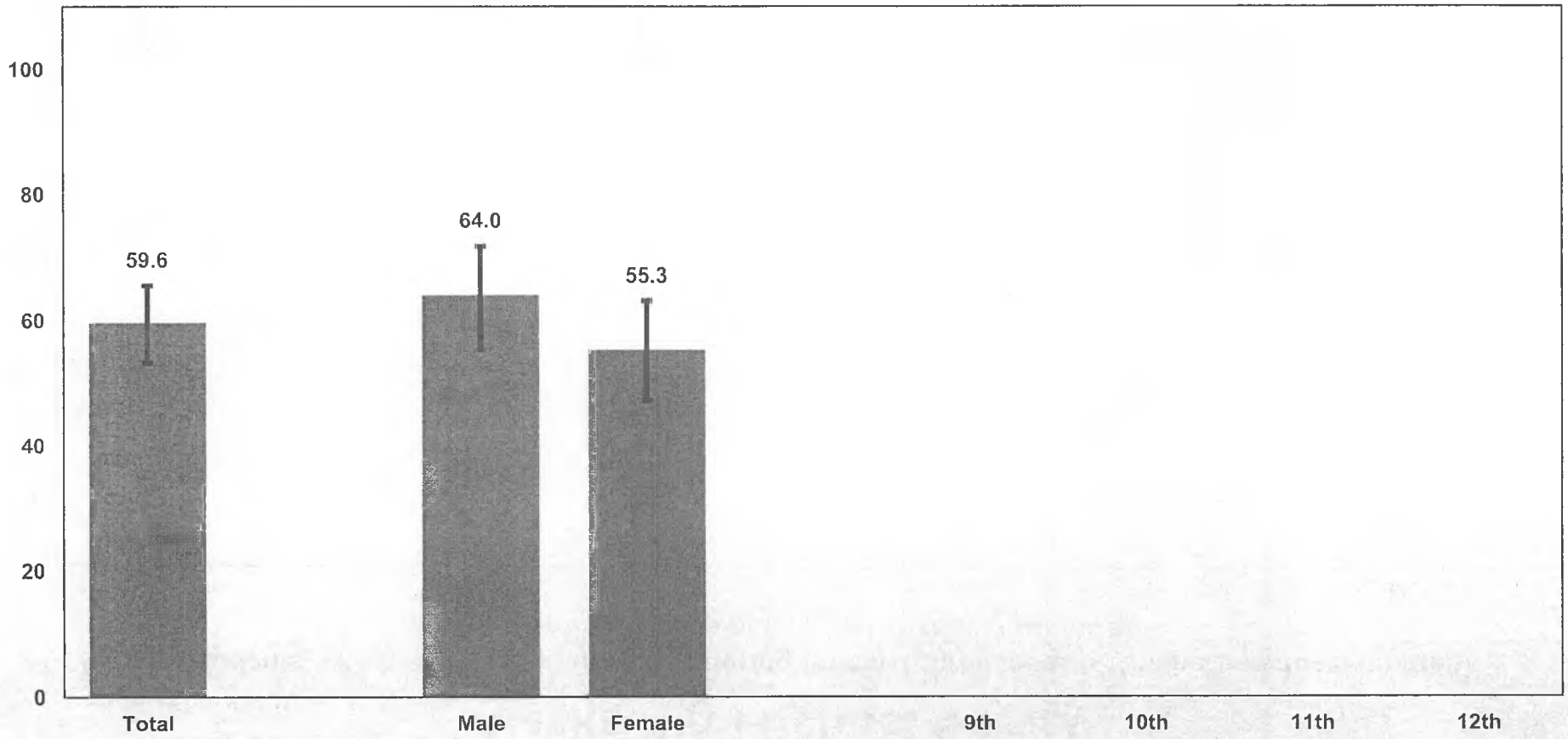


Q64 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used a condom during last sexual intercourse

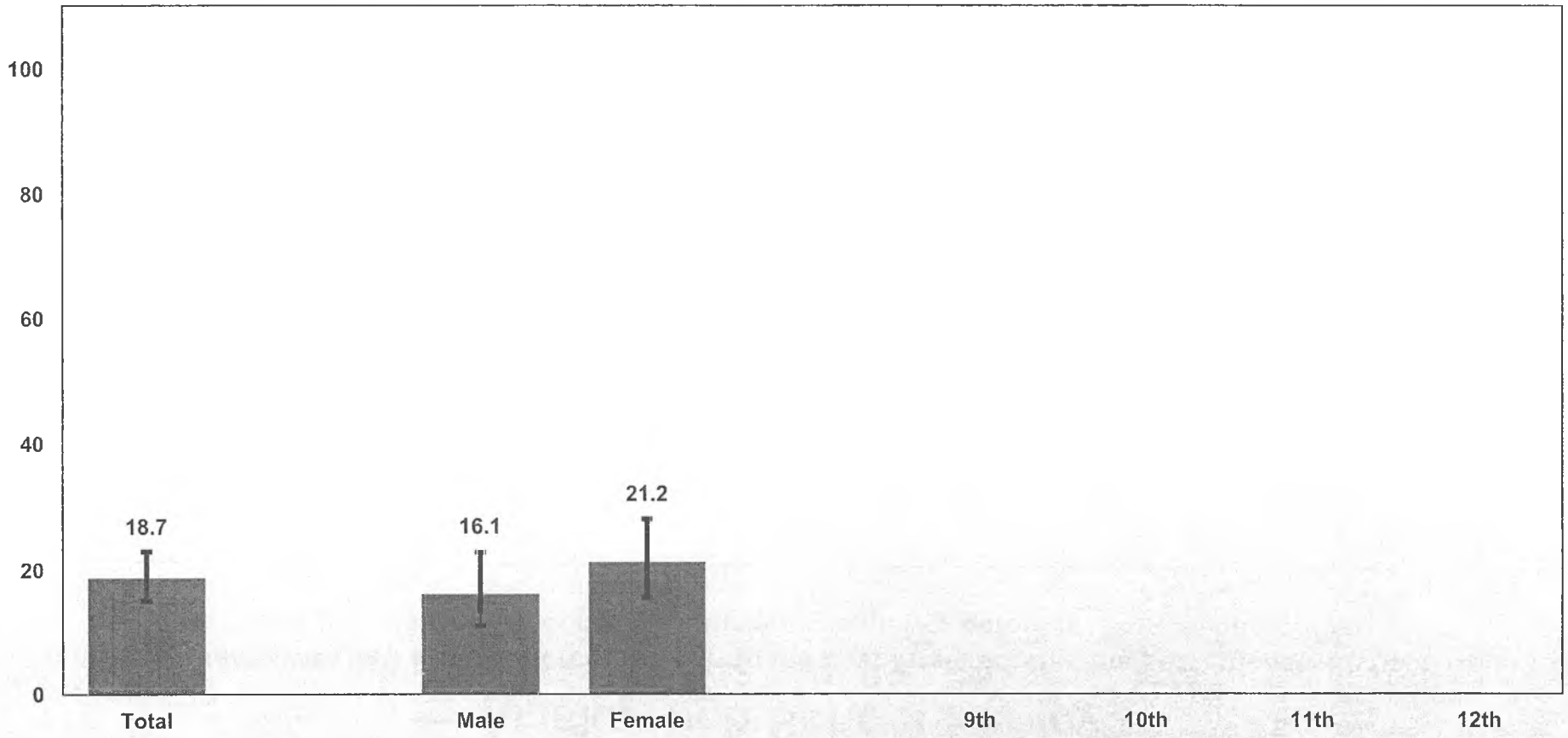


Q65 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used birth control pills to prevent pregnancy before last sexual intercourse

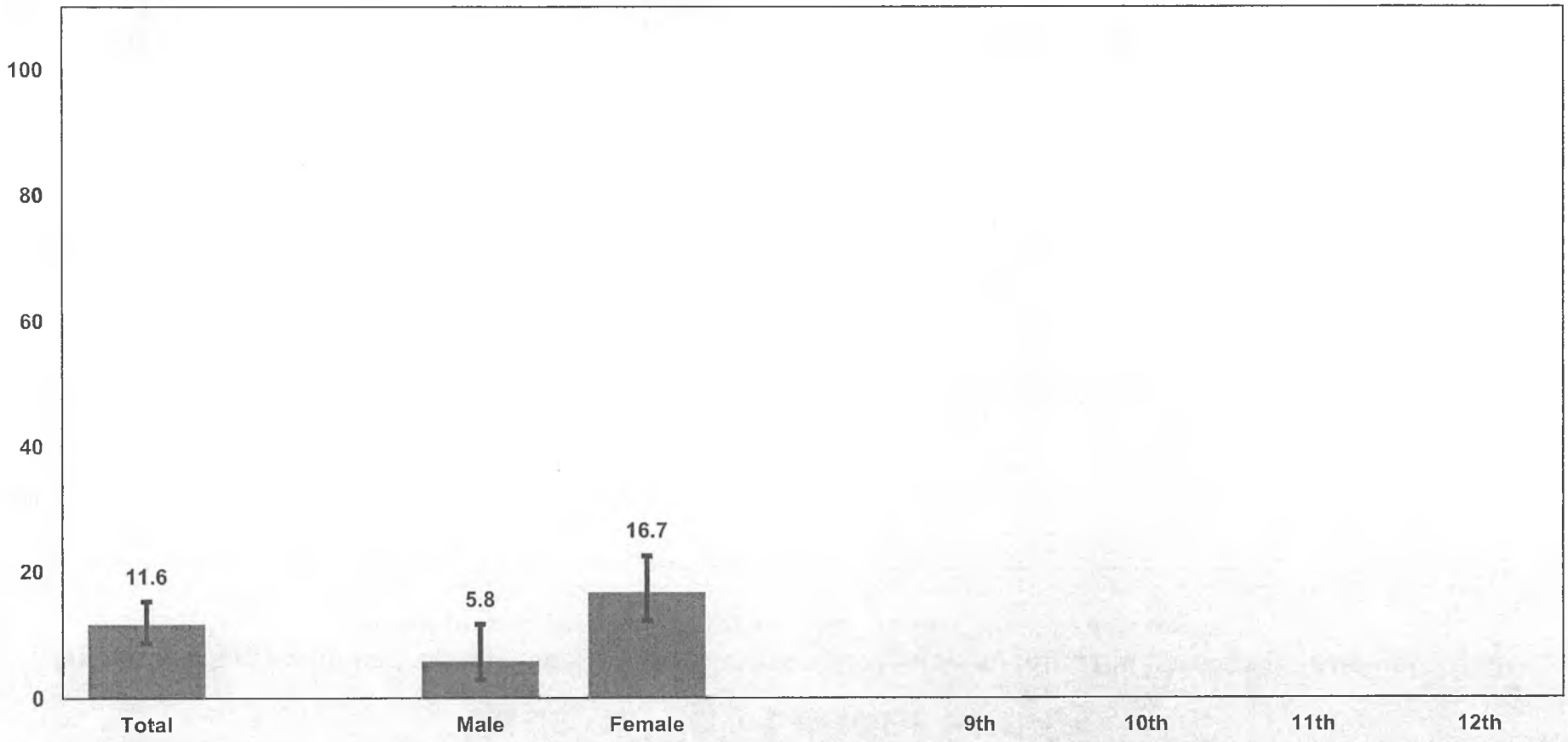


Q66 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used Depo-Provera (injectable birth control) to prevent pregnancy before last sexual intercourse

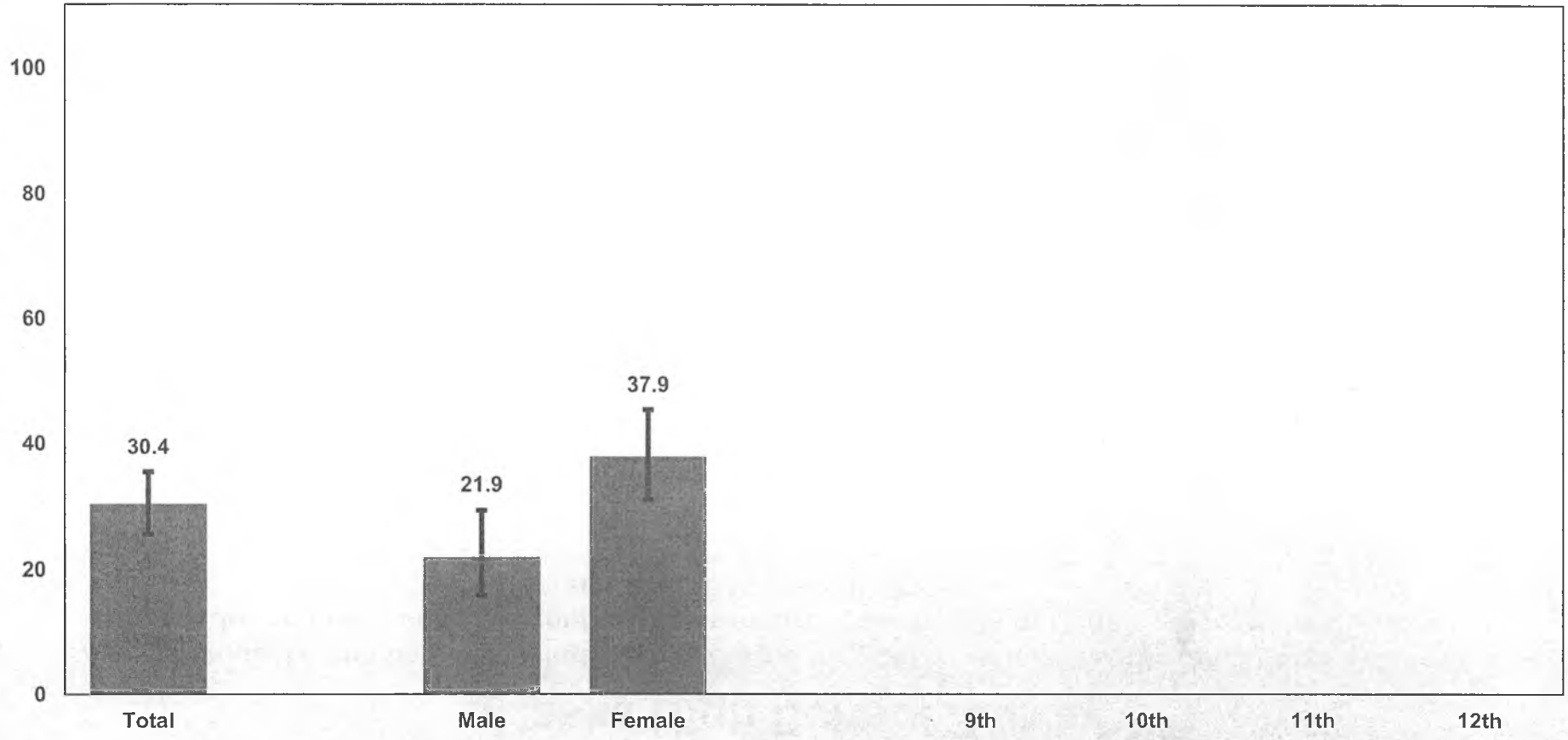


QNDEPO - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used Depo-Provera (injectable birth control) or birth control pills to prevent pregnancy before last sexual intercourse

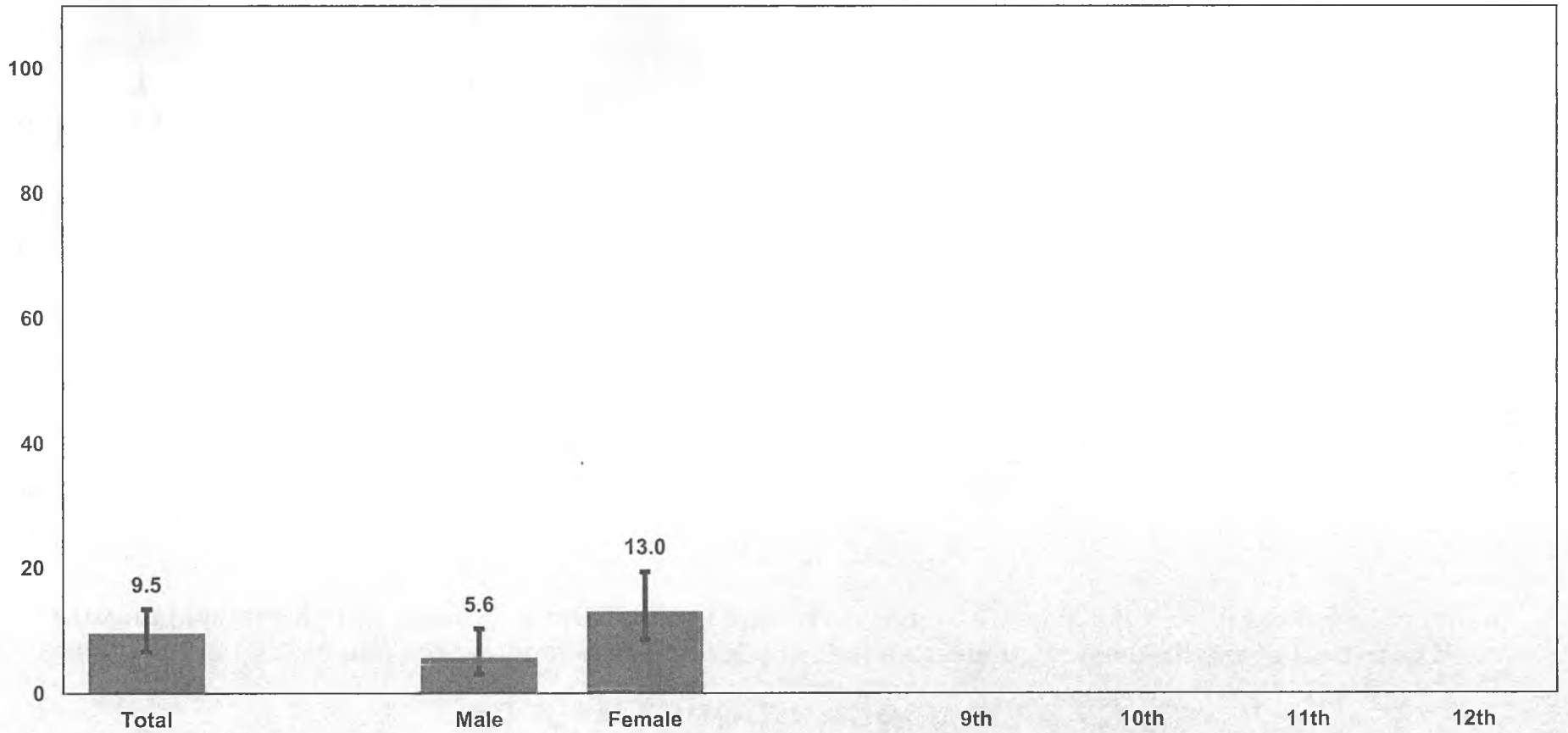


QNDEPOPL - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used a condom during last sexual intercourse and used birth control pills or Depo-Provera before last sexual intercourse to prevent pregnancy

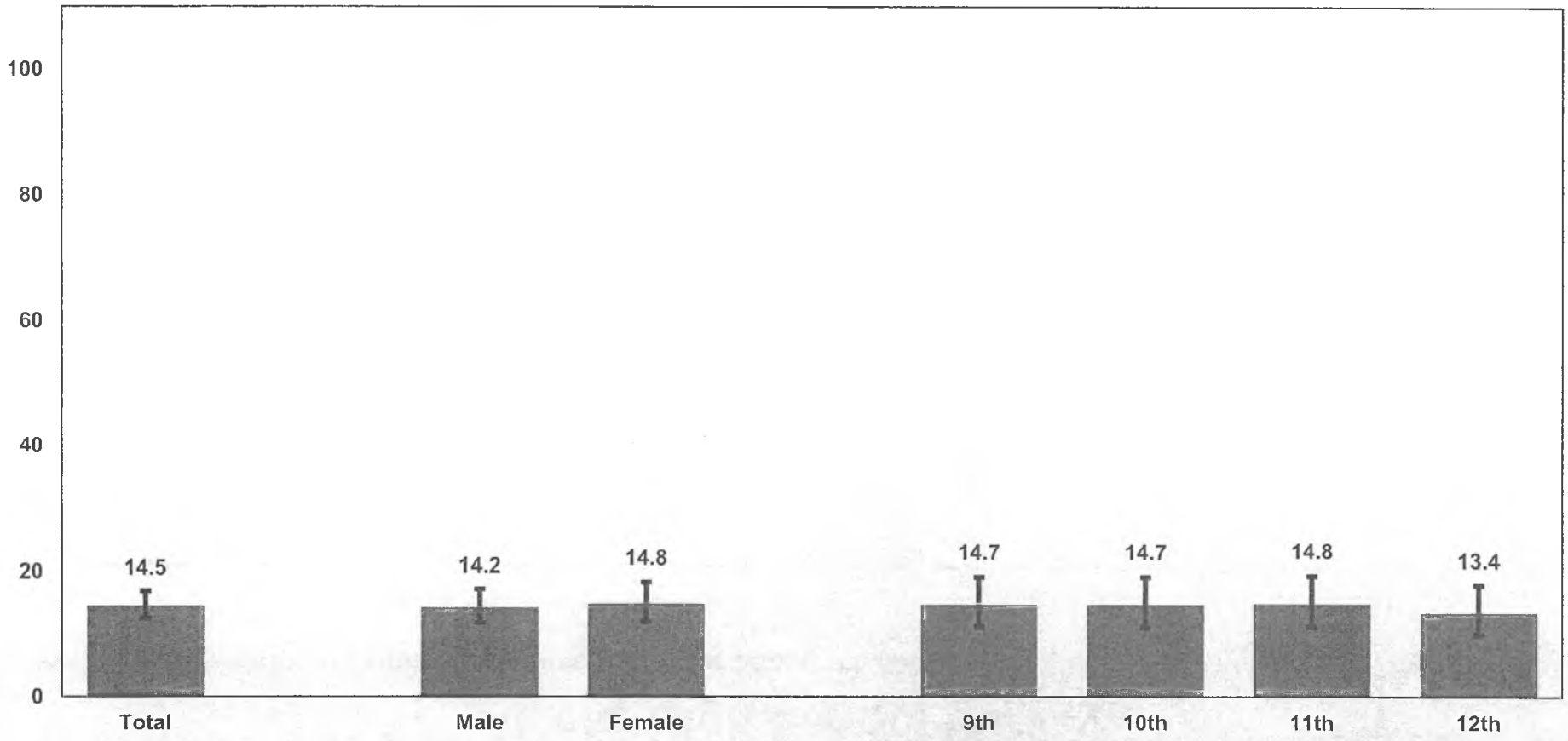


QNDUAL - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex)**

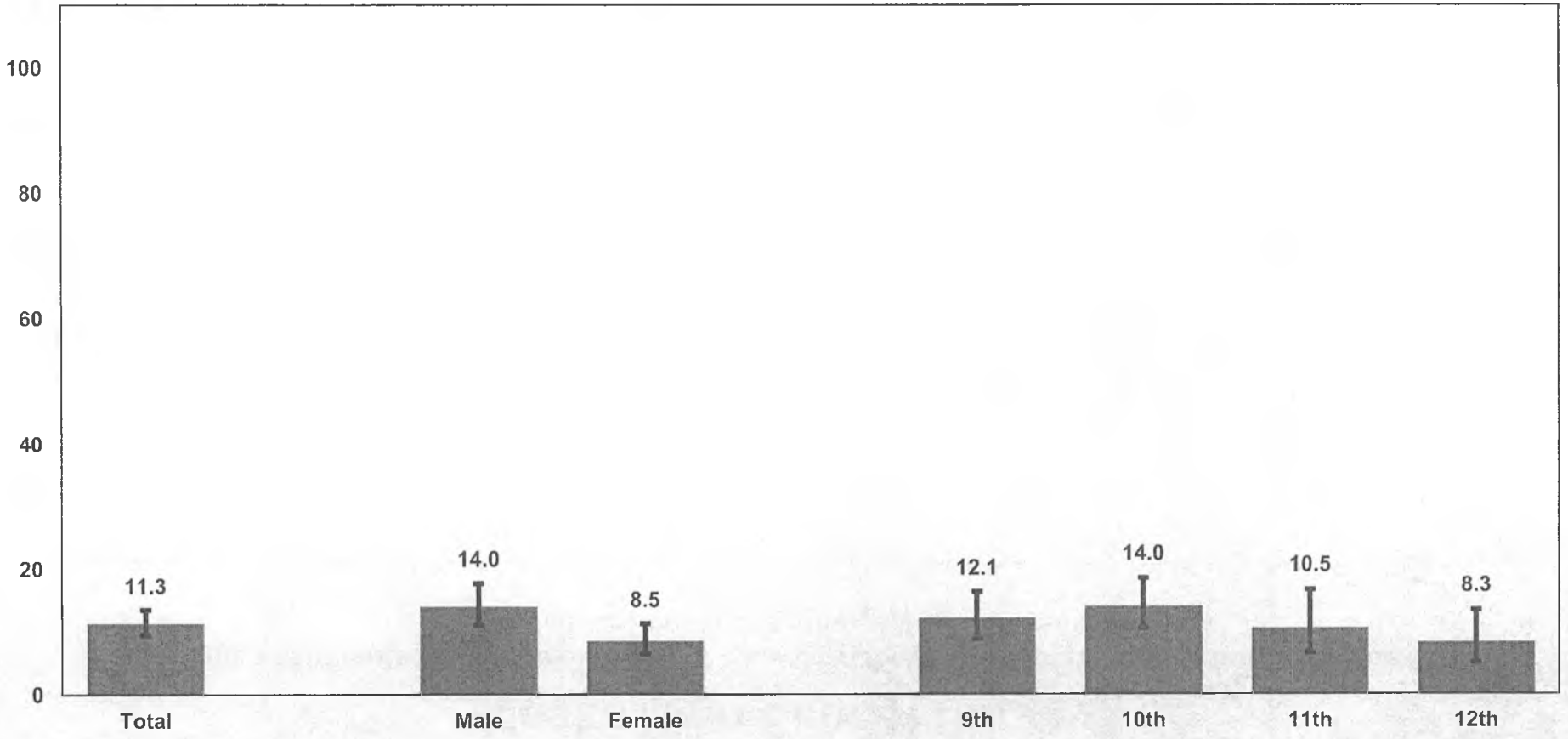


**QNOWT - Weighted Data - Based on reference data from the 2000 CDC Growth Charts.
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex)**

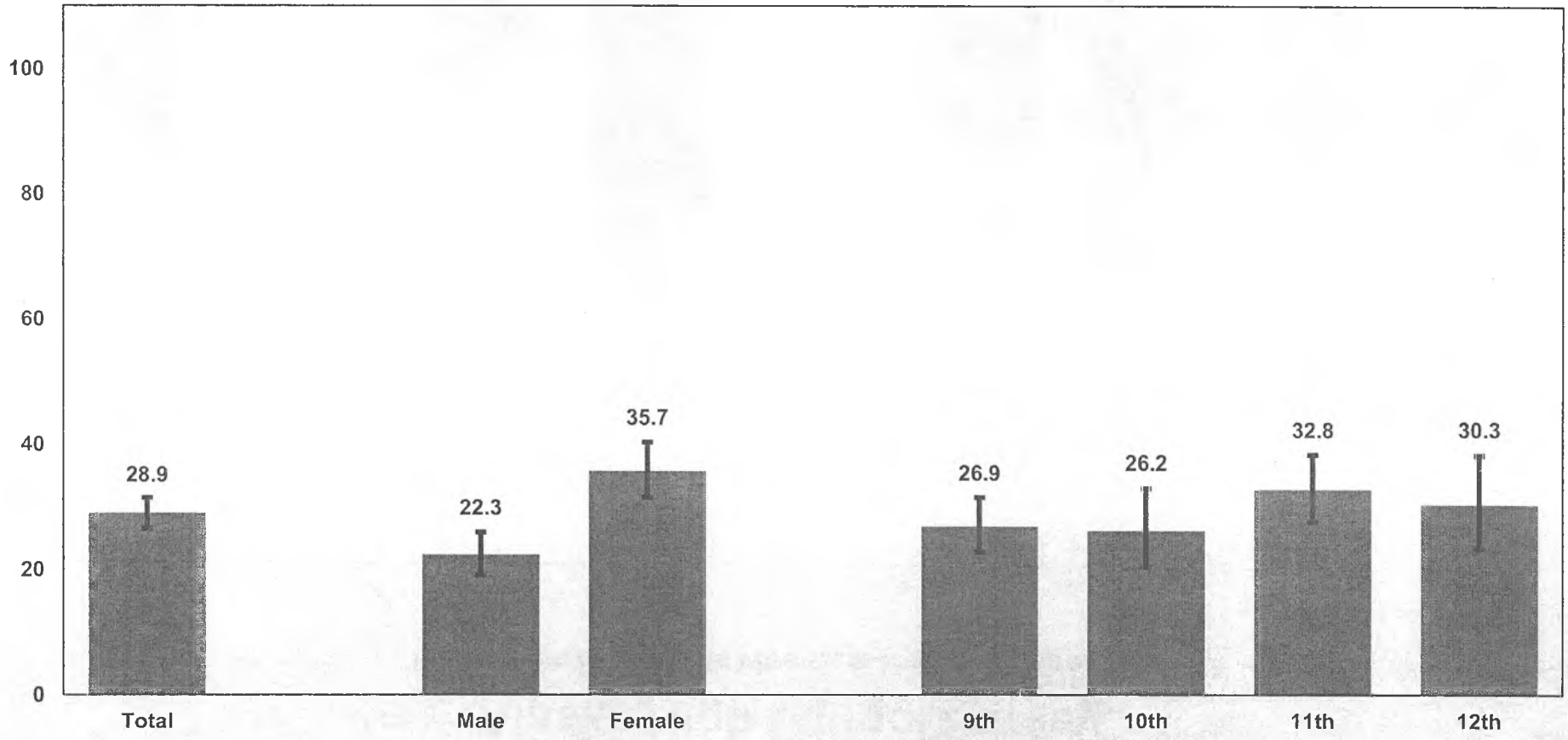


**QNOBESE - Weighted Data - Based on reference data from the 2000 CDC Growth Charts.
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who described themselves as slightly or very overweight

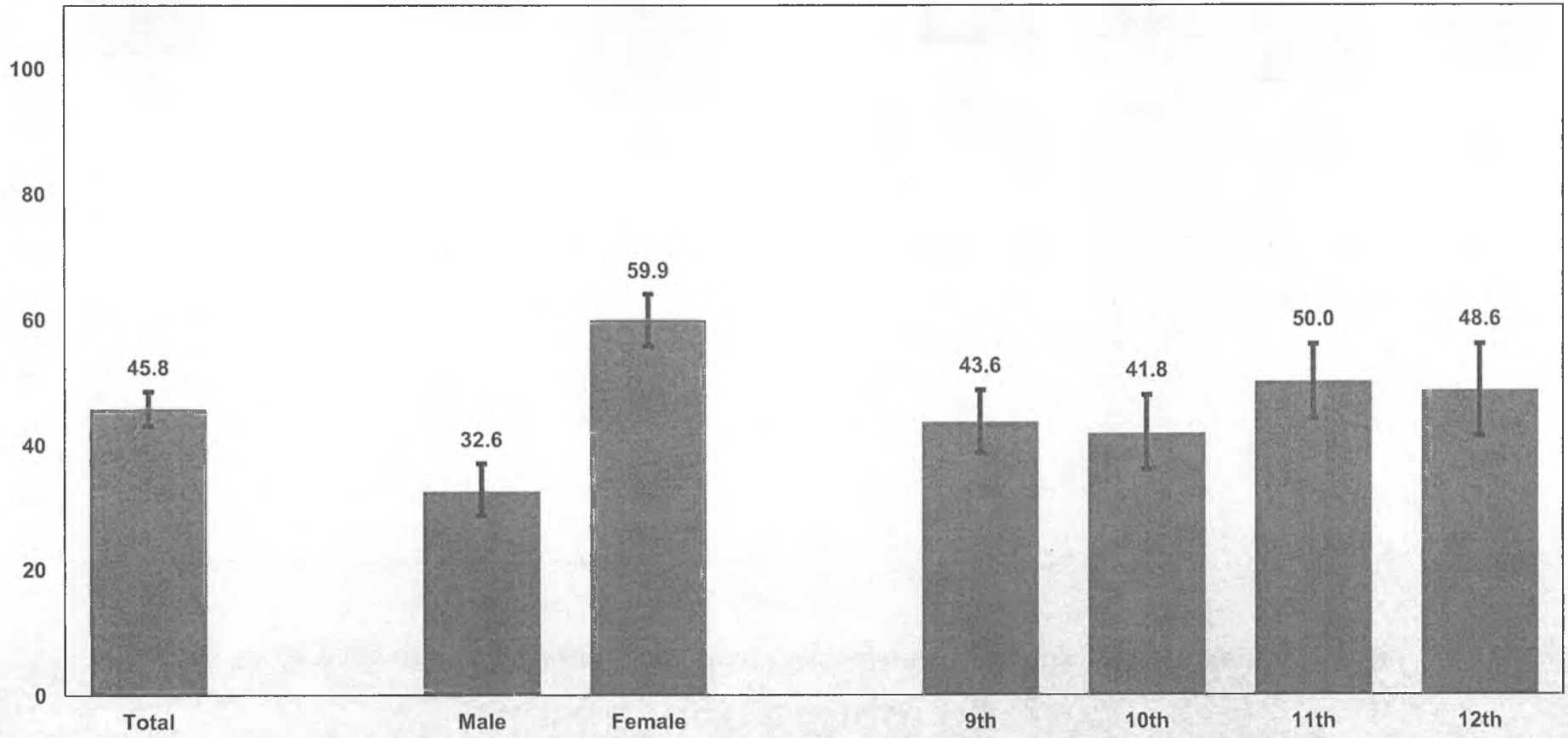


Q67 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were trying to lose weight

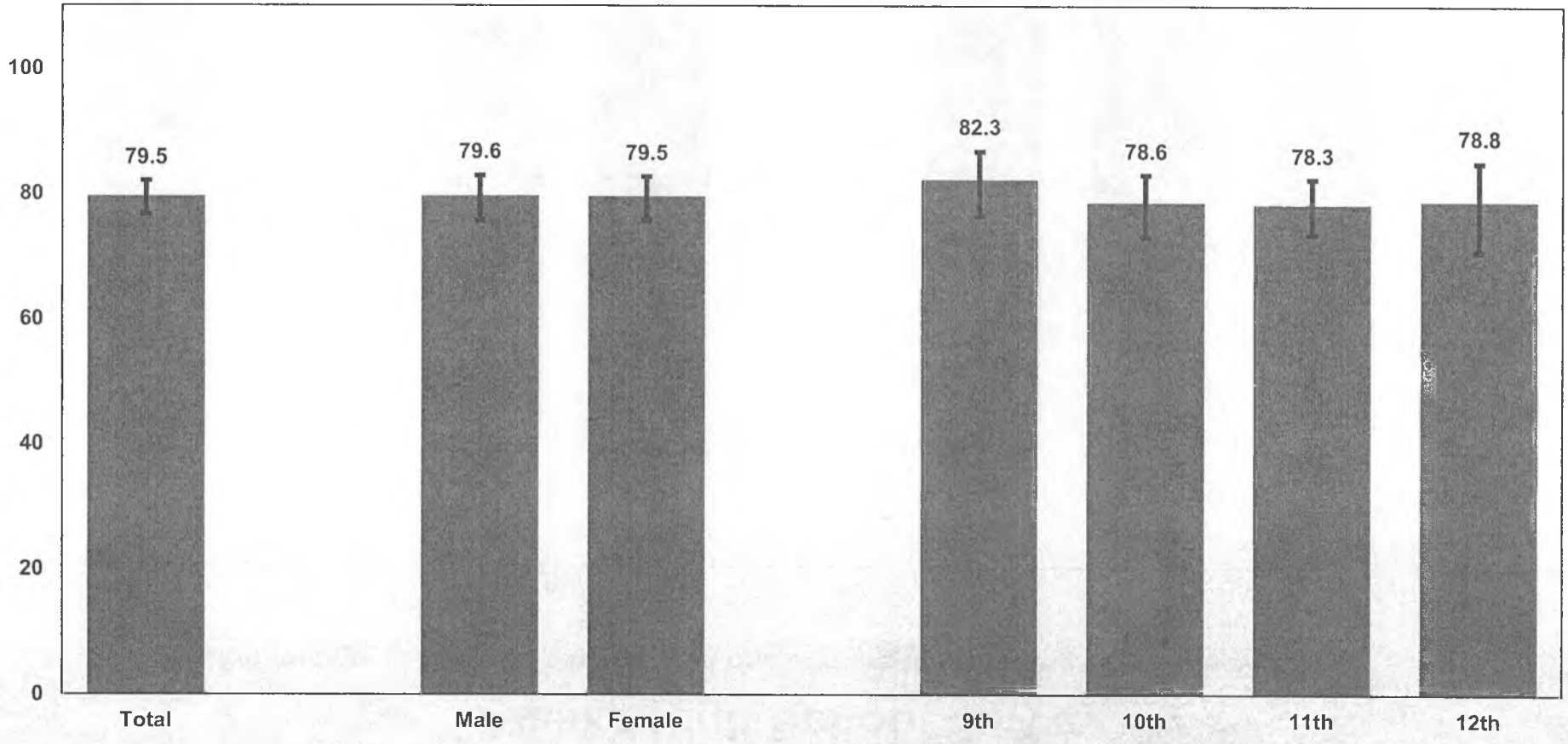


Q68 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who drank 100% fruit juices one or more times during the past seven days

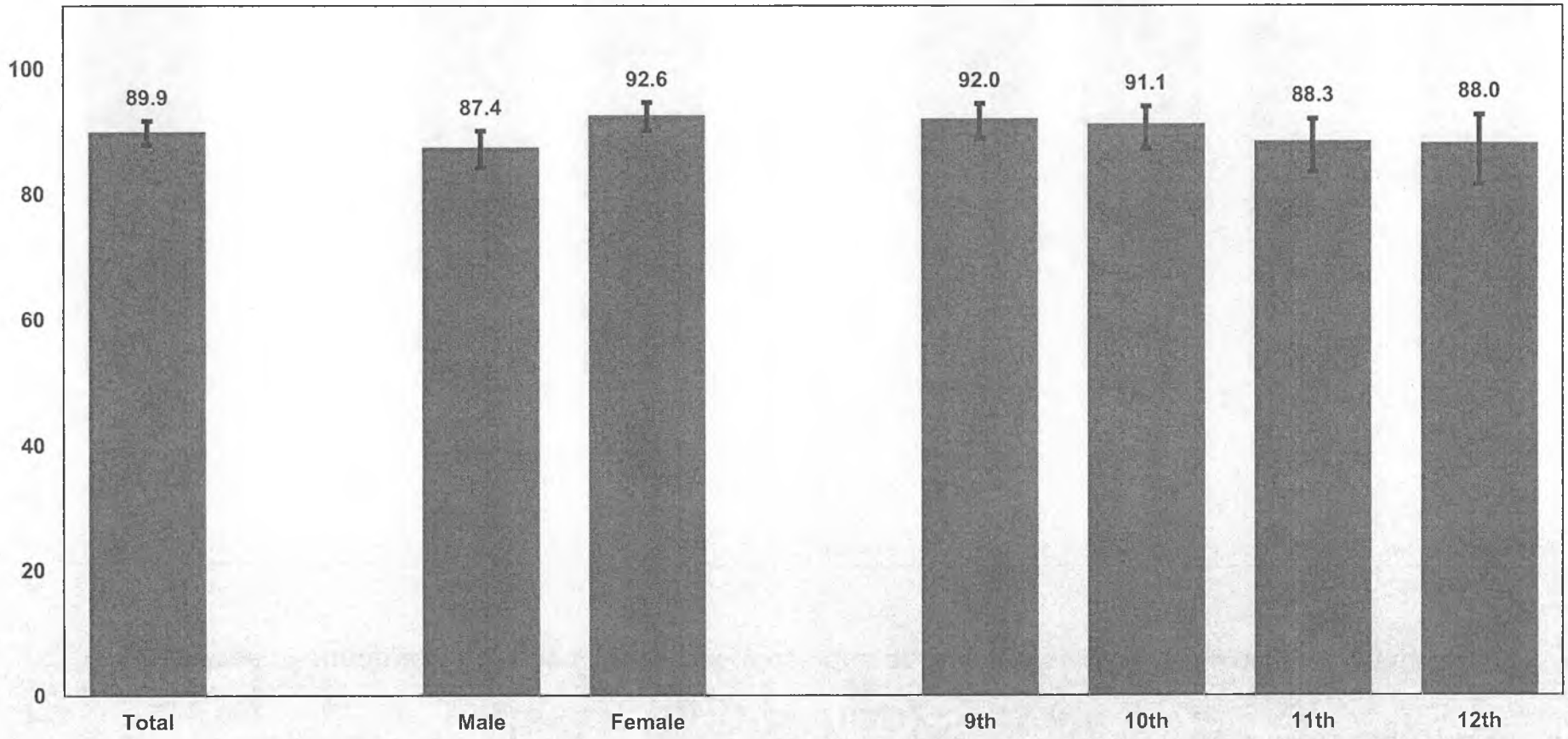


Q72 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate fruit one or more times during the past seven days

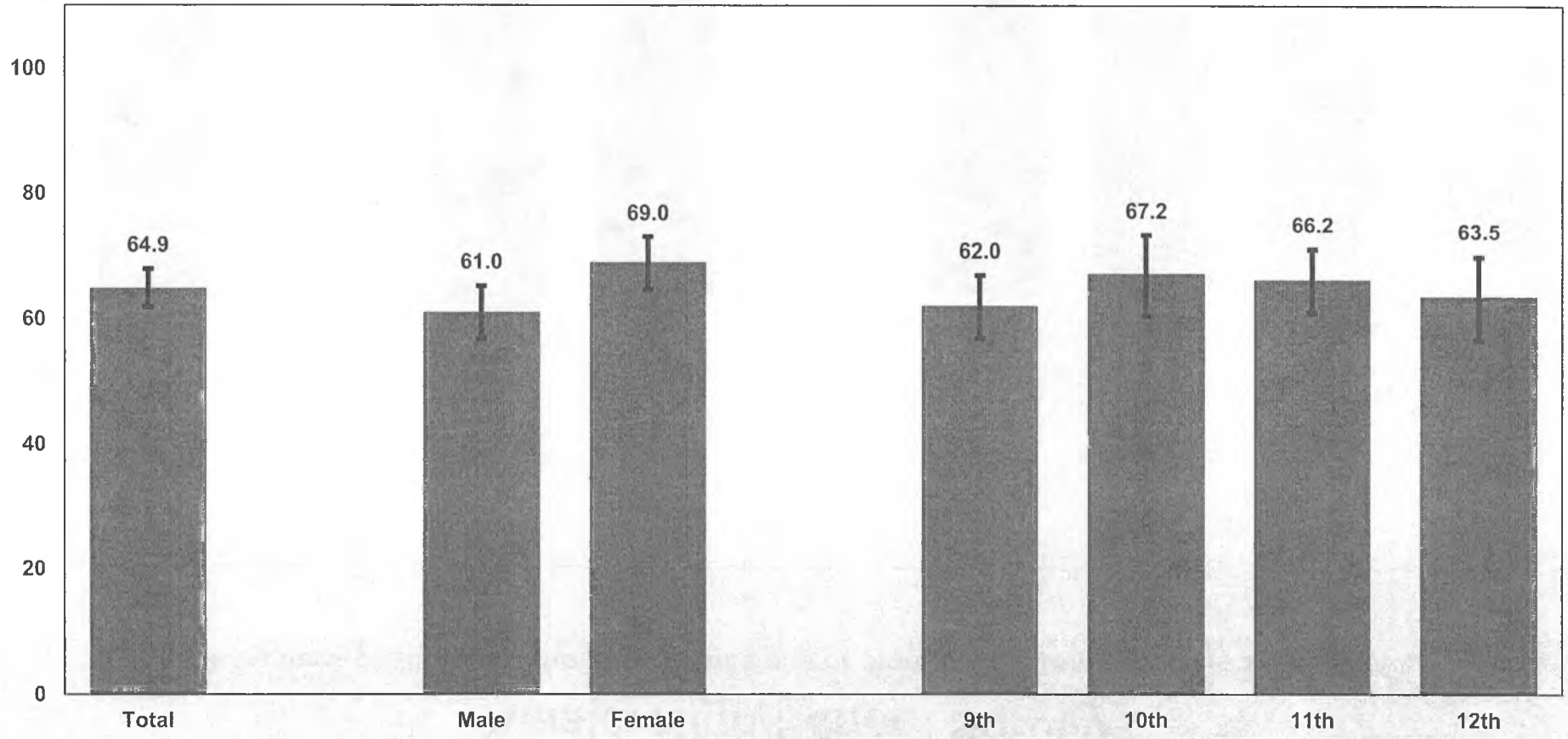


Q73 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate green salad one or more times during the past seven days

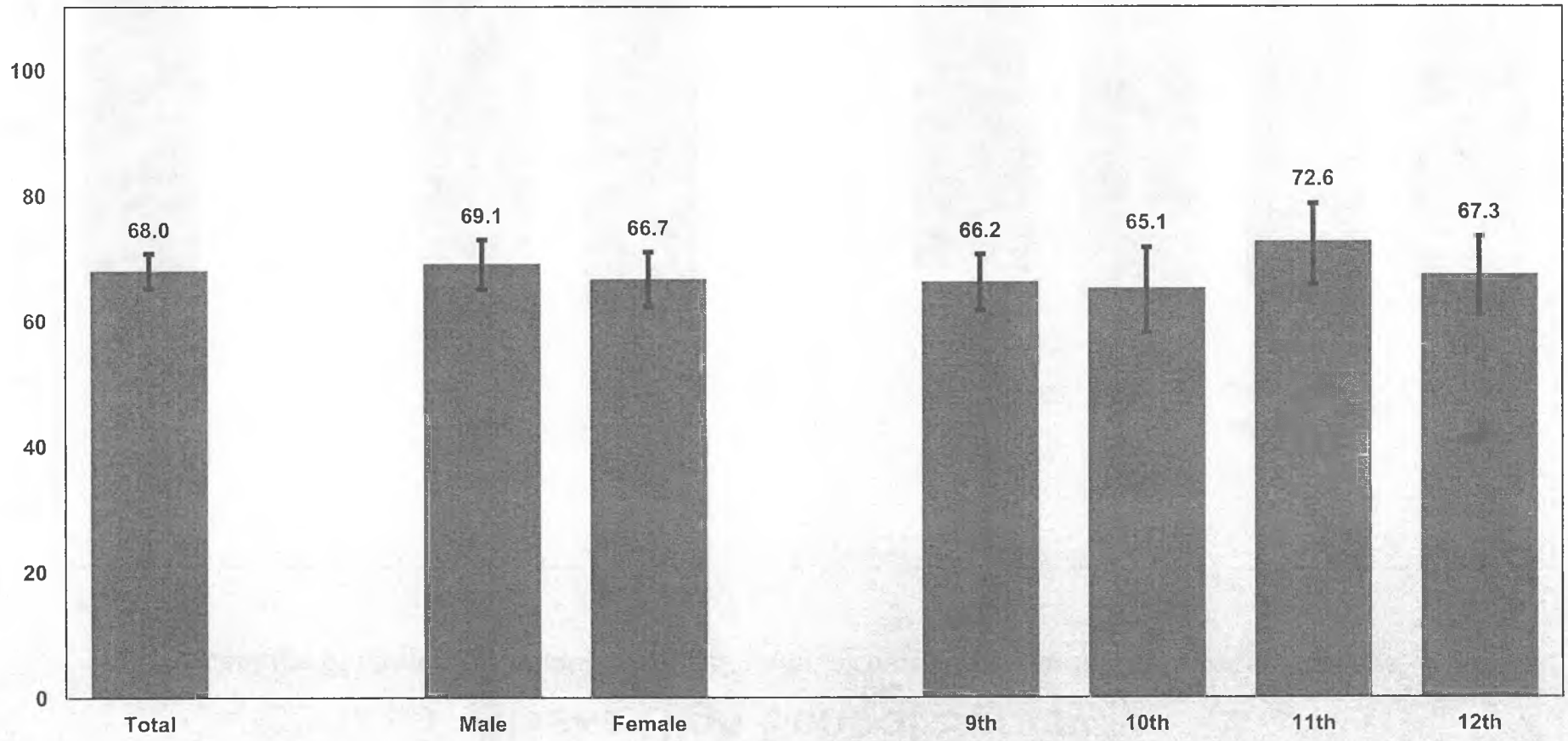


Q74 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate potatoes one or more times during the past seven days

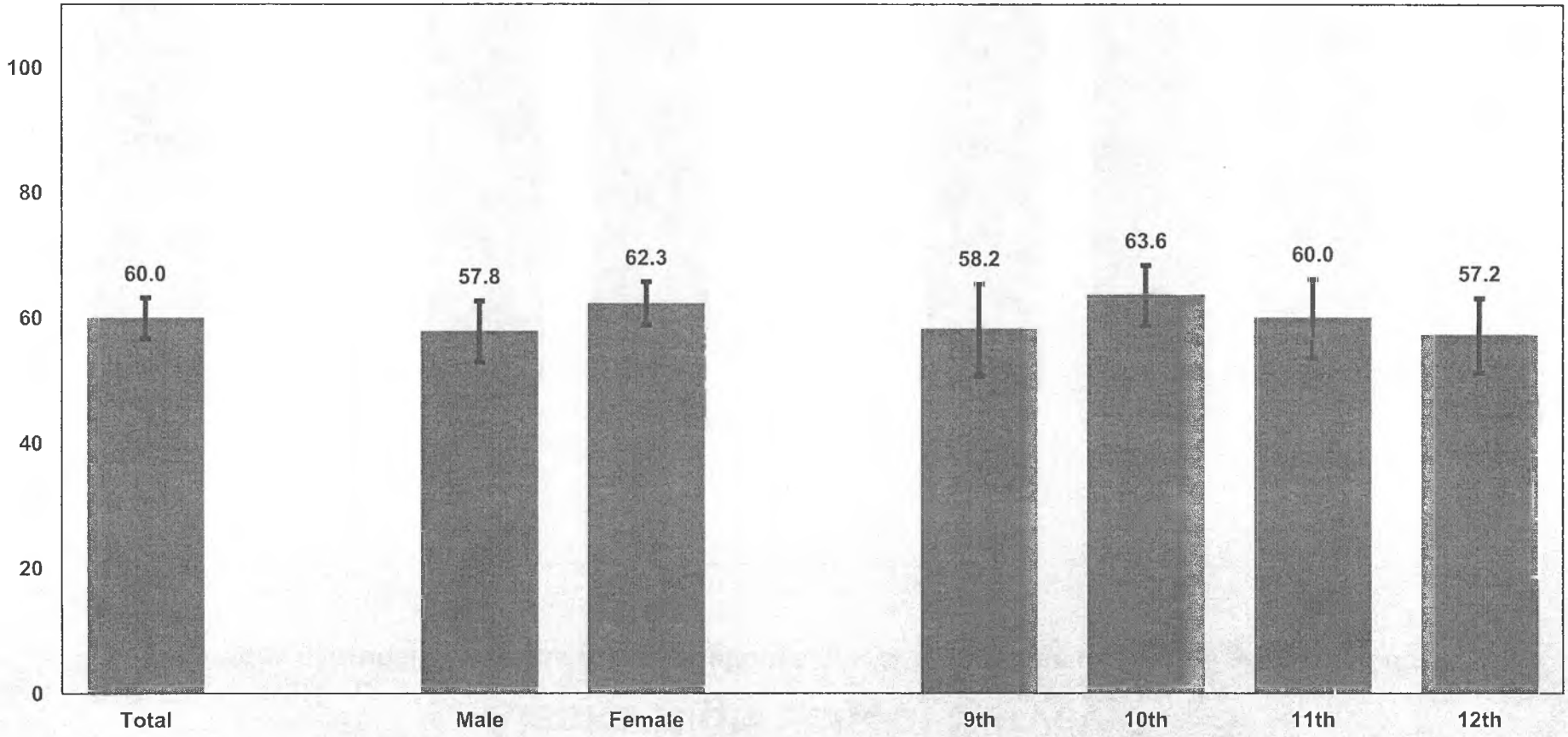


Q75 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate carrots one or more times during the past seven days

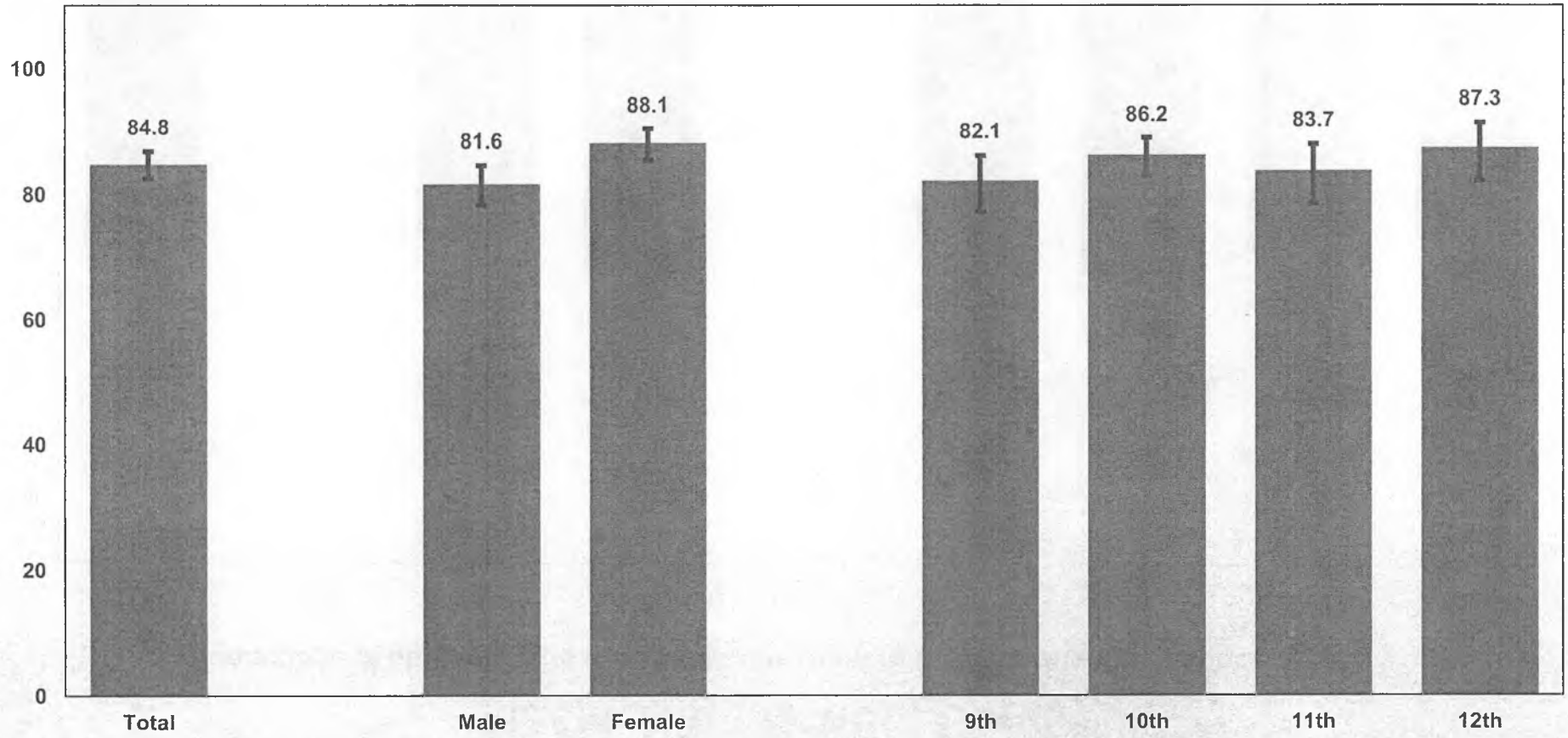


Q76 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate other vegetables one or more times during the past seven days

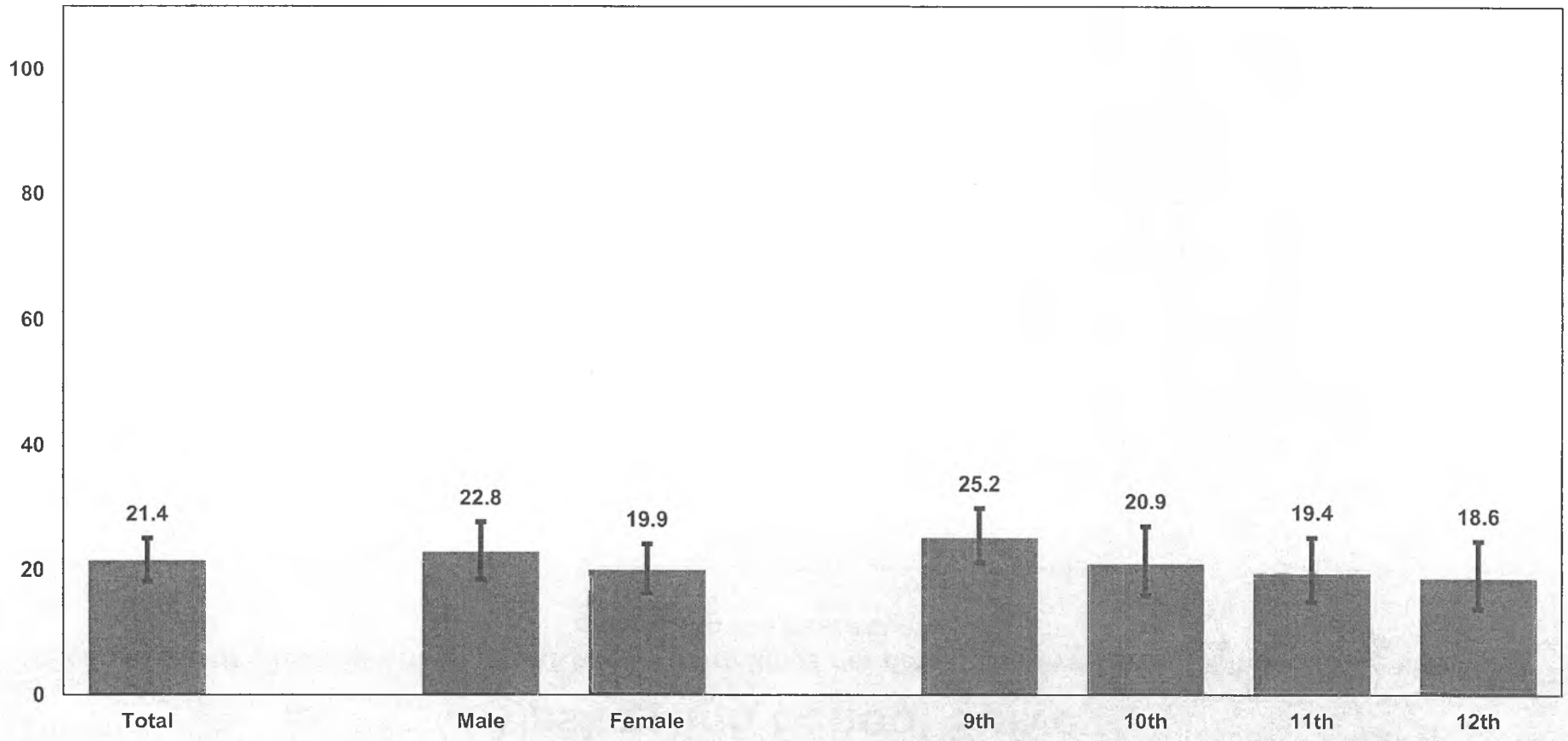


Q77 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate fruits and vegetables five or more times per day during the past seven days

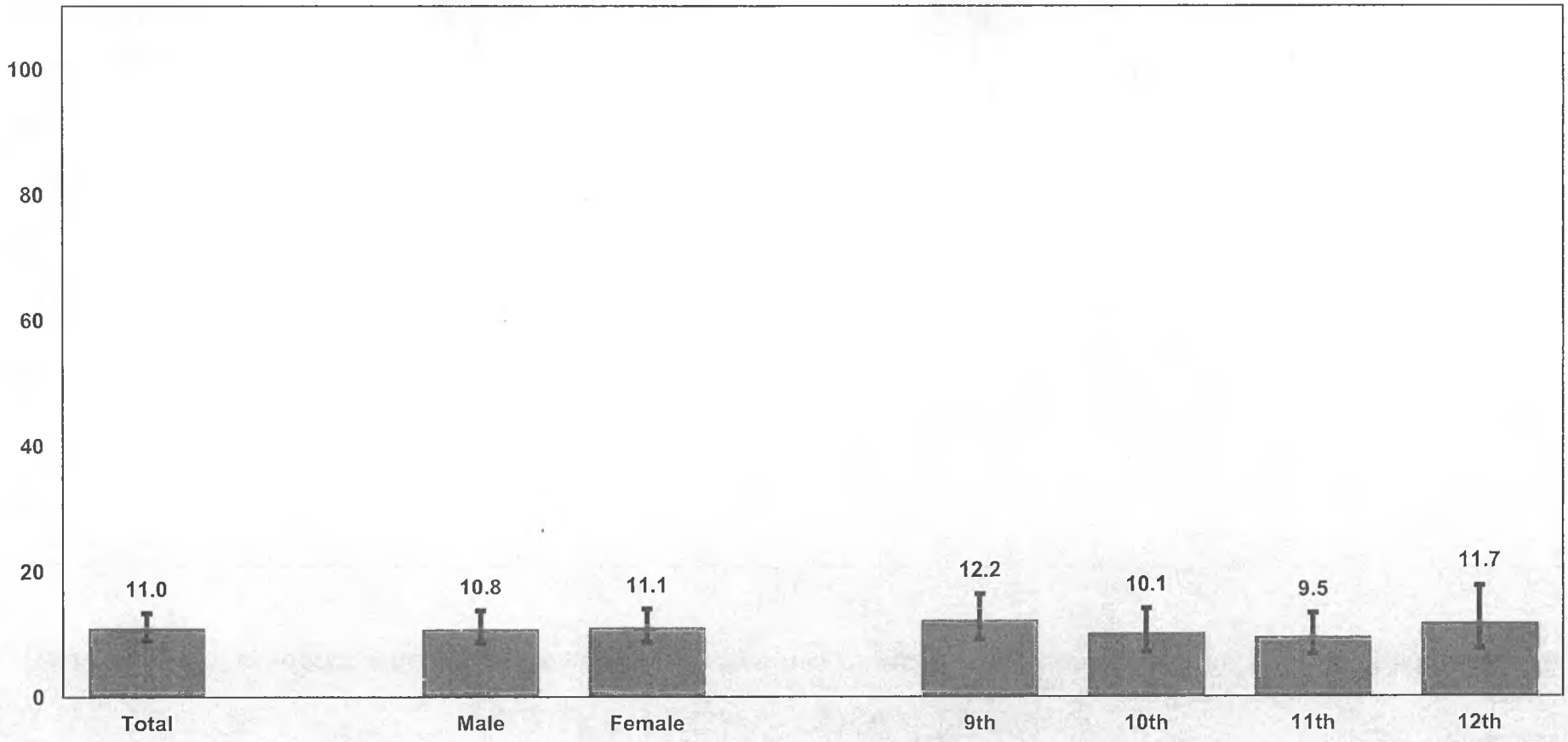


QNFRVG - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate fruits two or more times per day and ate vegetables three or more times per day during the past seven days

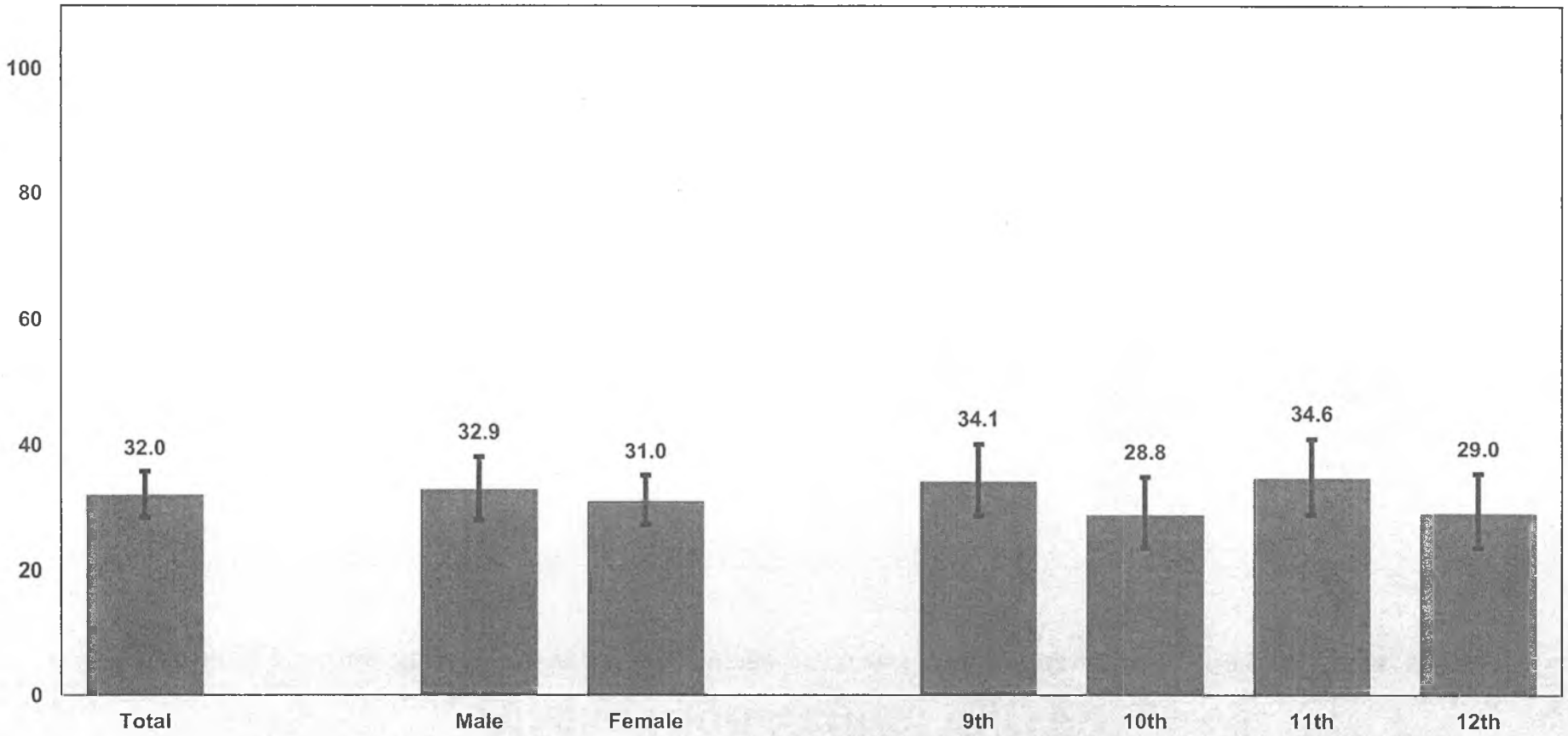


QNFRVG2 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate fruits two or more times per day during the past seven days

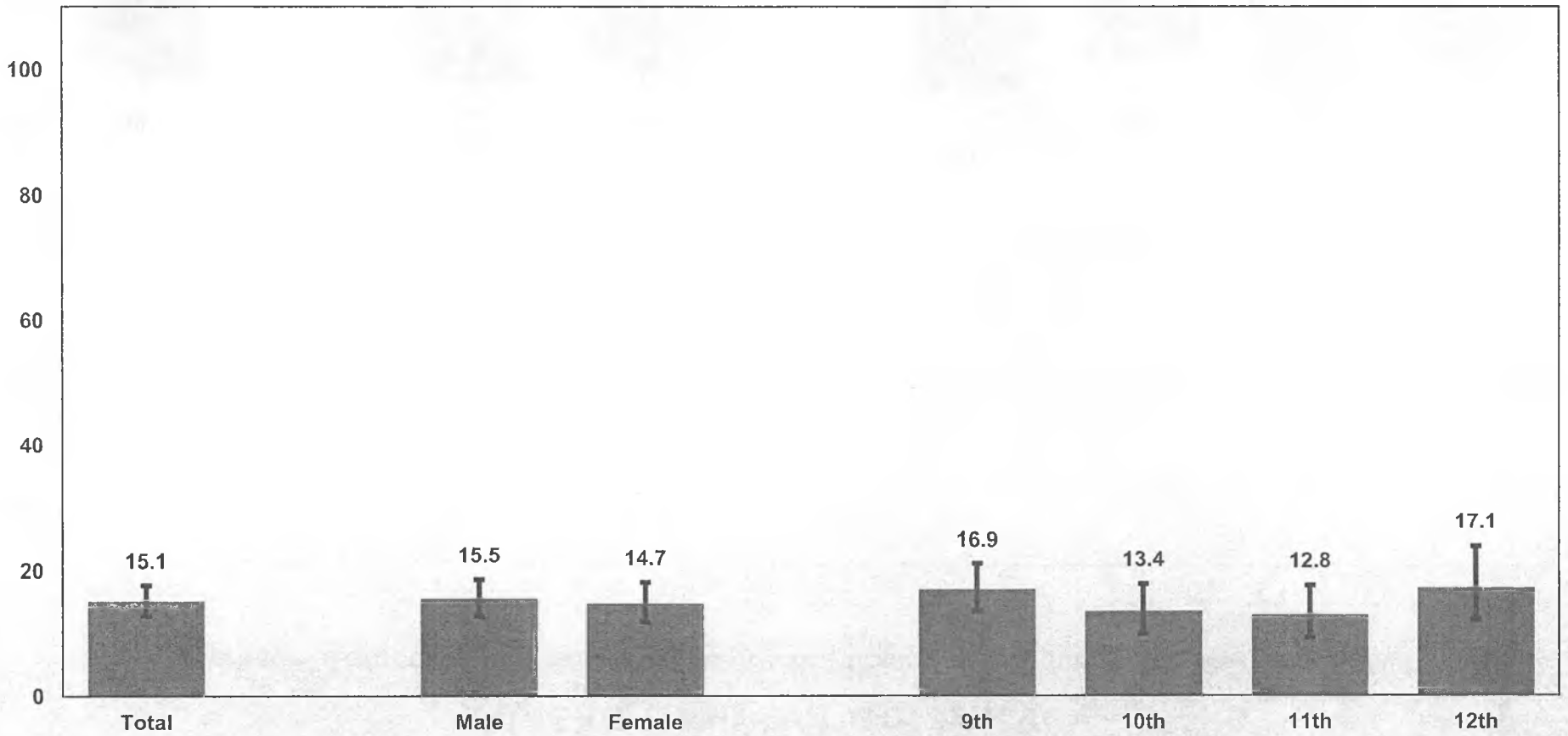


QNFRUIT - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who ate vegetables three or more times per day during the past seven days

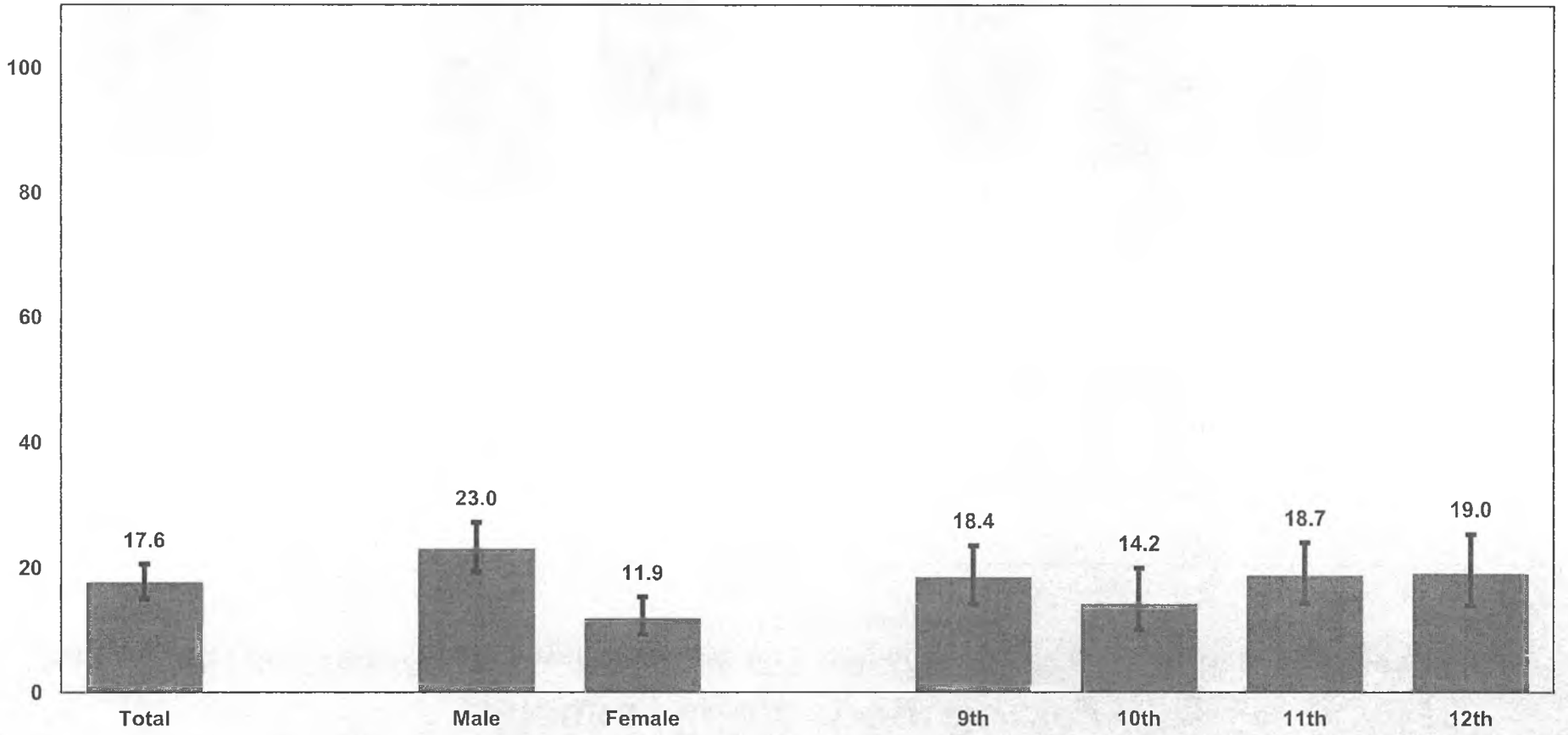


QNVEG - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who drank a can, bottle, or glass of soda or pop one or more times per day during the past seven days

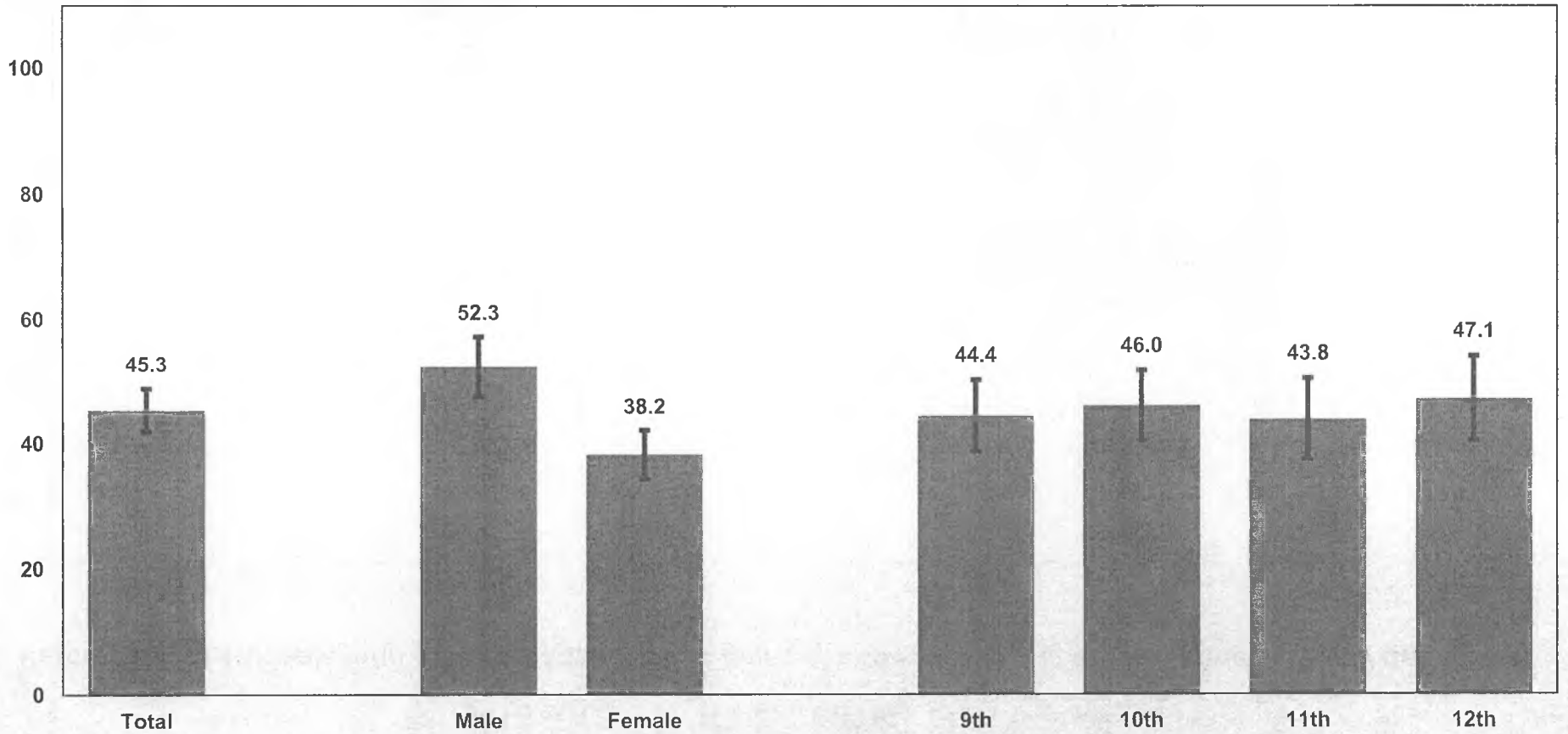


Q78 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days

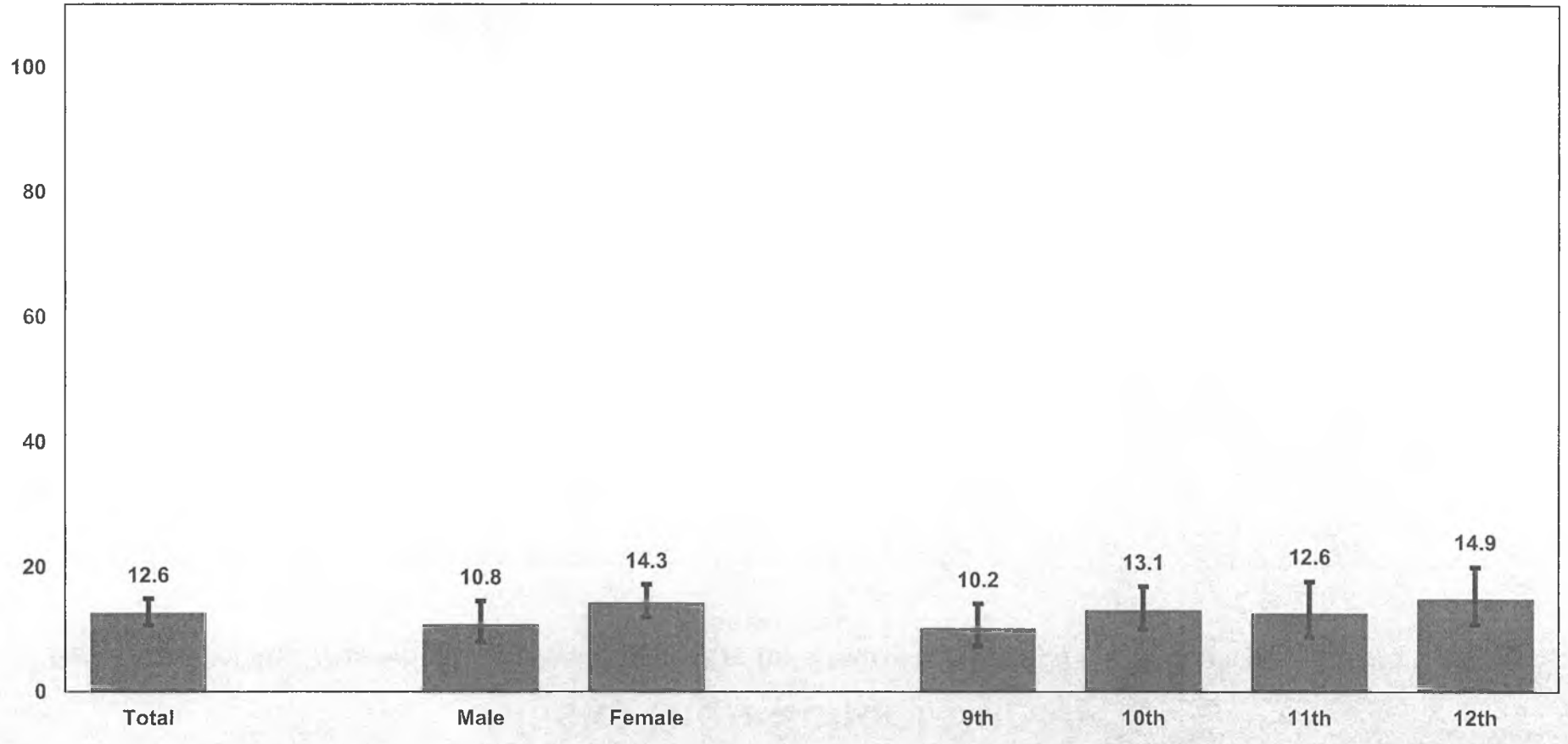


Q79 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were physically active for a total of at least 60 minutes per day on 0 of the past seven days

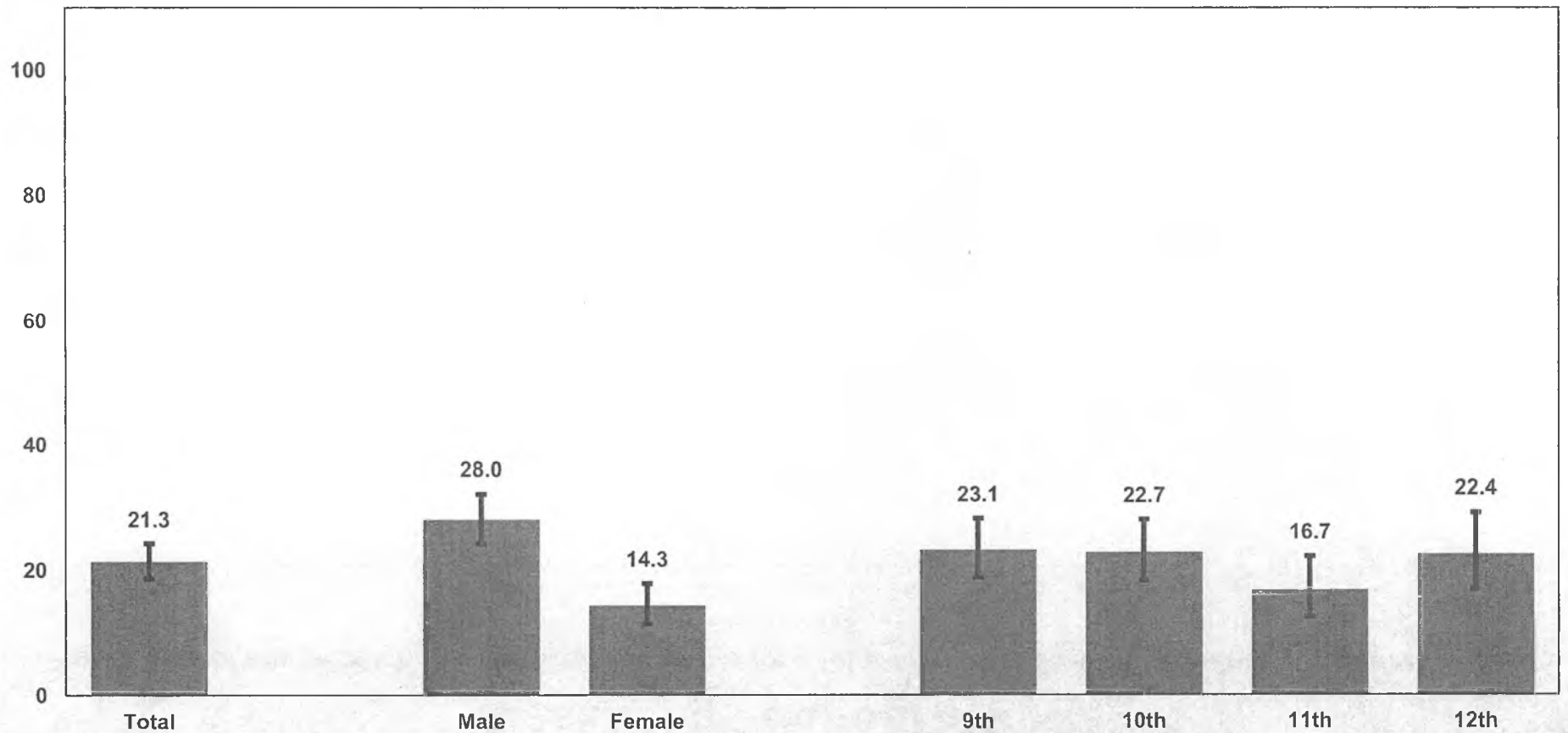


QNPA0DAY - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were physically active for a total of at least 60 minutes per day on 7 of the past seven days

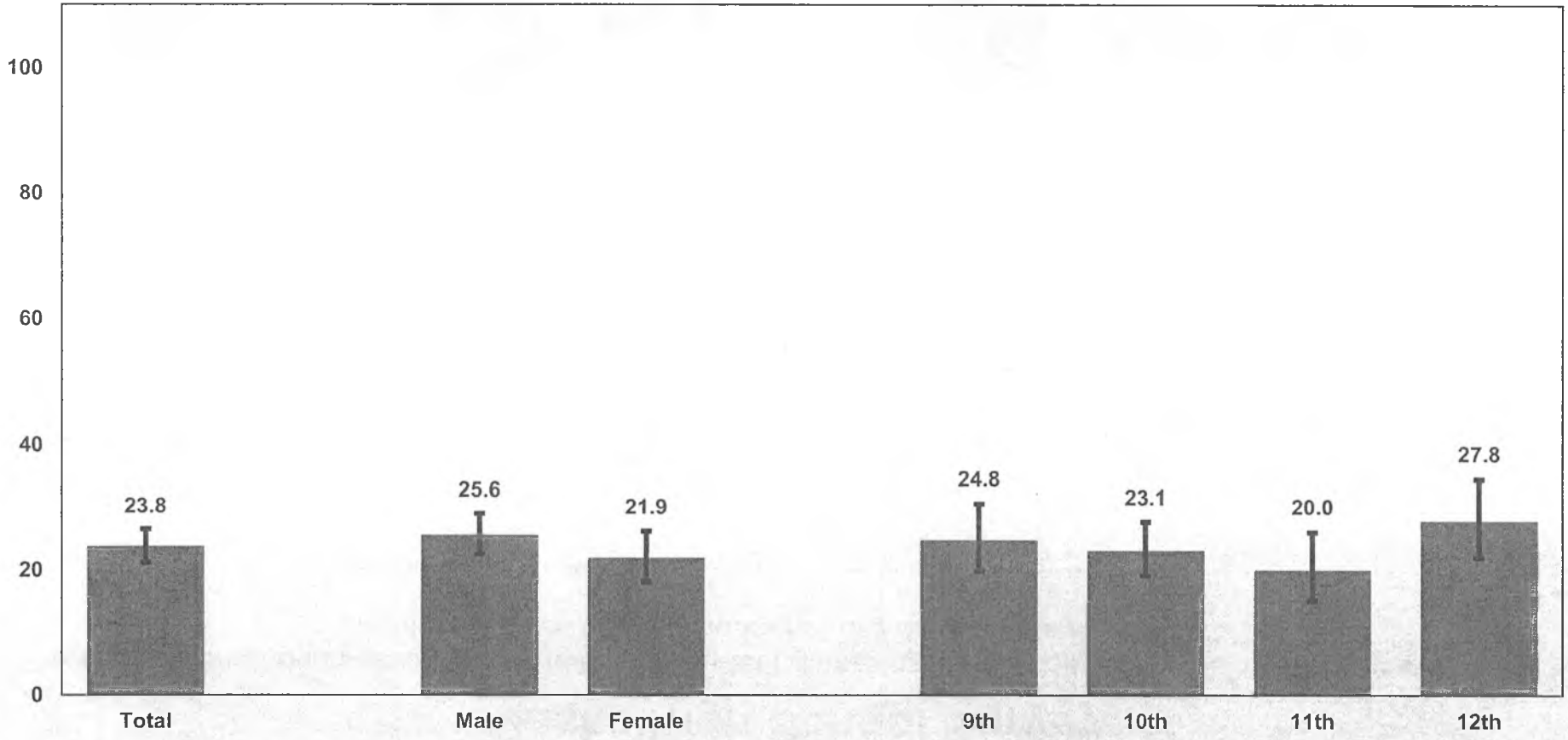


QNPA7DAY - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who watched three or more hours per day of TV on an average school day

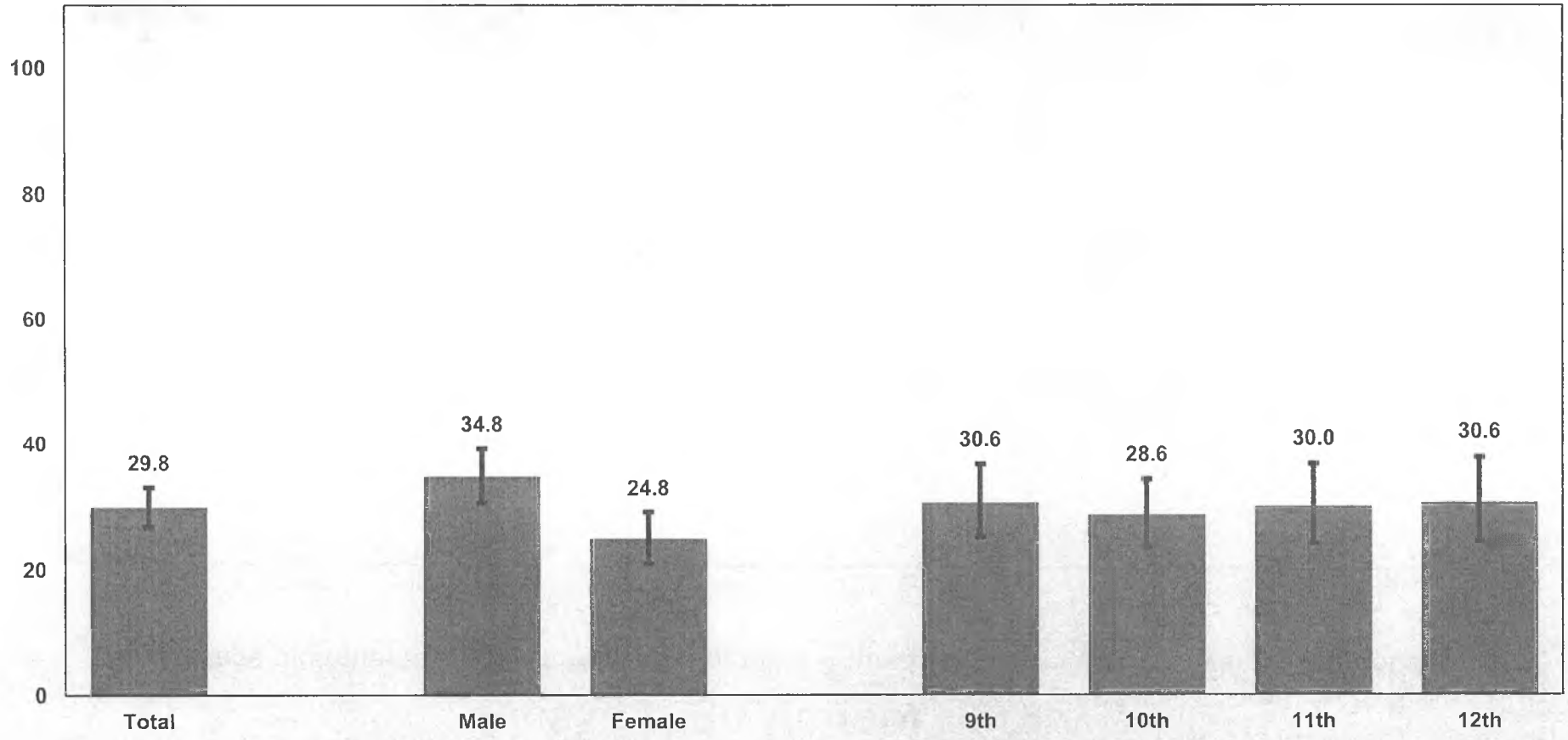


Q80 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day

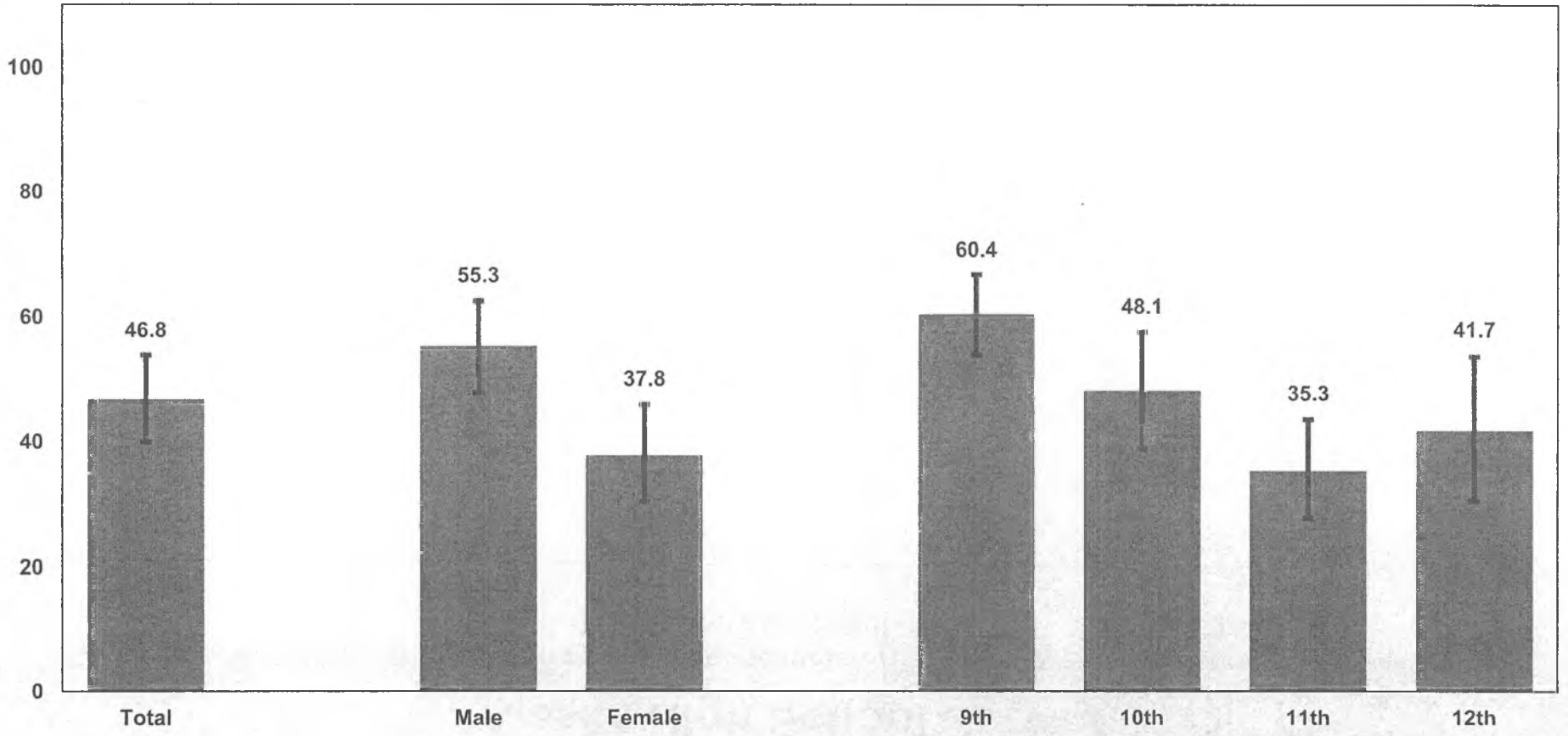


Q81 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who attended physical education (PE) classes on one or more days in an average week when they were in school

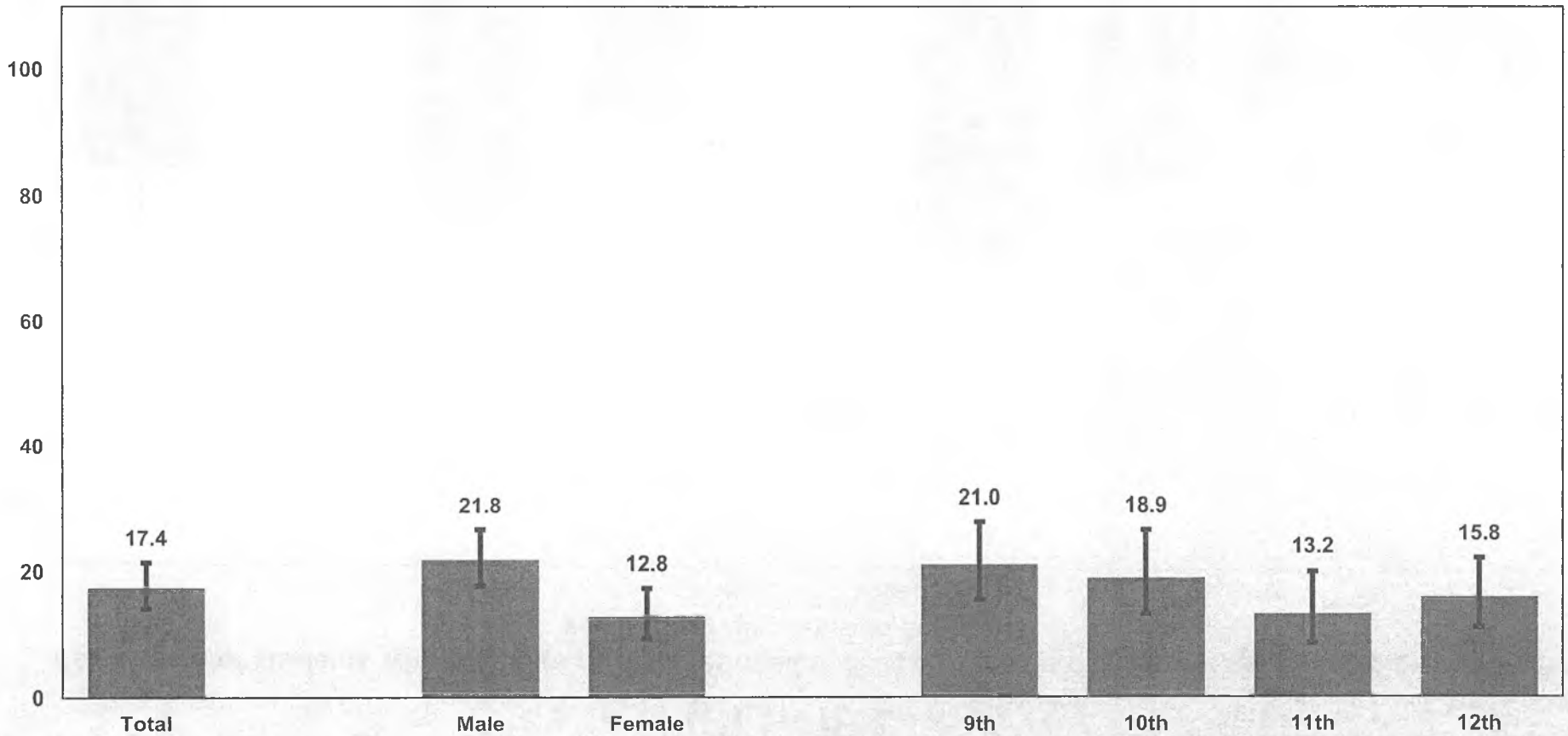


Q82 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who attended physical education (PE) classes daily in an average week when they were in school

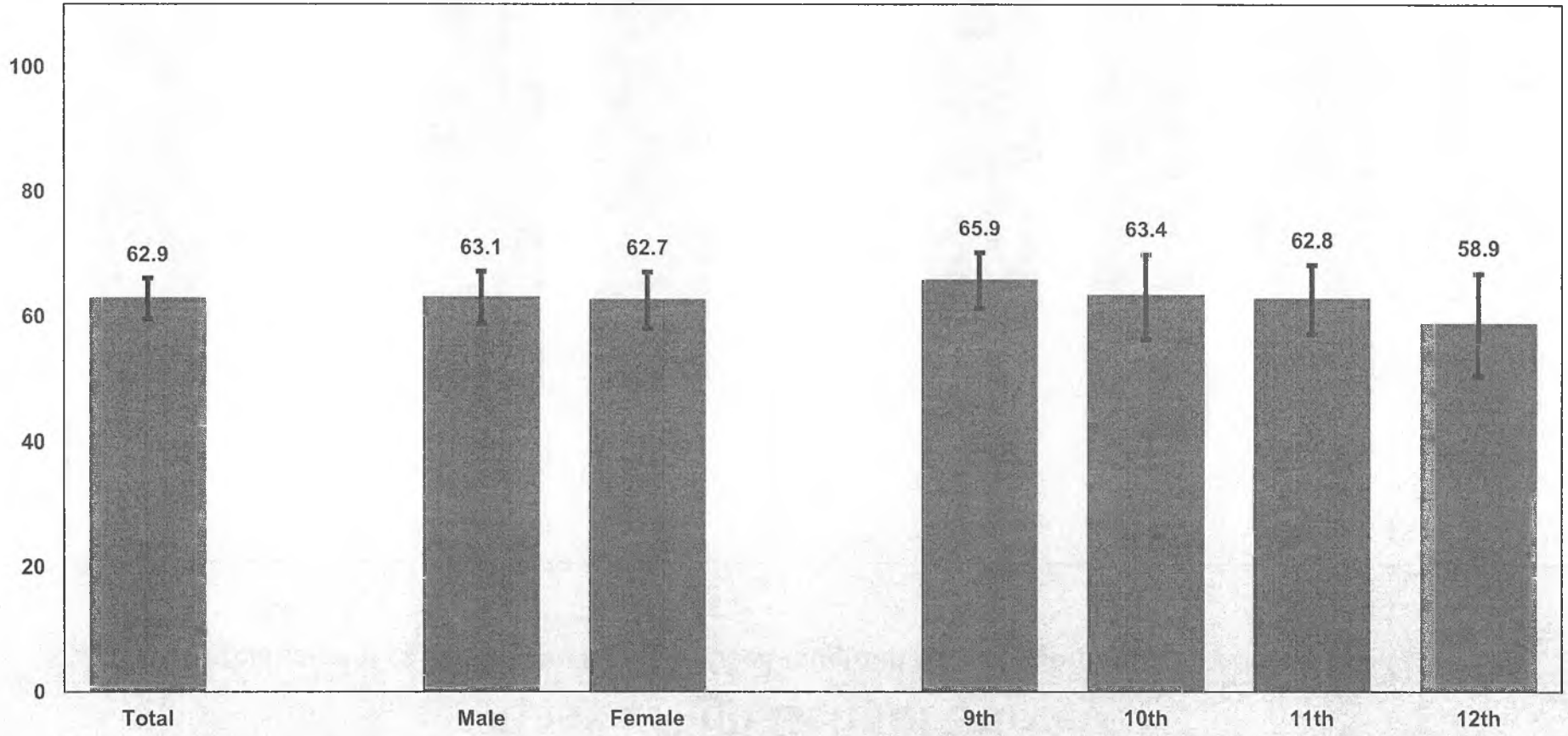


QNDLYPE - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who played on one or more sports teams during the past 12 months

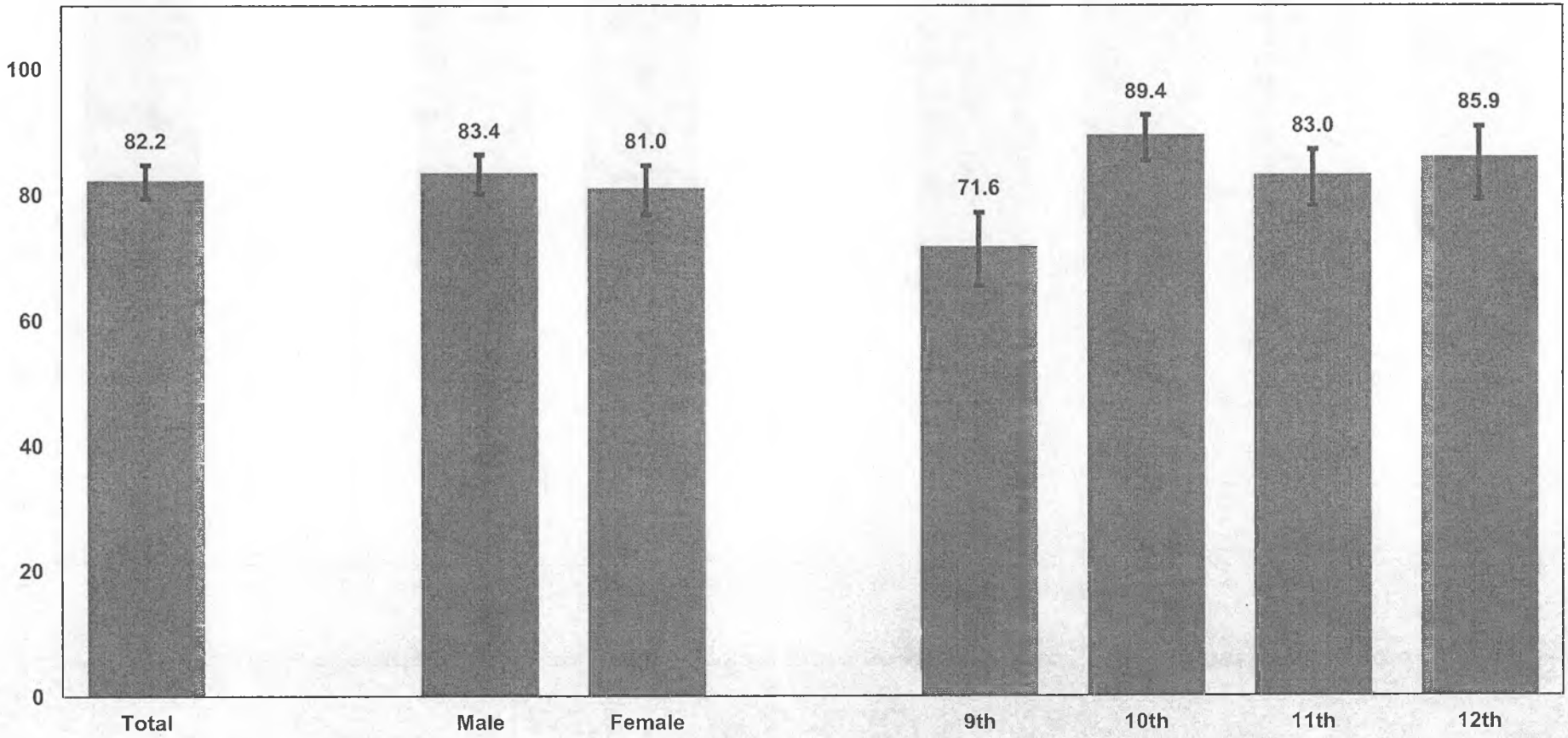


Q83 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had ever been taught in school about AIDS or HIV infection

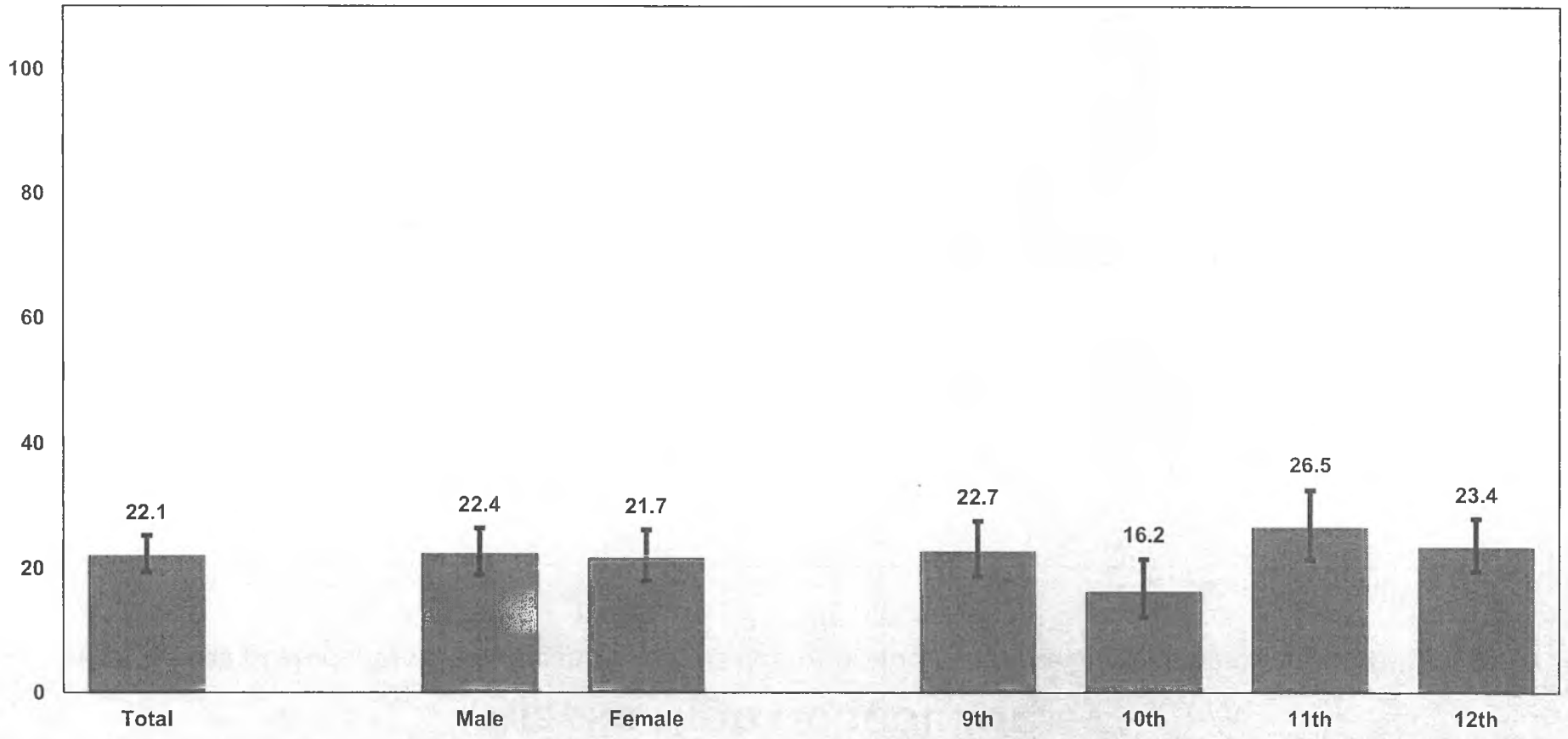


Q84 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had ever been told by a doctor or nurse that they had asthma

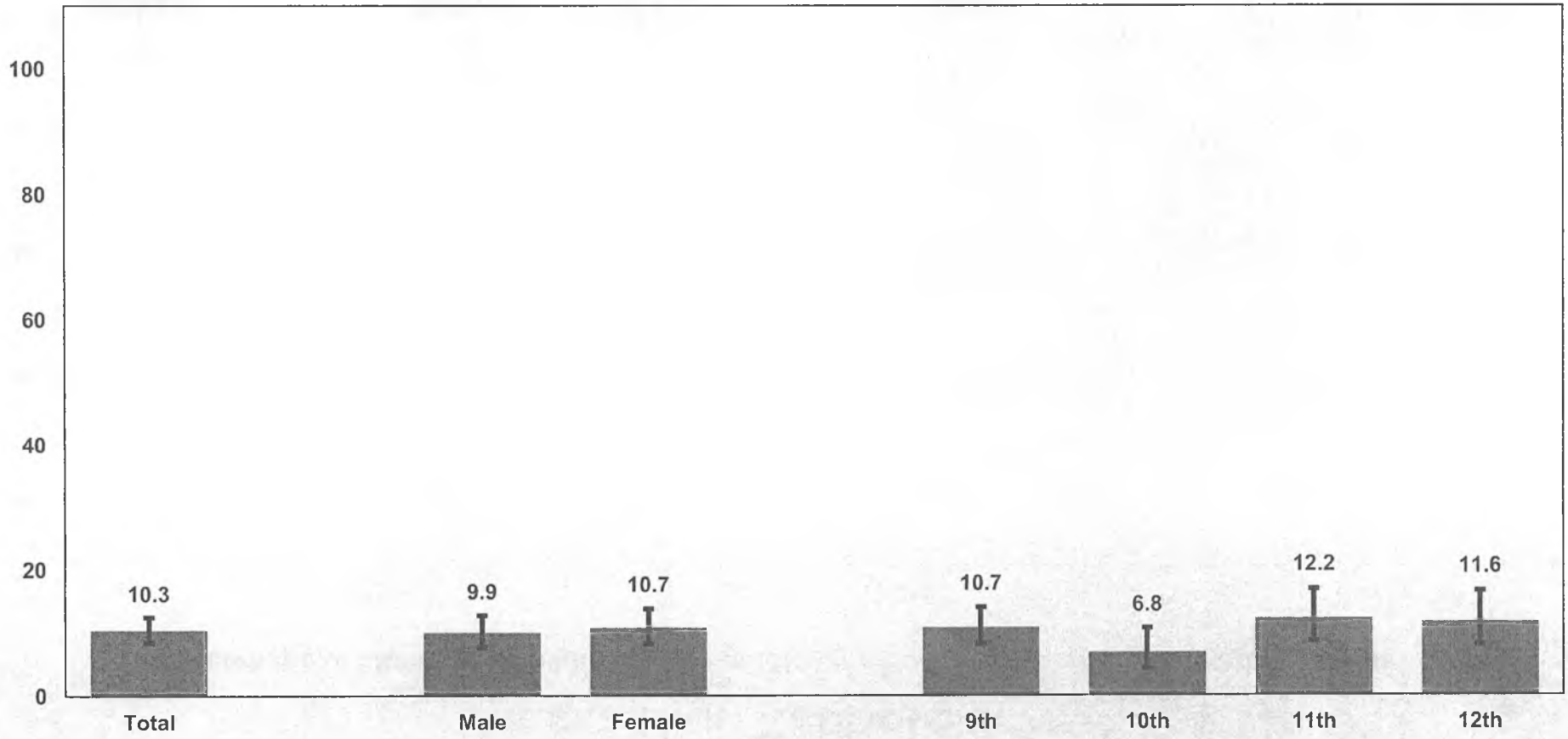


Q85 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who had been told by a doctor or nurse that they had asthma and who still have asthma

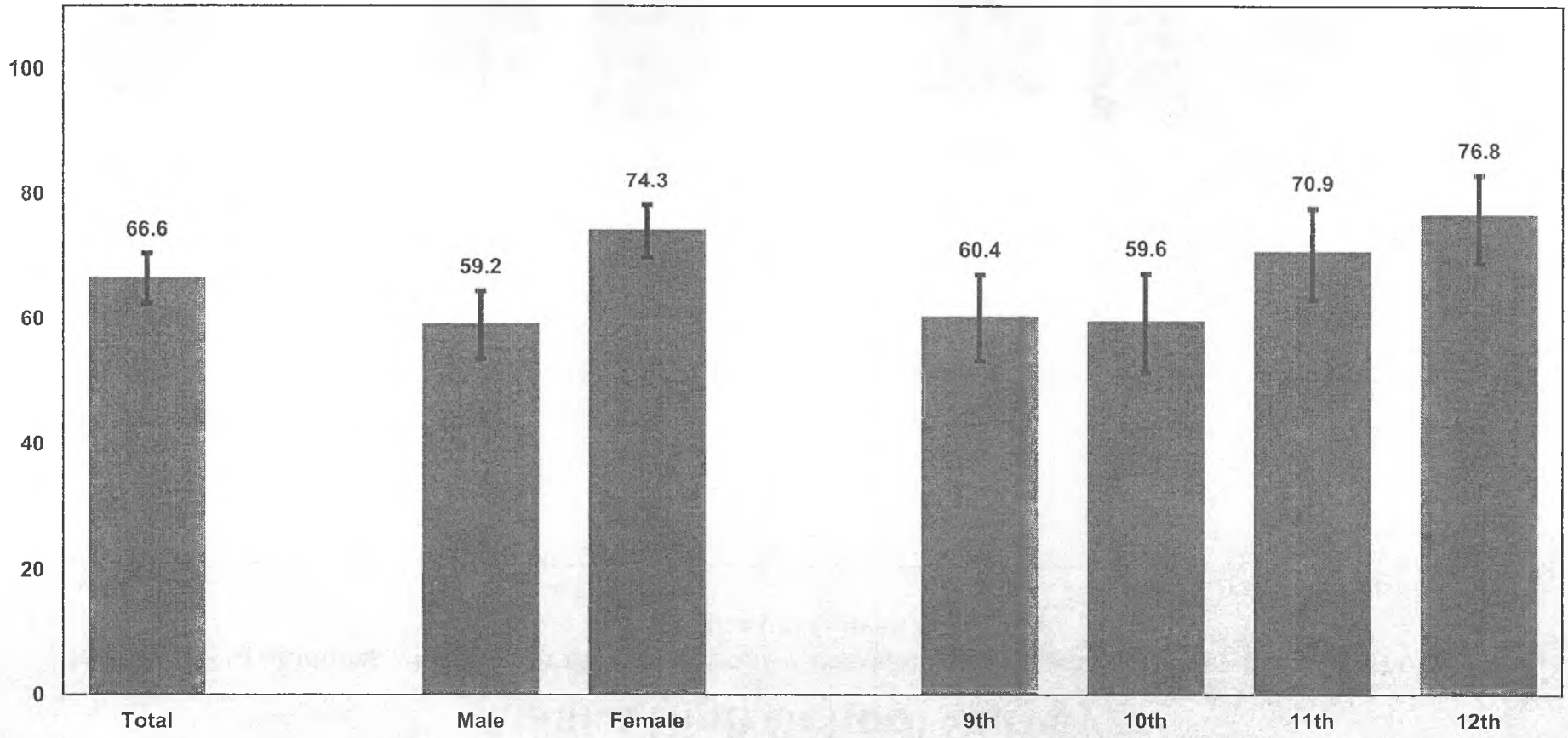


Q86 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who would describe their grades in school as mostly A's or B's during the past 12 months

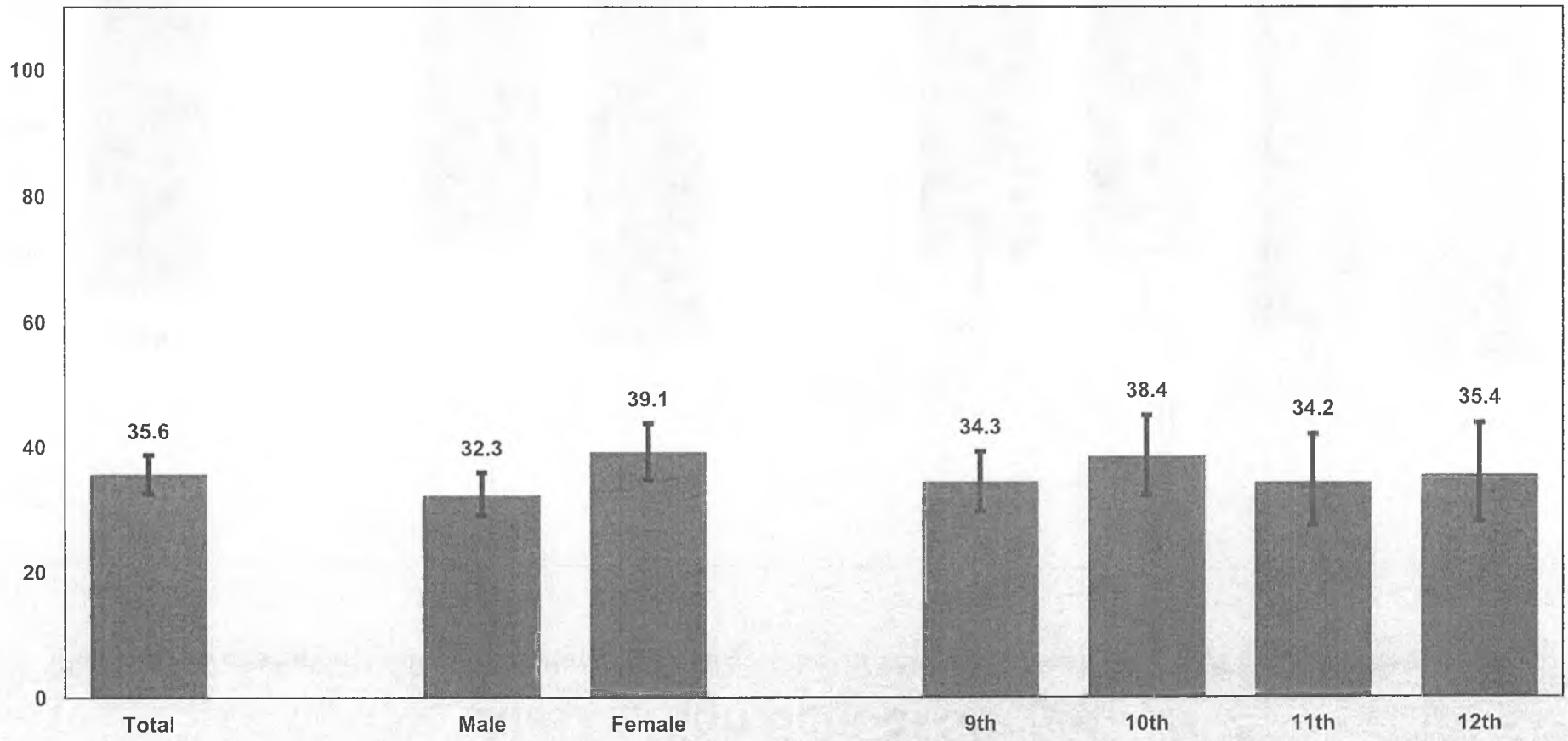


Q87 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who were in the same room with someone who was smoking cigarettes on one or more of the past seven days

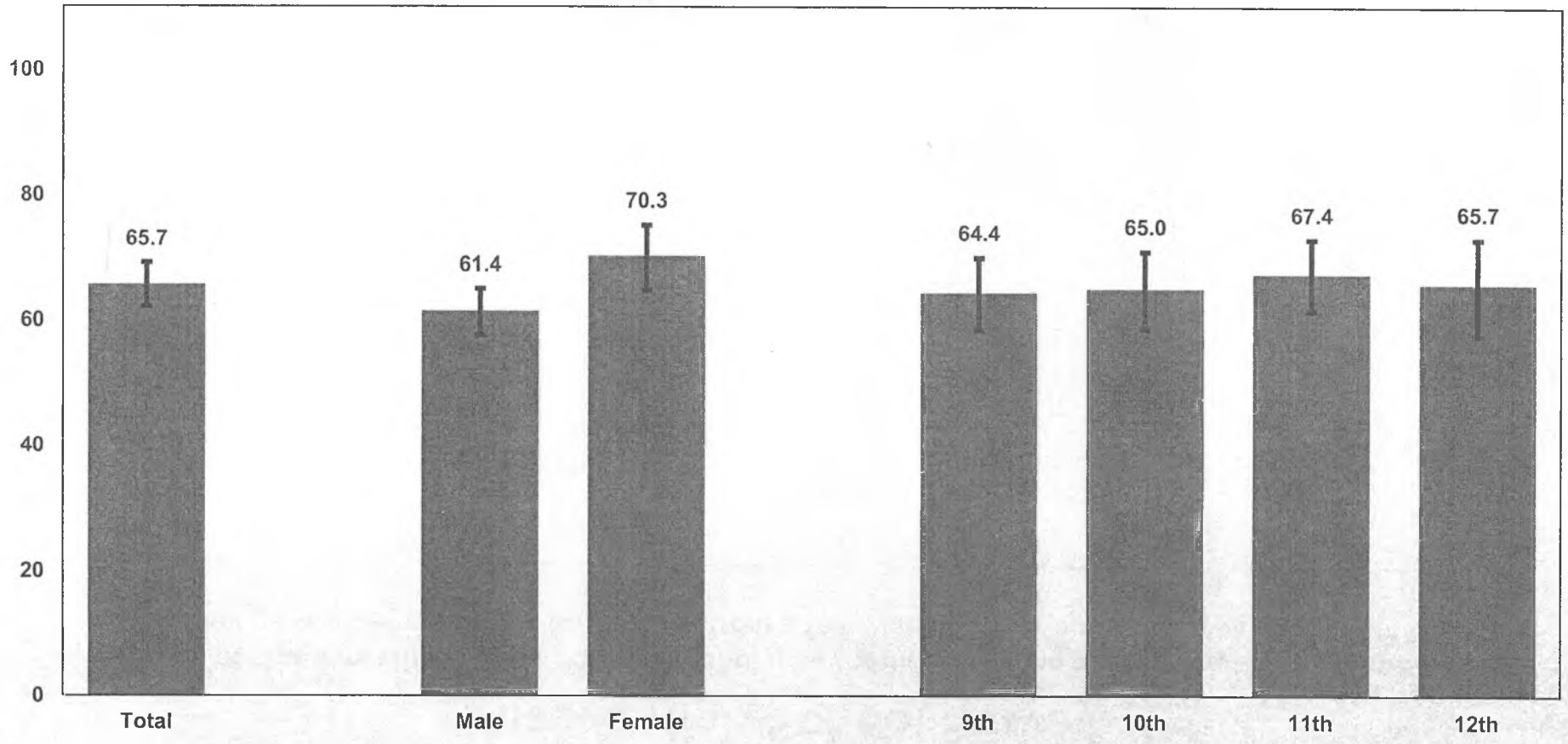


Q88 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who think people greatly risk harming themselves (physically or in other ways), if they smoke one or more packs of cigarettes per day

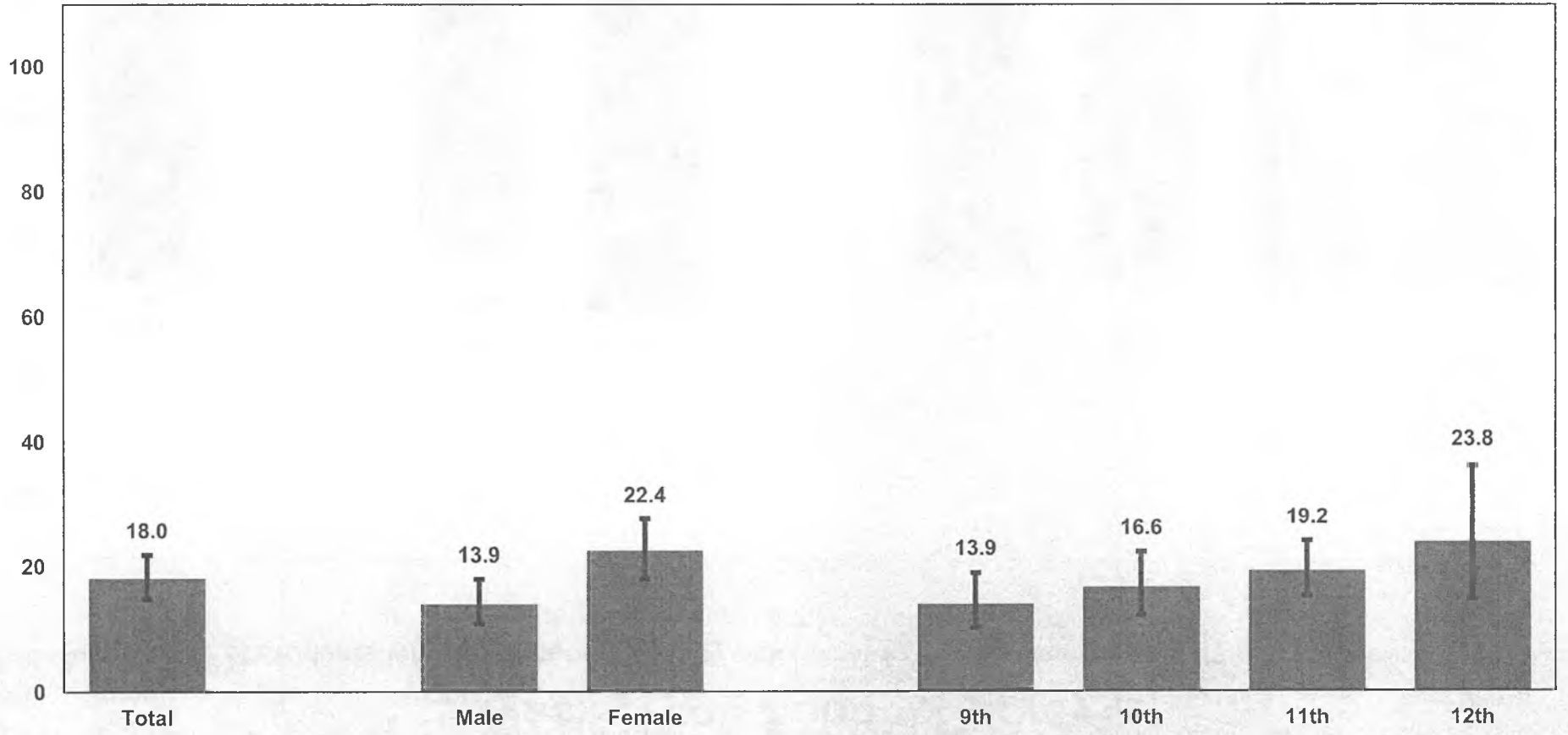


Q89 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who usually got the alcohol they drank during the past 30 days from someone else whom they gave money to buy it for them or from a family member or someone else giving it to them

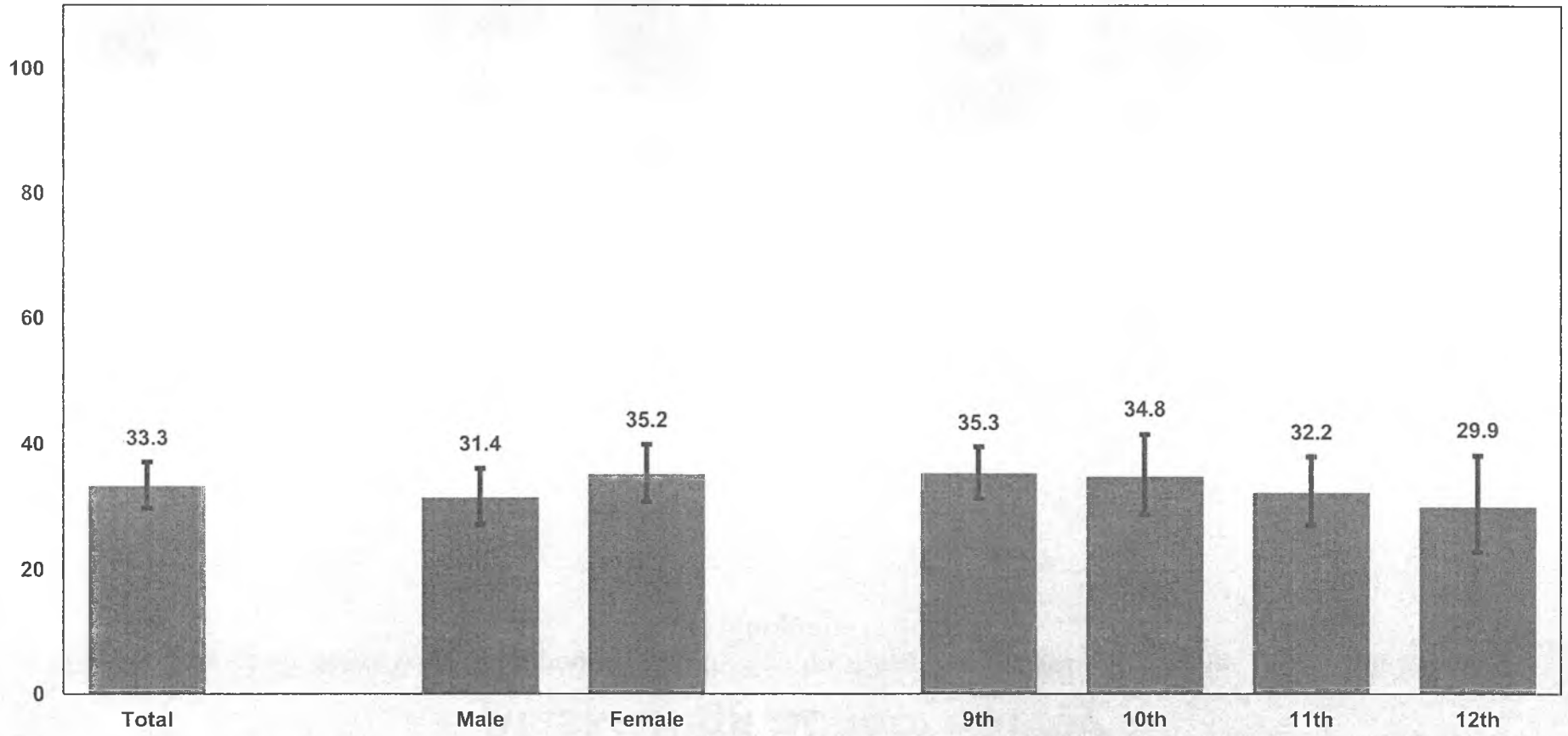


Q90 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who think people greatly risk harming themselves (physically or in other ways) if they have one or two drinks of an alcoholic beverage nearly every day

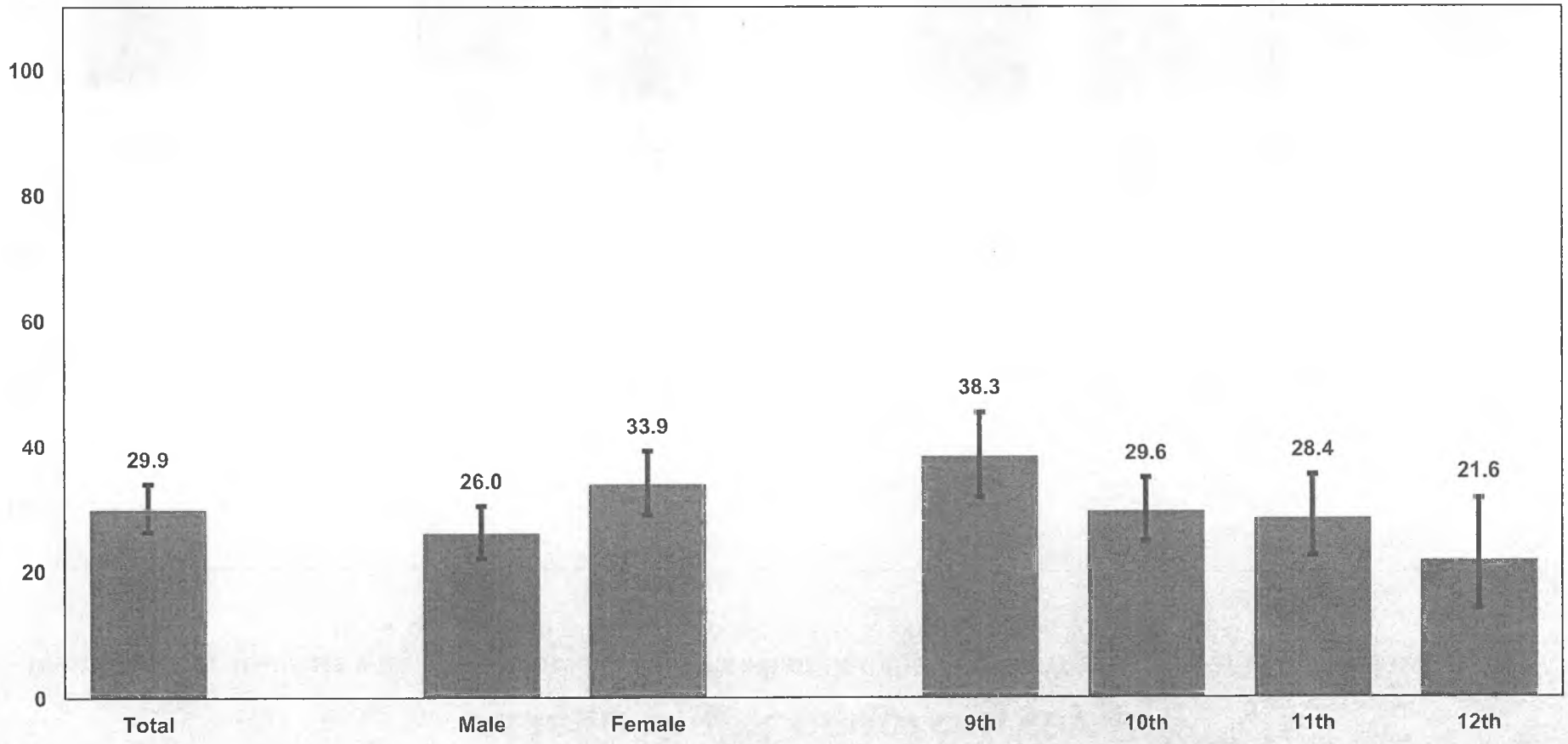


Q91 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who think people greatly risk harming themselves (physically or in other ways), if they use marijuana regularly

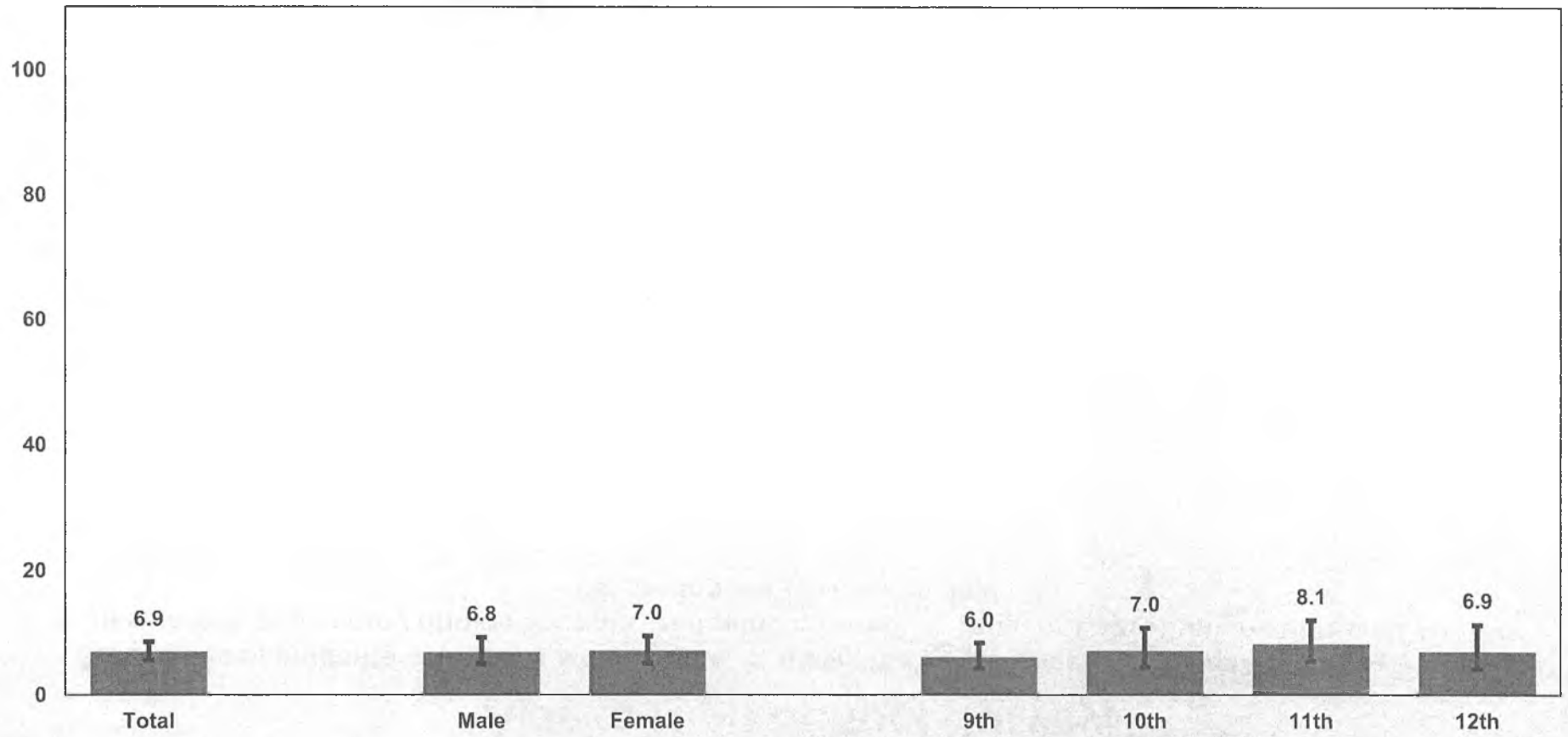


Q92 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who took a prescription drug without a doctor's prescription one or more times during the past 30 days

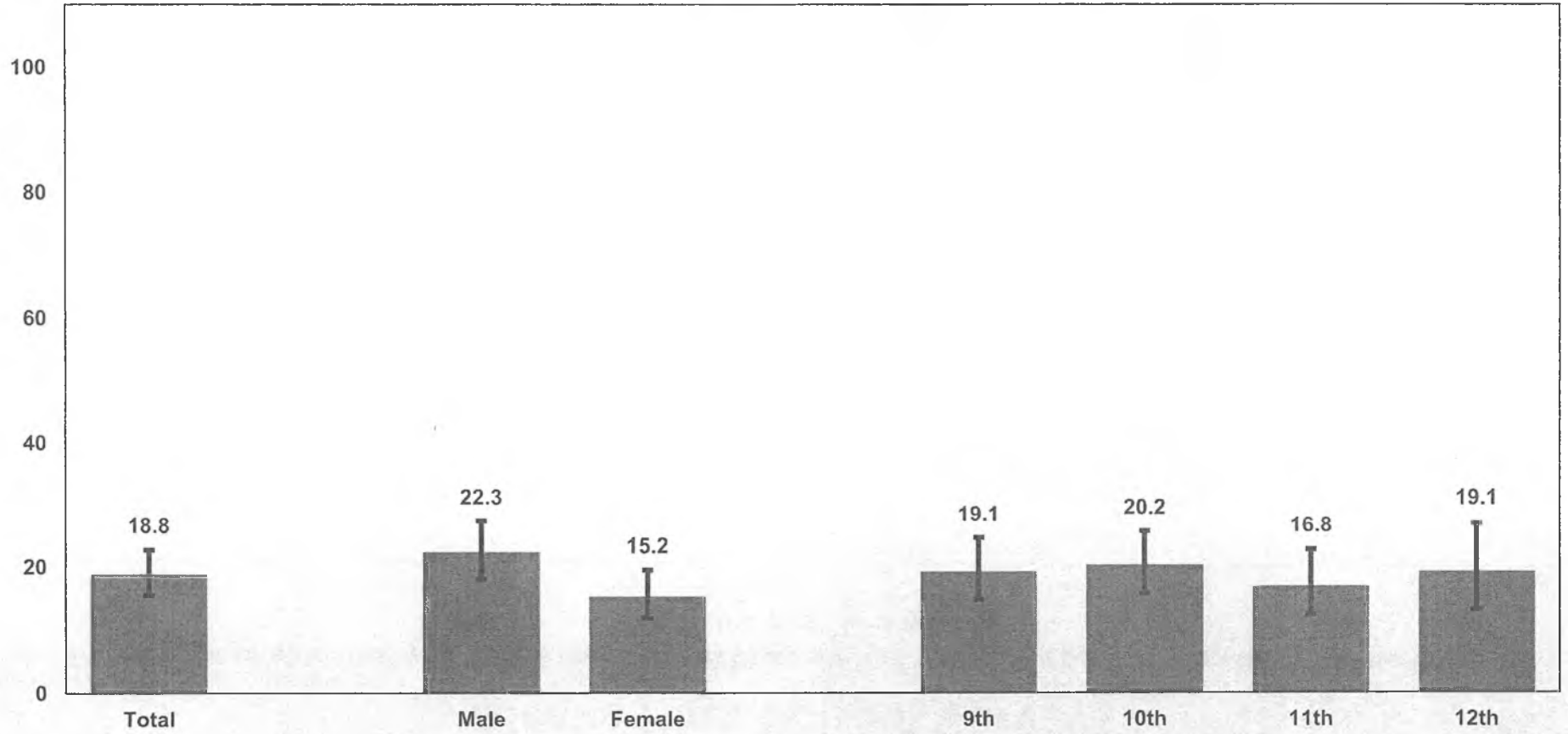


Q93 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who drank a can, bottle, or glass of a sugar-sweetened beverage such as sports drinks, sweetened energy drinks, Snapple, fruit punch, Kool-Aid, Tang, or Capri-Sun one or more times per day during the past seven days

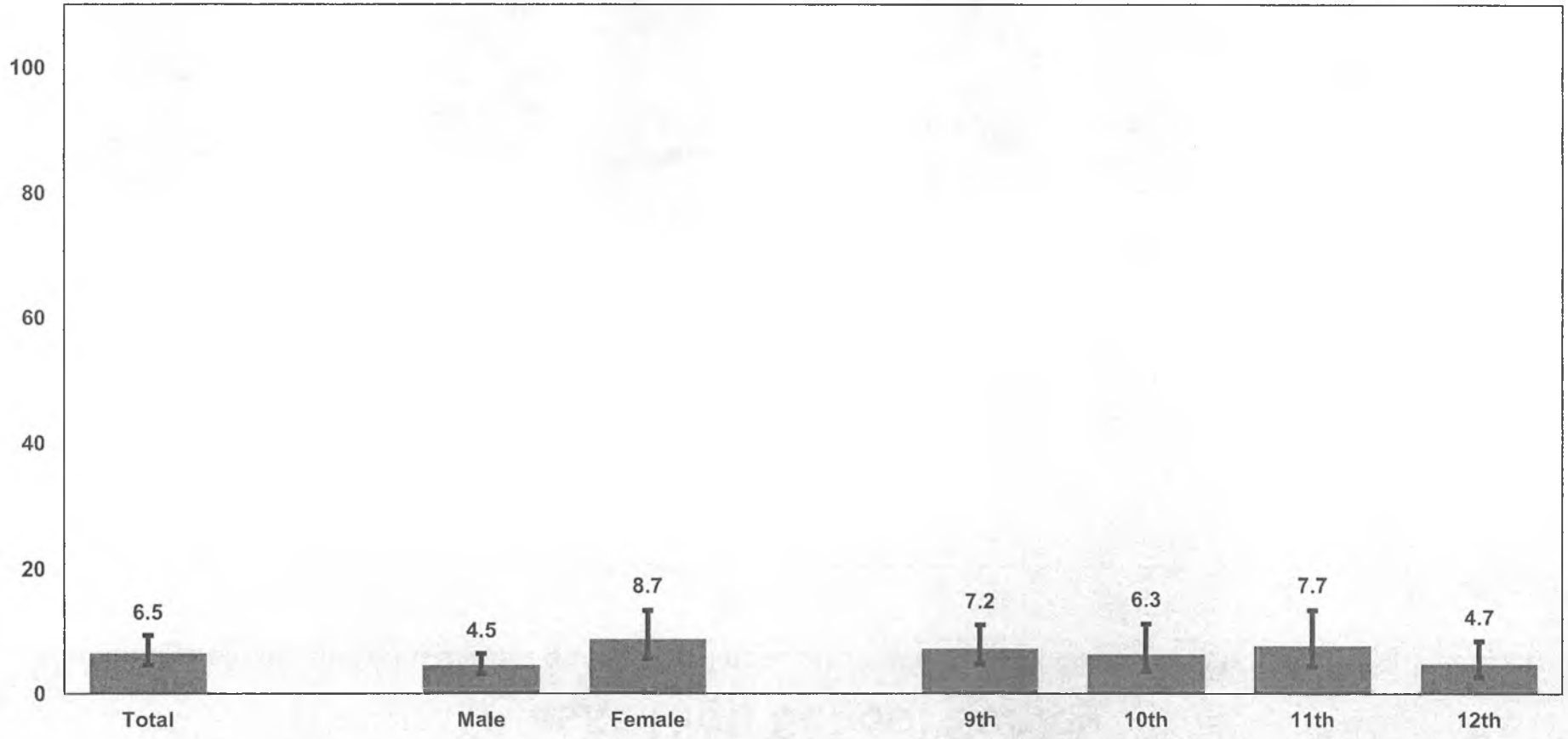


Q94 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who spend no more than 20 minutes actually exercising or playing sports during an average physical education (PE) class

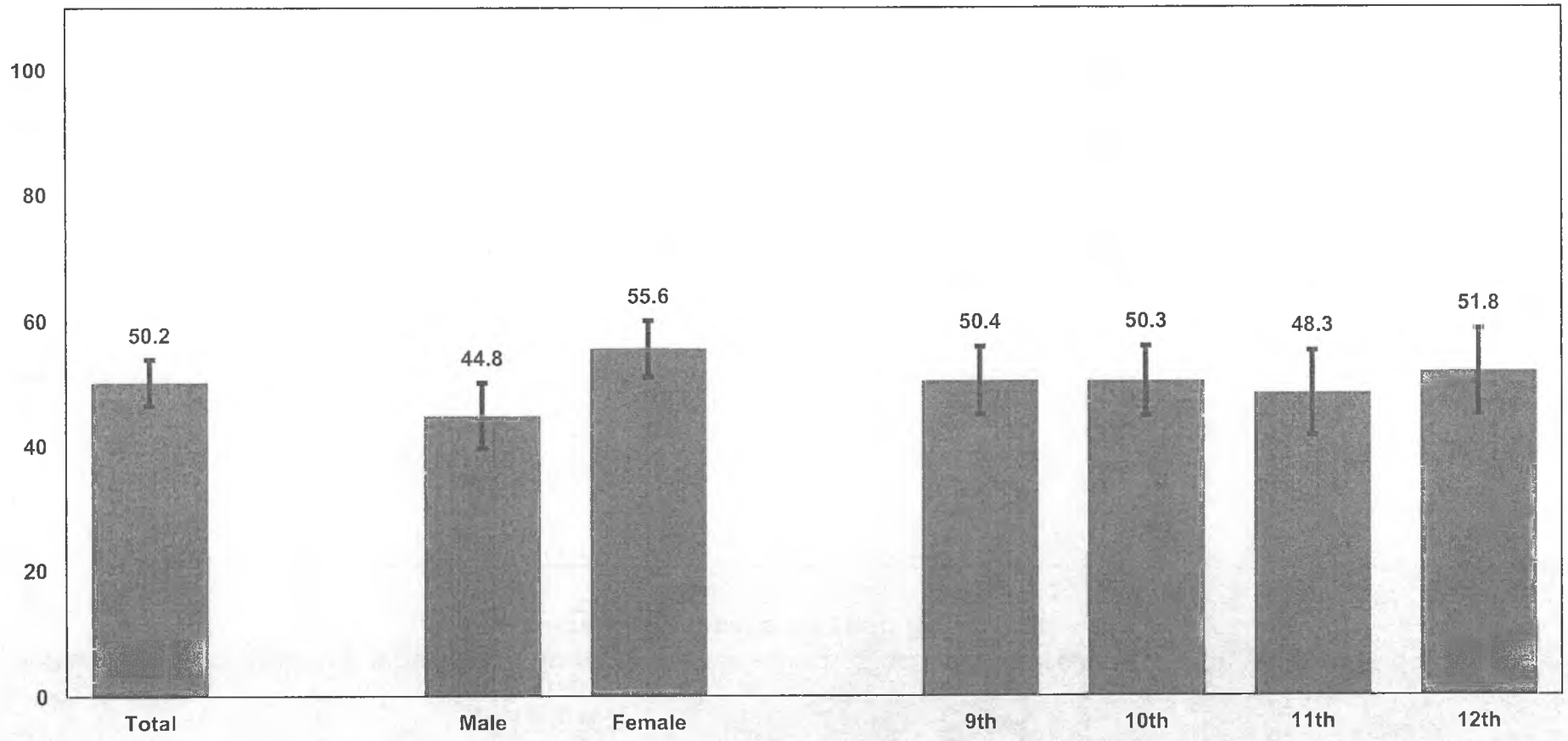


Q95 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who did not go to school because they were sick on one or more of the past 30 days

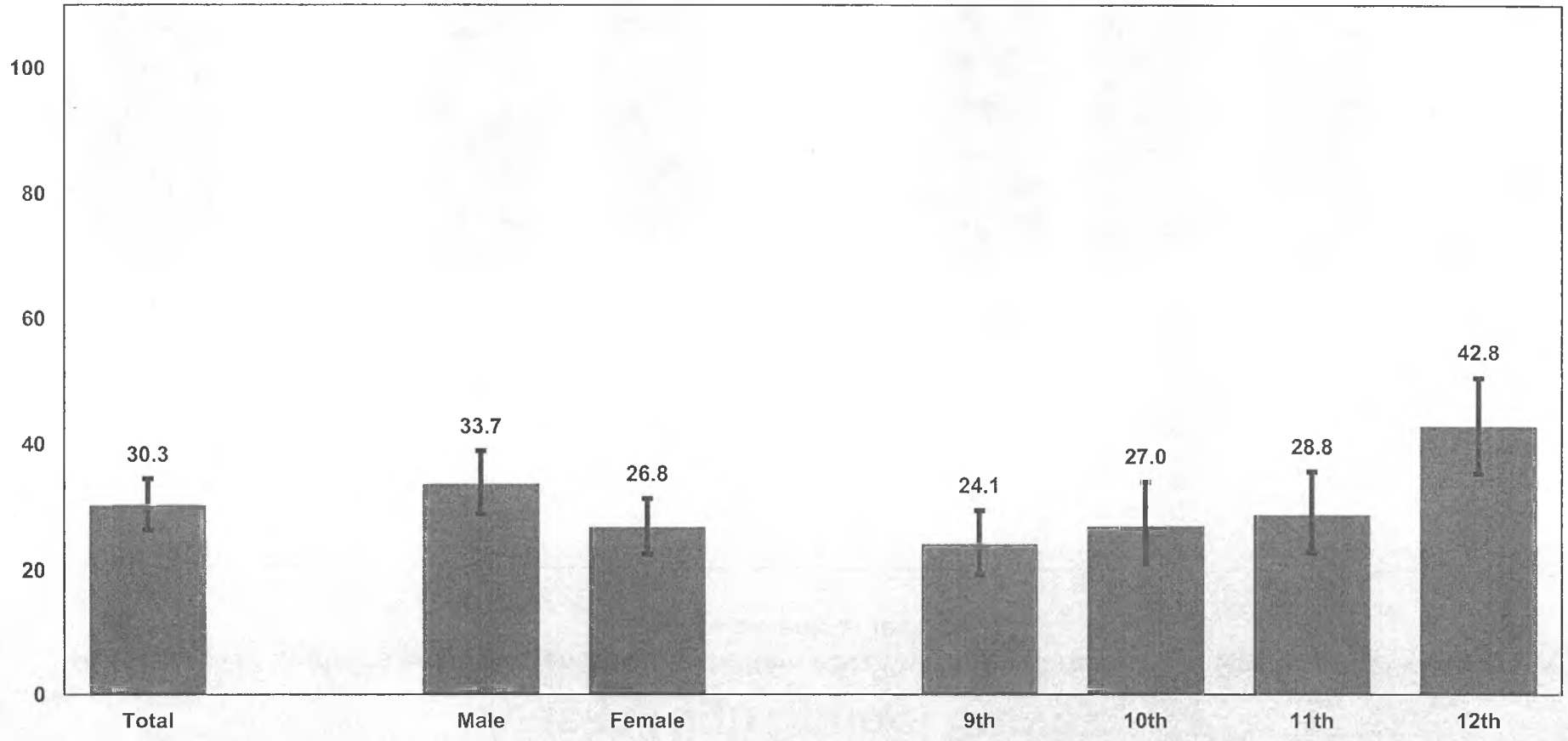


Q96 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who missed classes or school without permission on one or more of the past 30 days

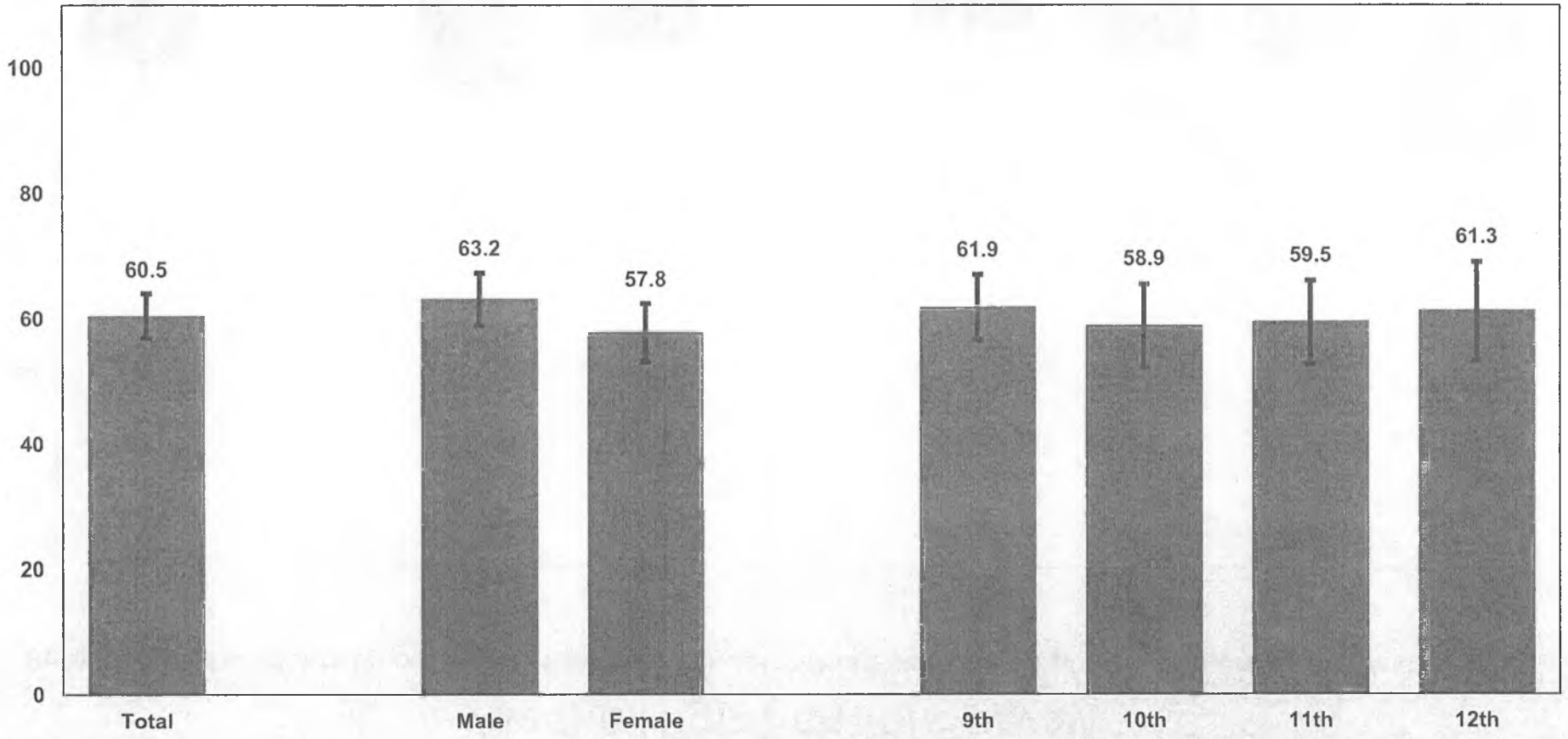


Q97 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students whose parent talks with them about what they are doing in school about once or twice a week or less

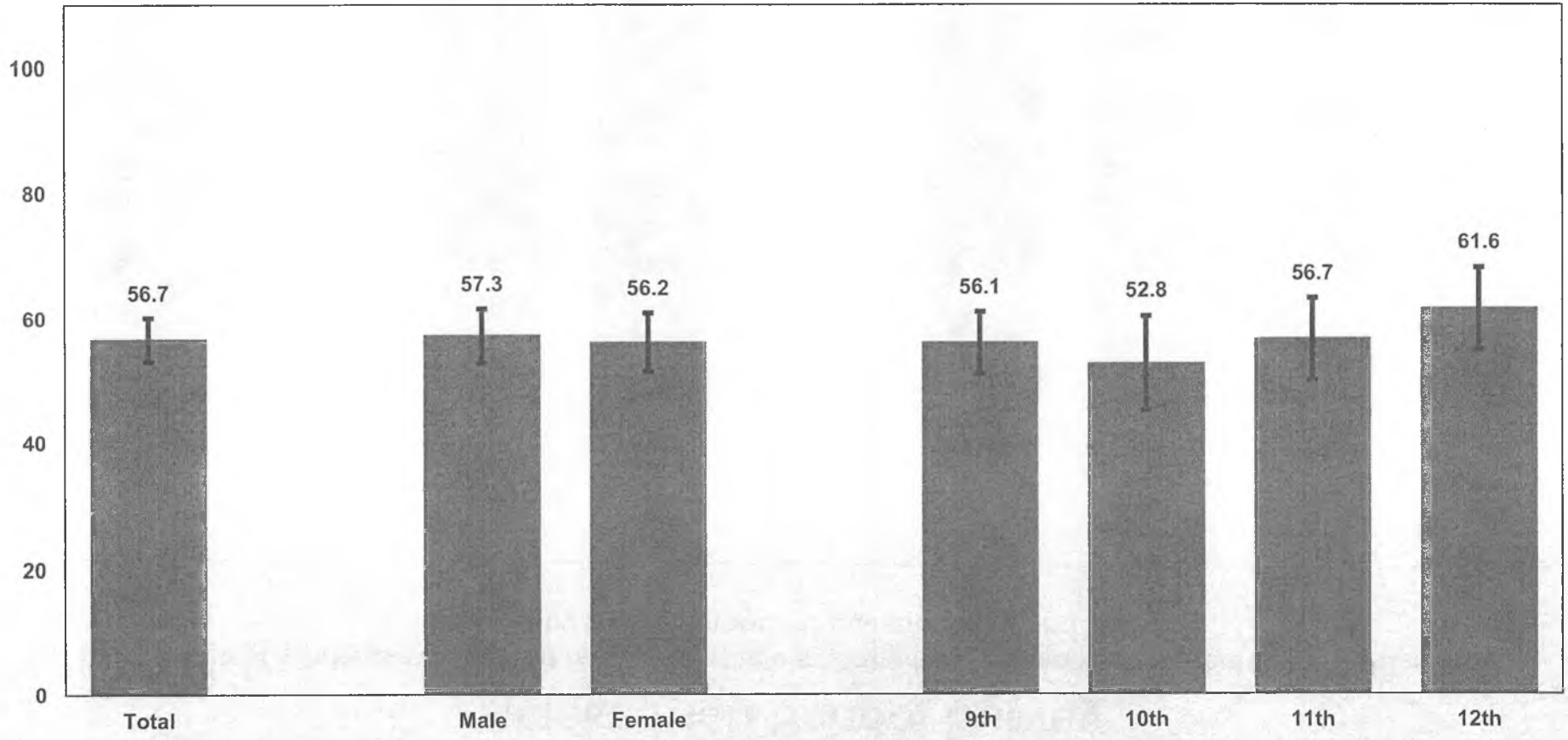


Q98 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who strongly agree or agree that their teachers really care about them and give them a lot of encouragement

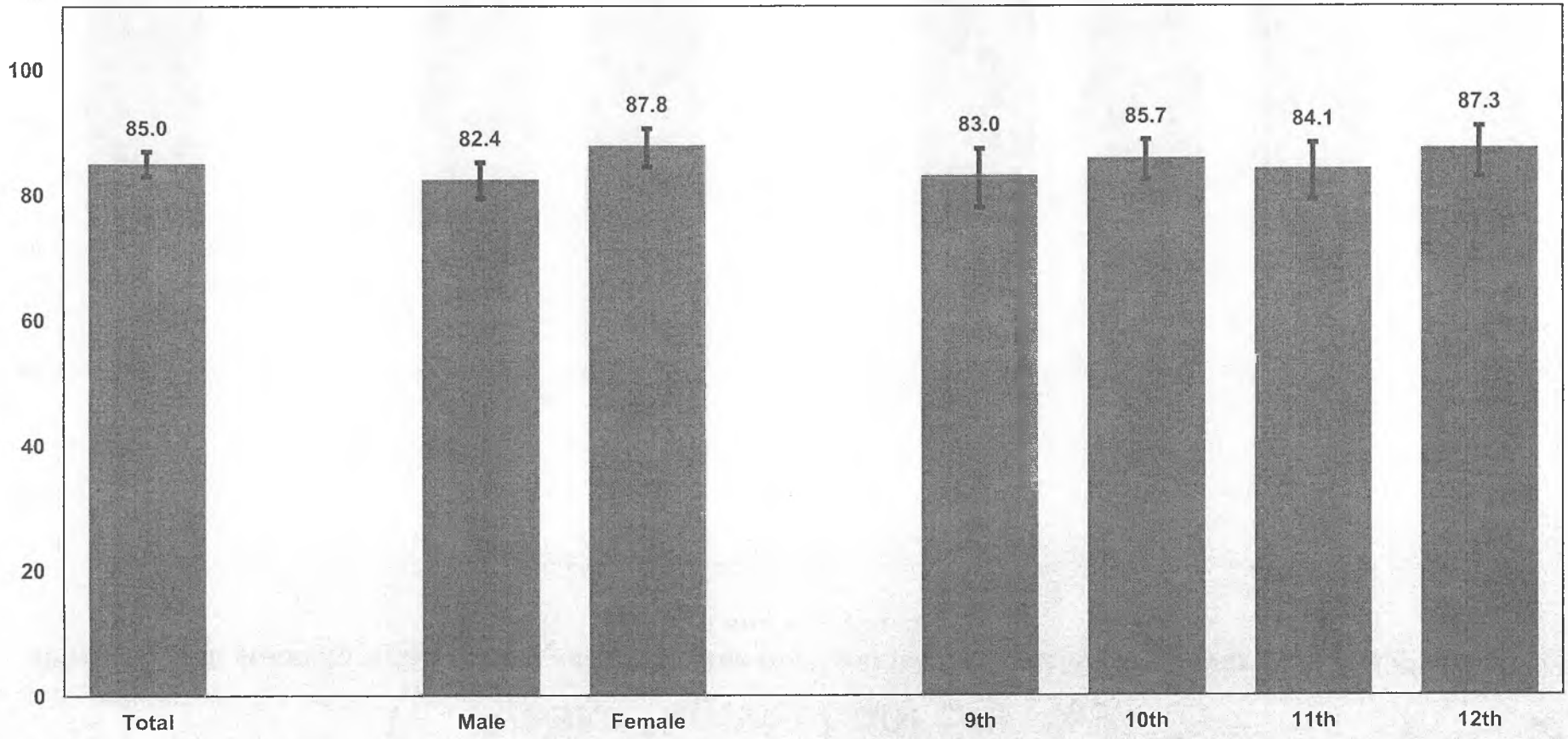


Q99 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who would feel comfortable seeking help from one or more adults besides their parents if they had an important question affecting their life

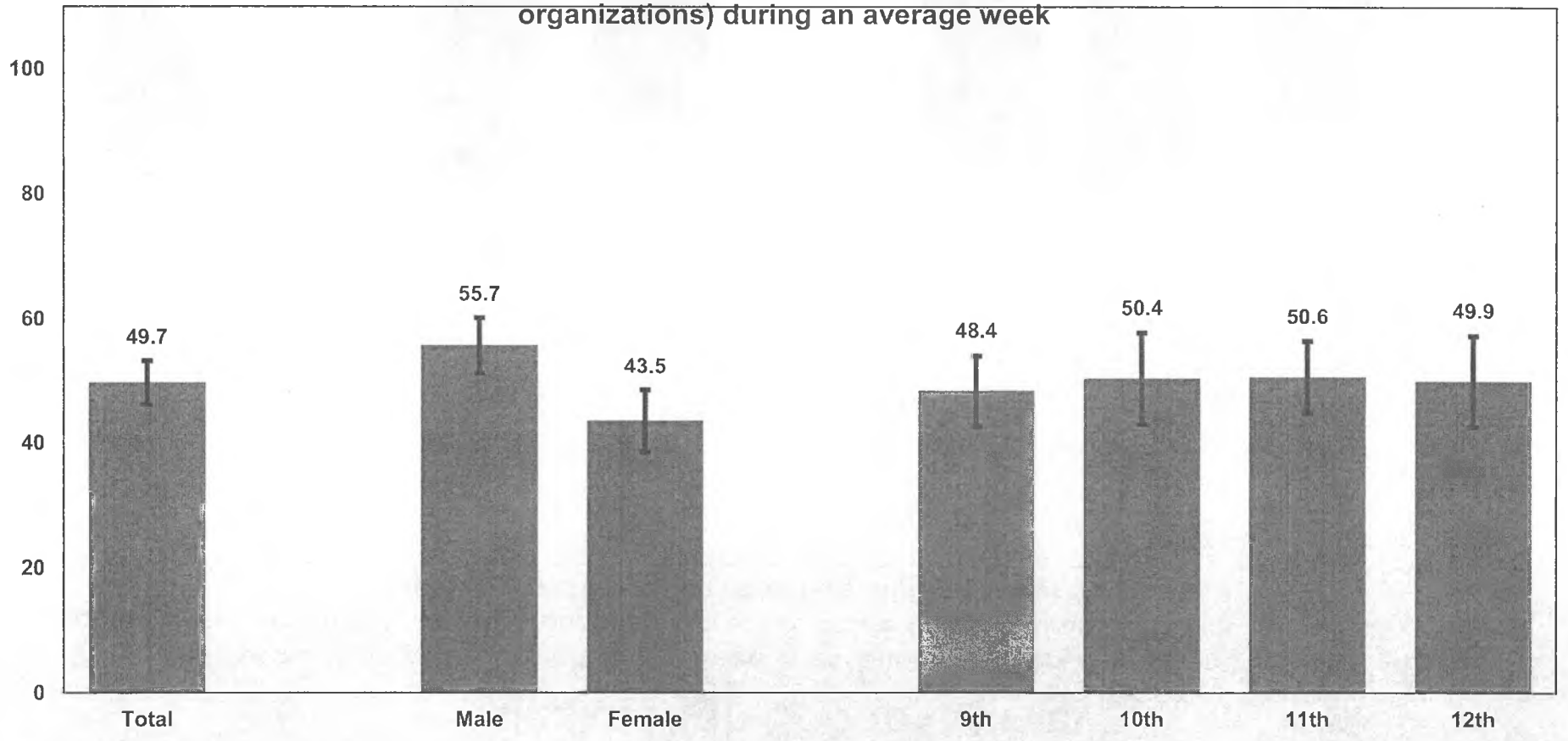


Q100 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who spend zero hours helping or volunteering at school or in the community (such as helping elders or neighbors; watching young children; teaching or tutoring; peer helping; mentoring; or helping out at local programs, health clinics, faith organizations, tribal organizations, or environmental organizations) during an average week

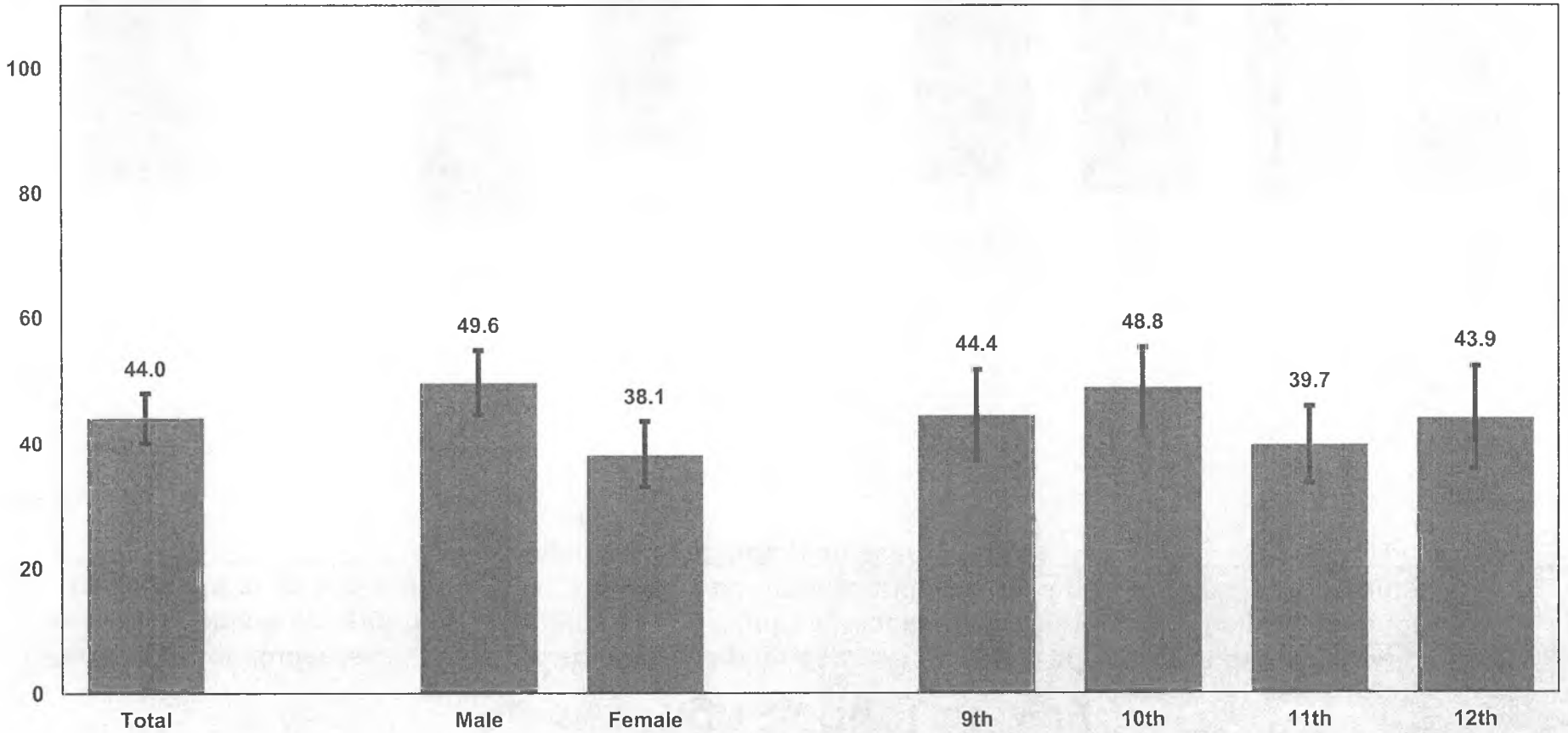


Q101 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who take part in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities) on zero days during an average week

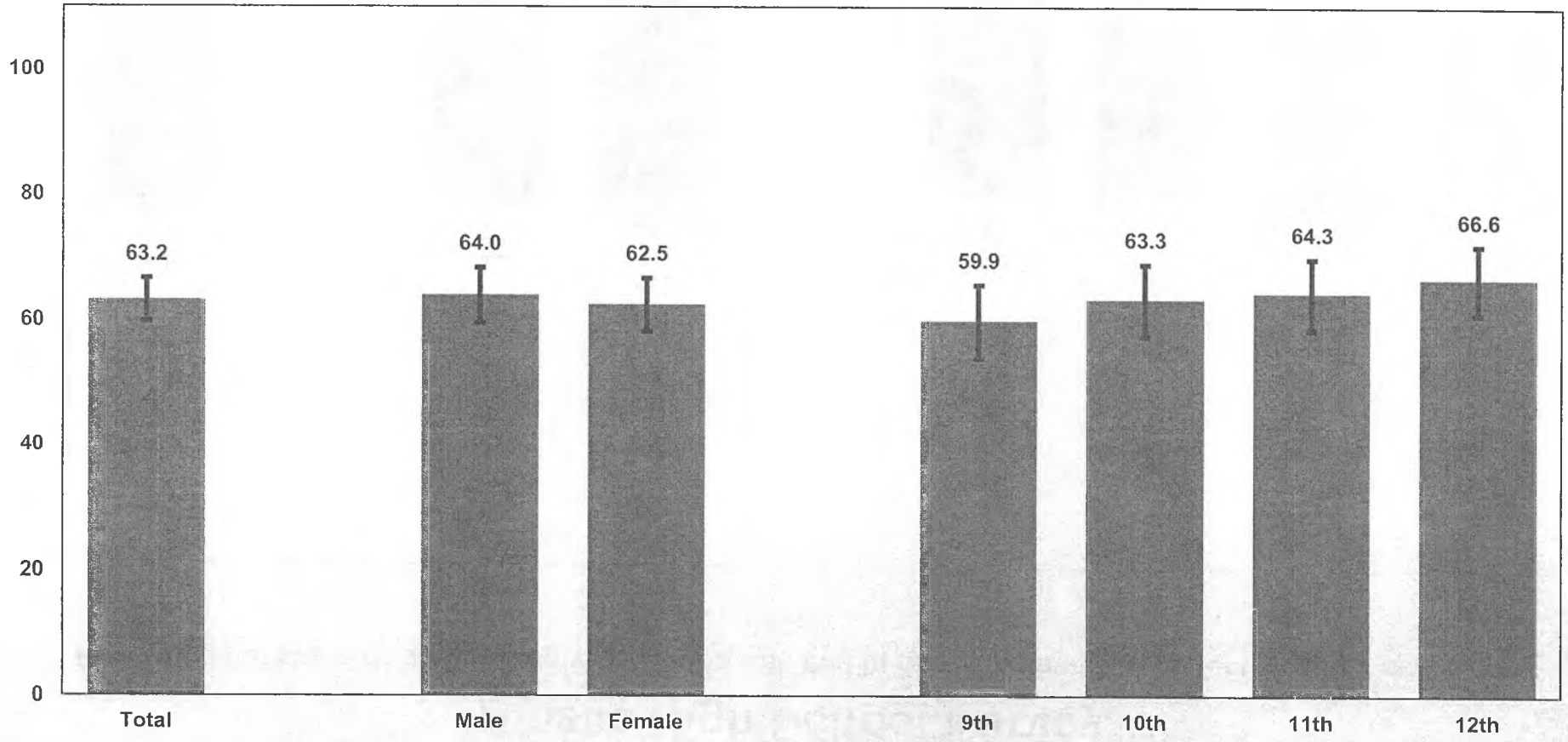


Q102 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who disagree or strongly disagree that they feel alone in their life

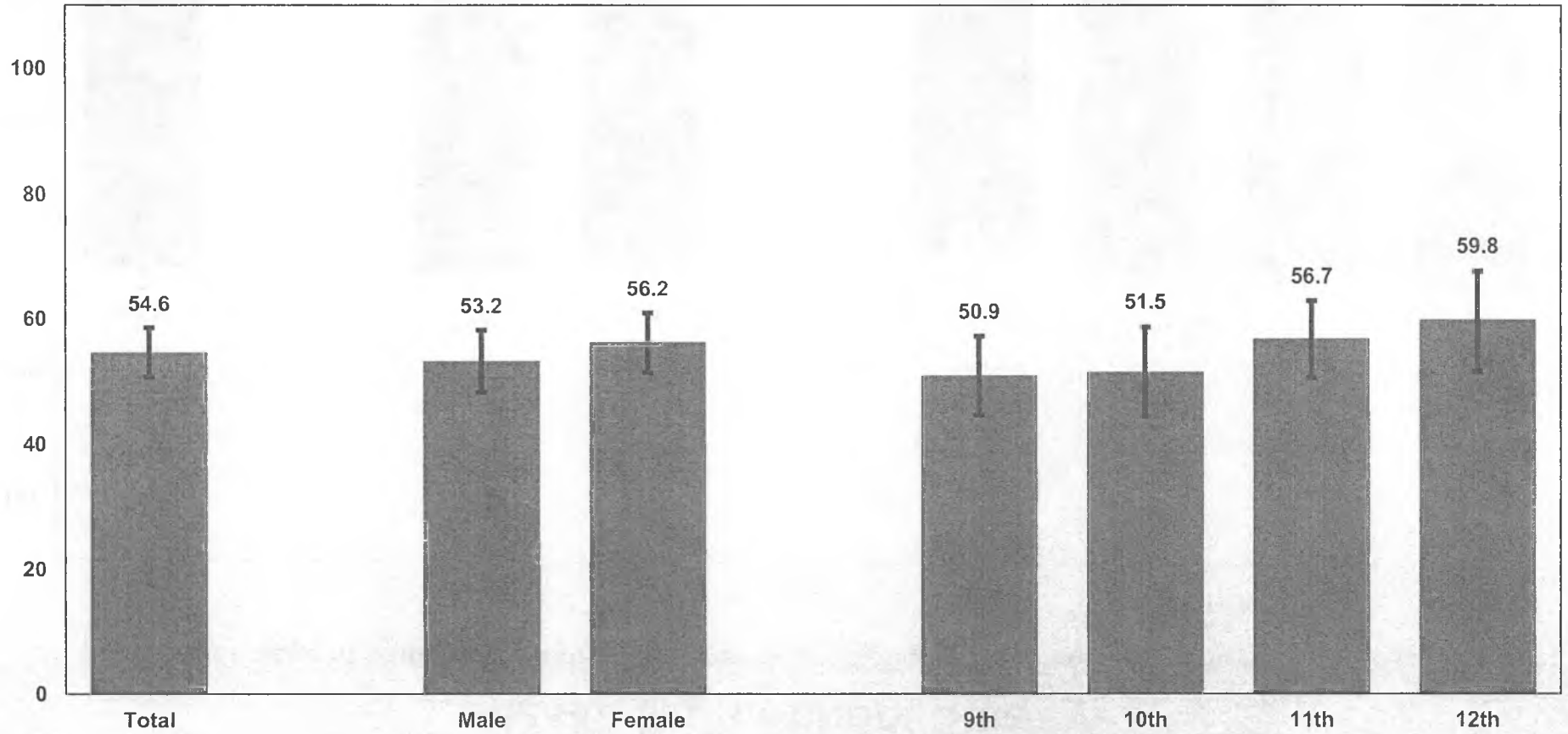


Q103 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who strongly agree or agree that in their community they feel like they matter to people

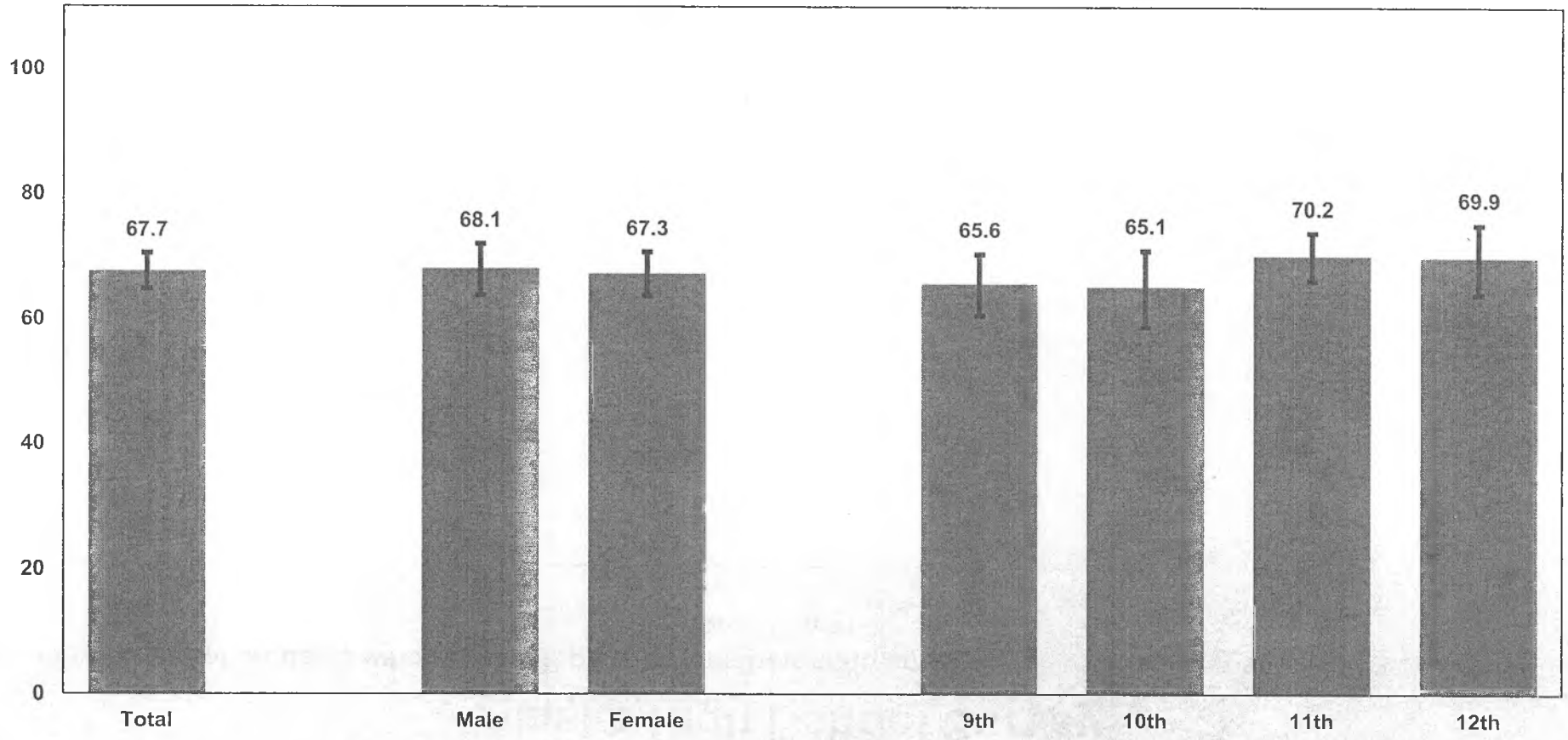


Q104 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who strongly agree or agree that their school has clear rules and consequences for behavior

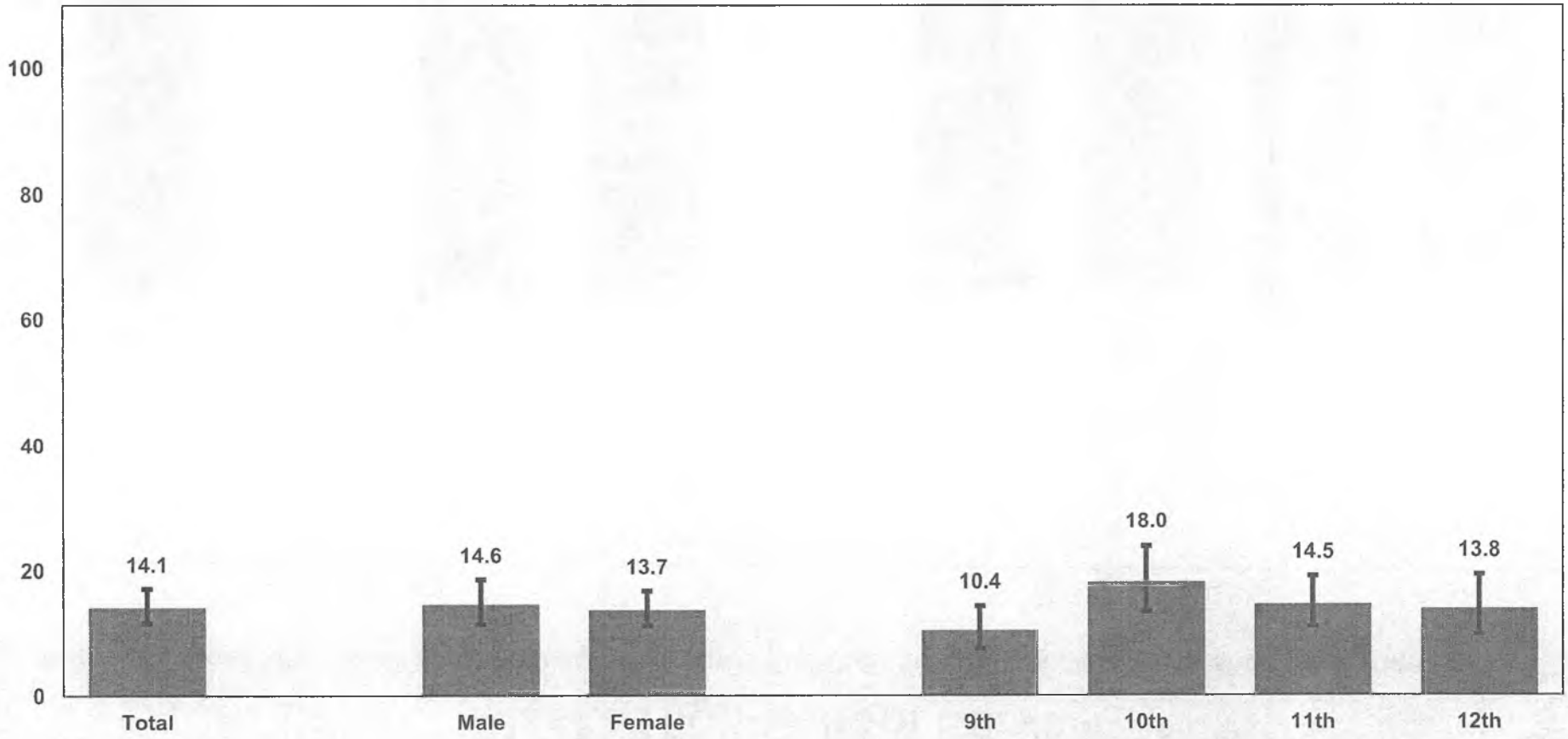


Q105 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who said their parents feel their child smoking marijuana is either a little bit wrong or not wrong at all

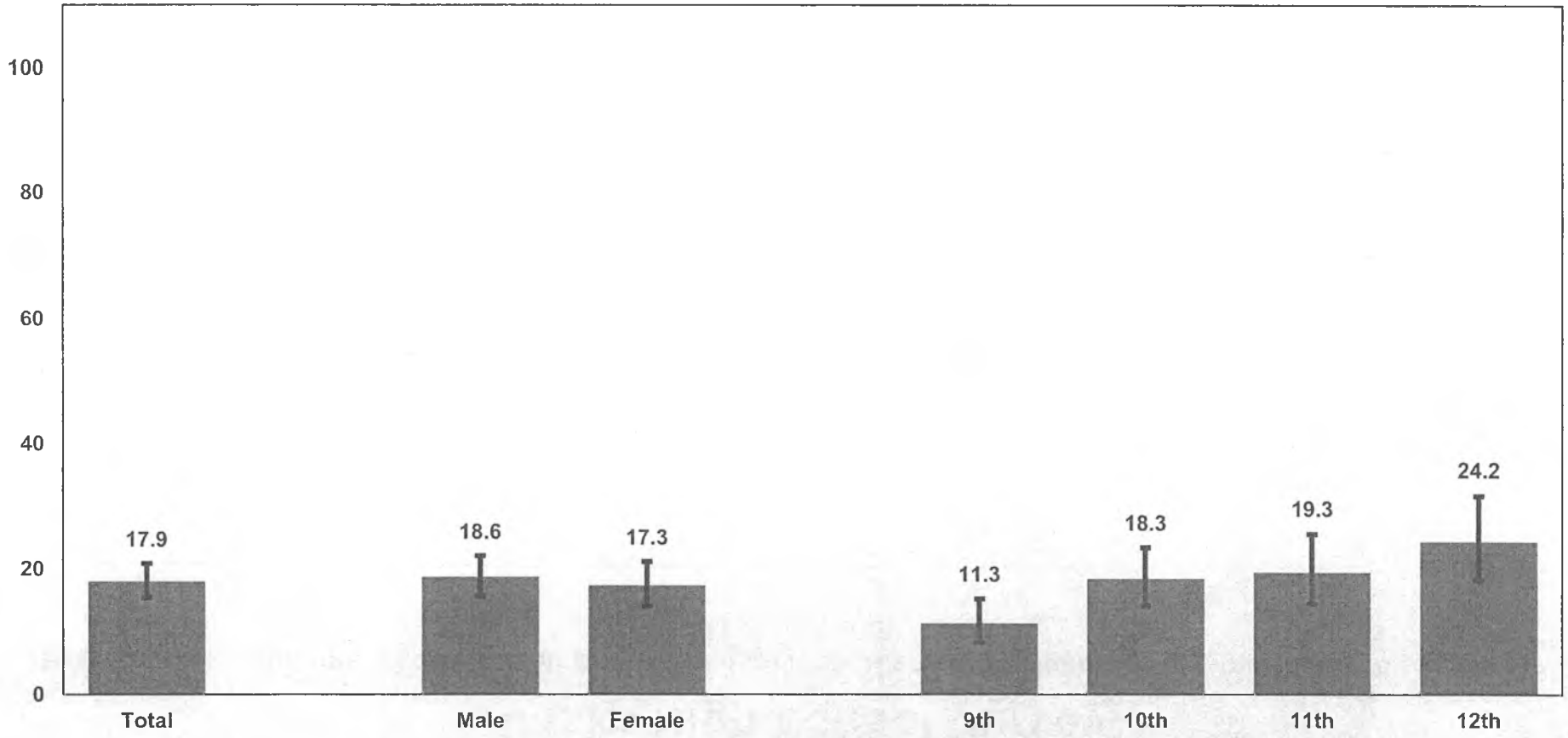


Q106 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who said their parents feel their child drinking alcohol regularly is either a little bit wrong or not wrong at all

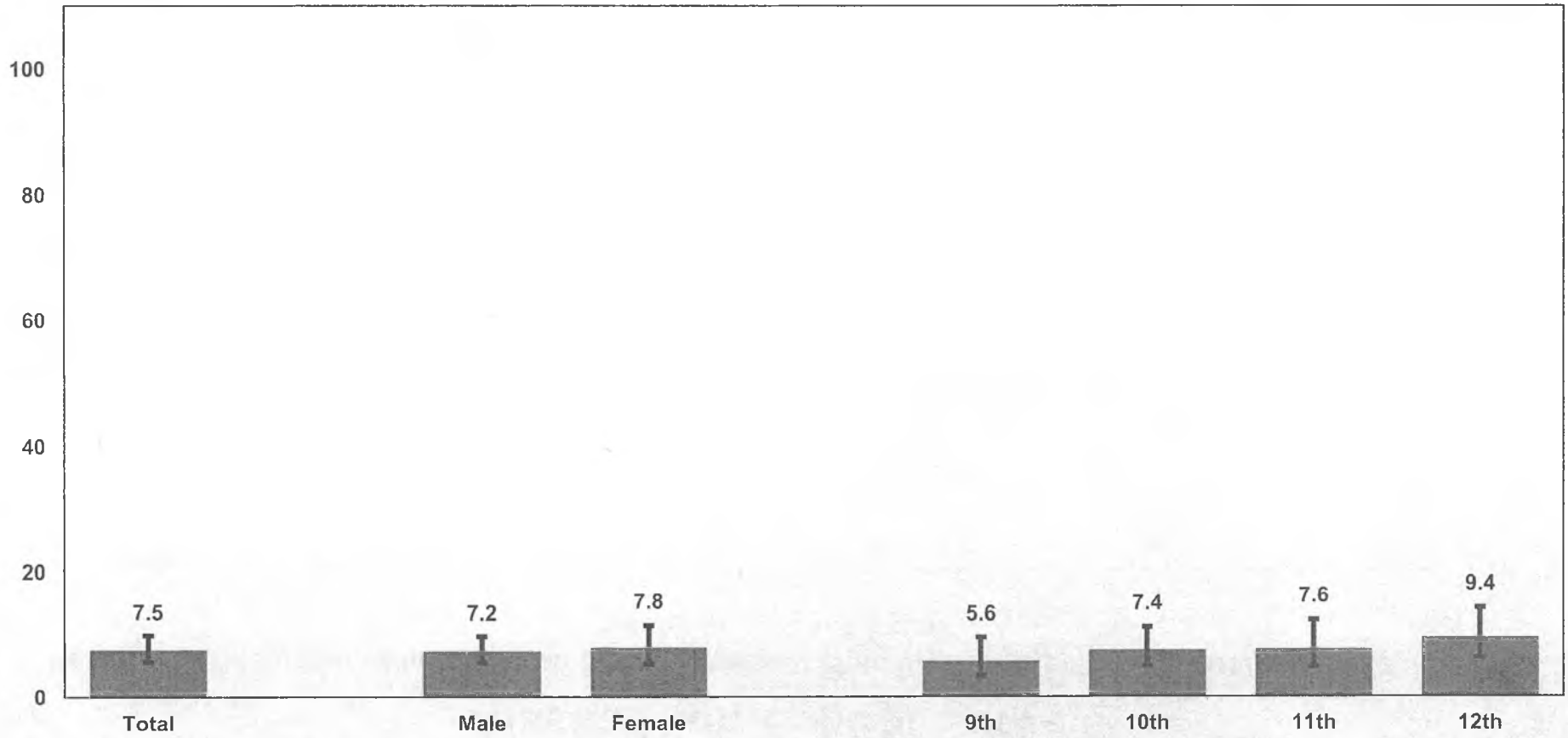


Q107 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who said their parents feel their child smoking cigarettes is either a little bit wrong or not wrong at all

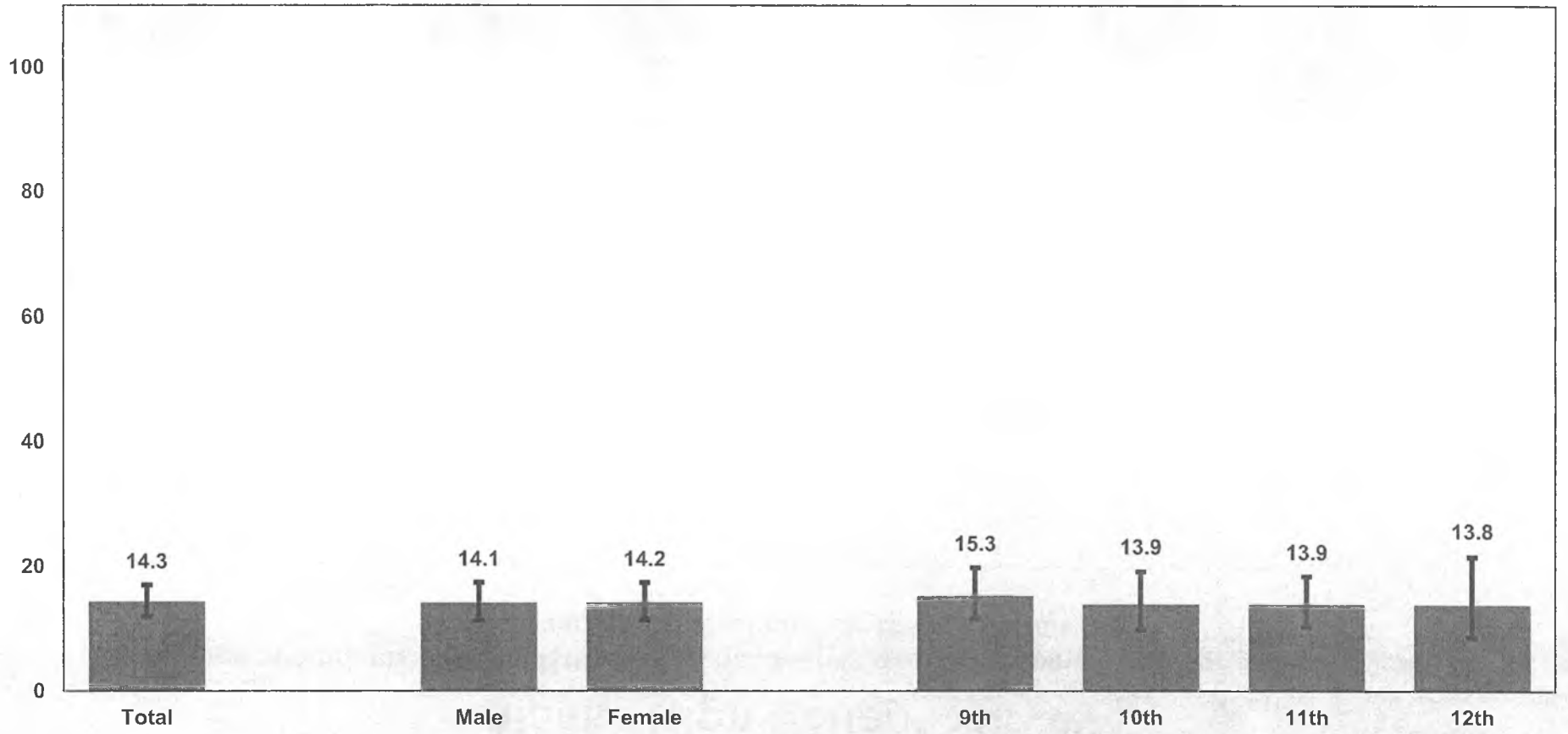


Q108 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who think there is a chance they would be seen as cool for smoking cigarettes

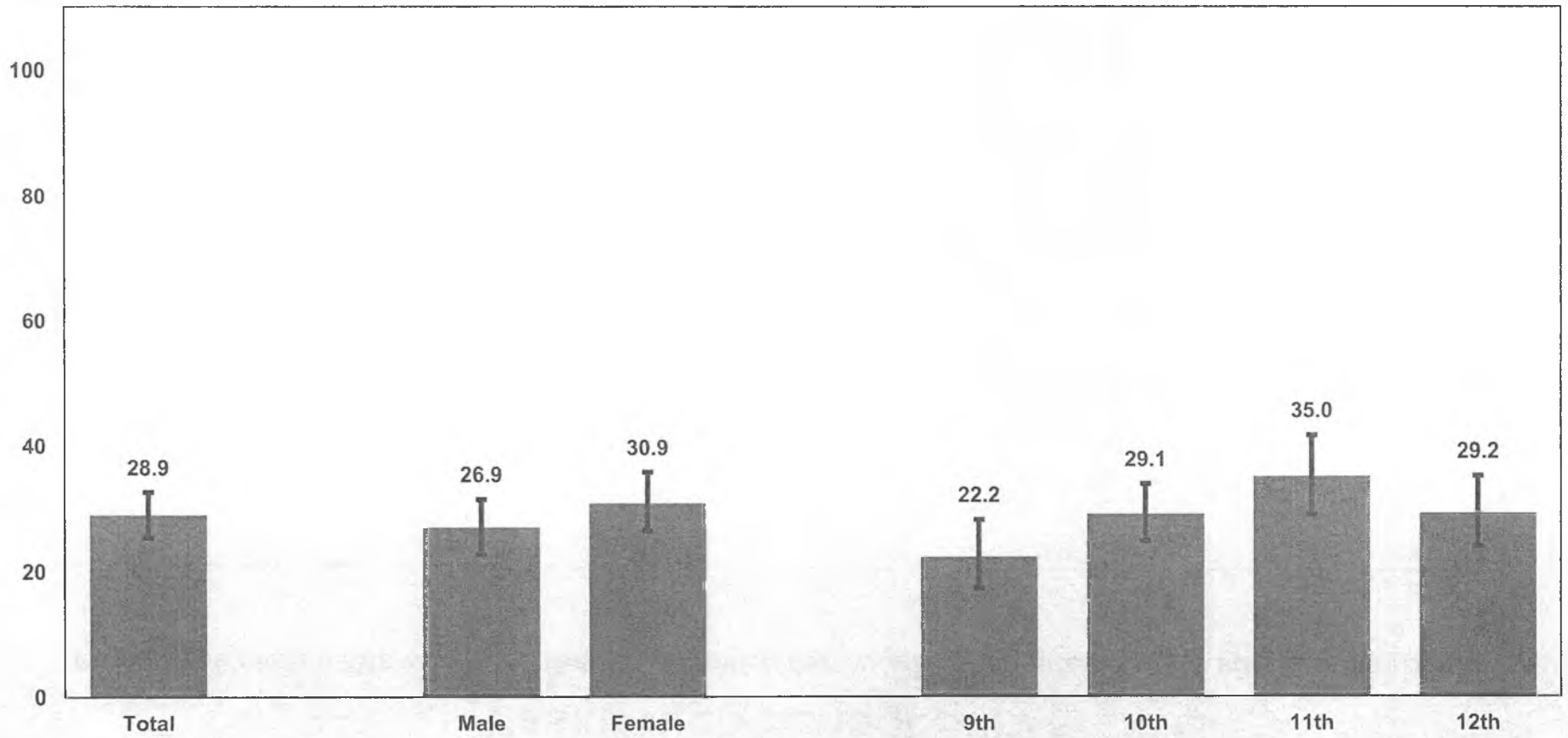


Q109 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who think there is a chance they would be seen as cool for drinking alcoholic beverages at least once or twice a month

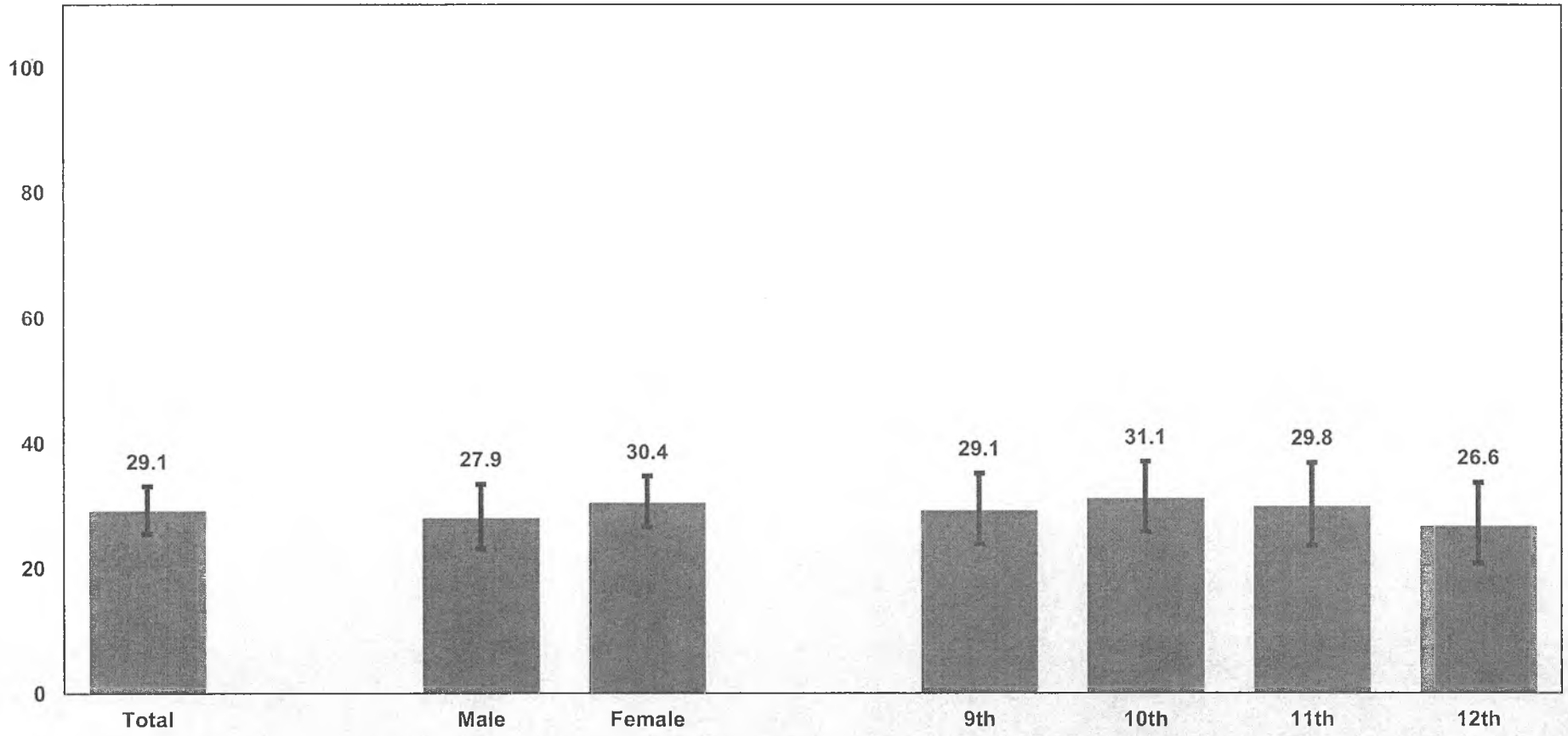


Q110 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska High School Survey

Percentage of students who think there is a chance they would be seen as cool for smoking marijuana

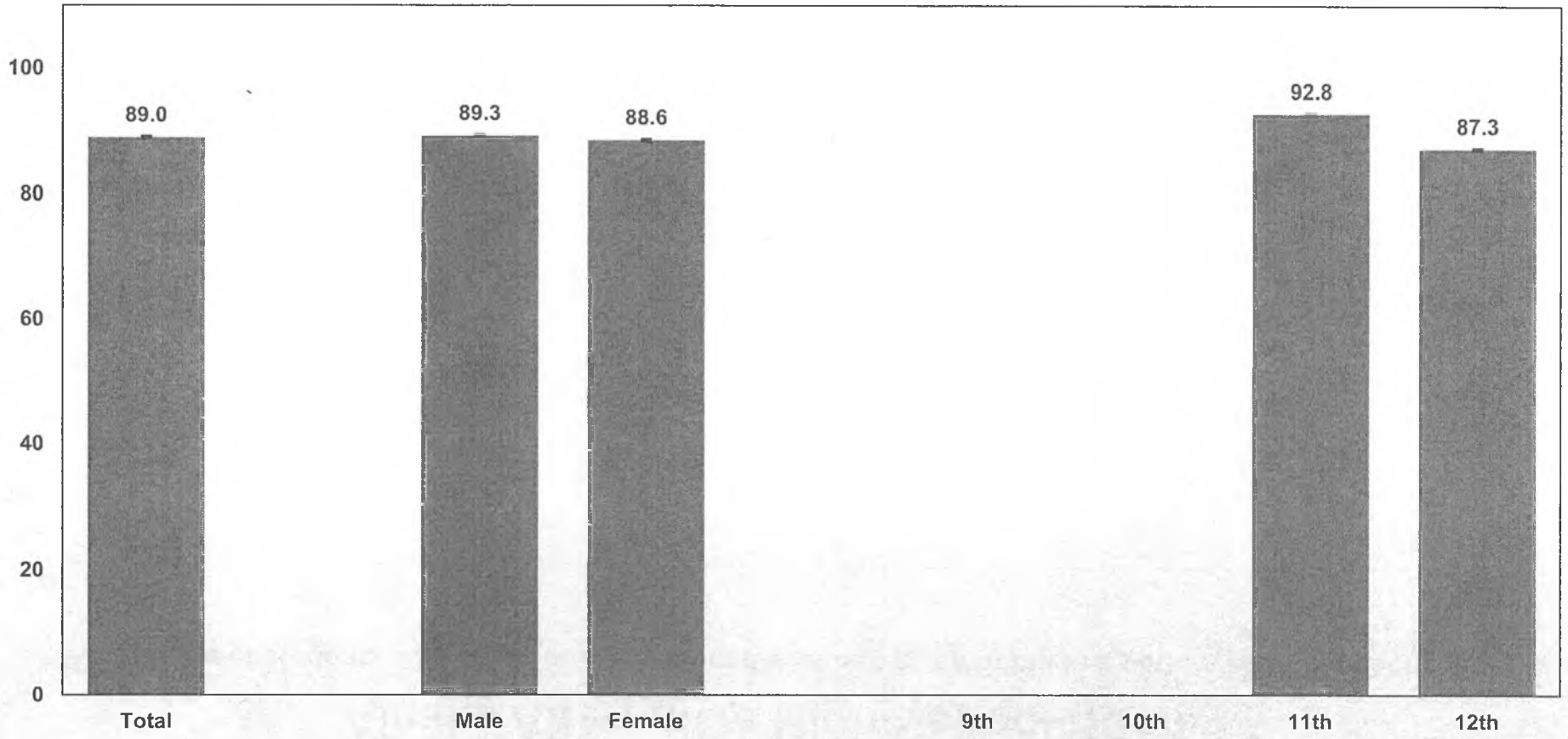


Q111 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who rode a bicycle during the past 12 months, the percentage who never or rarely wore a bicycle helmet

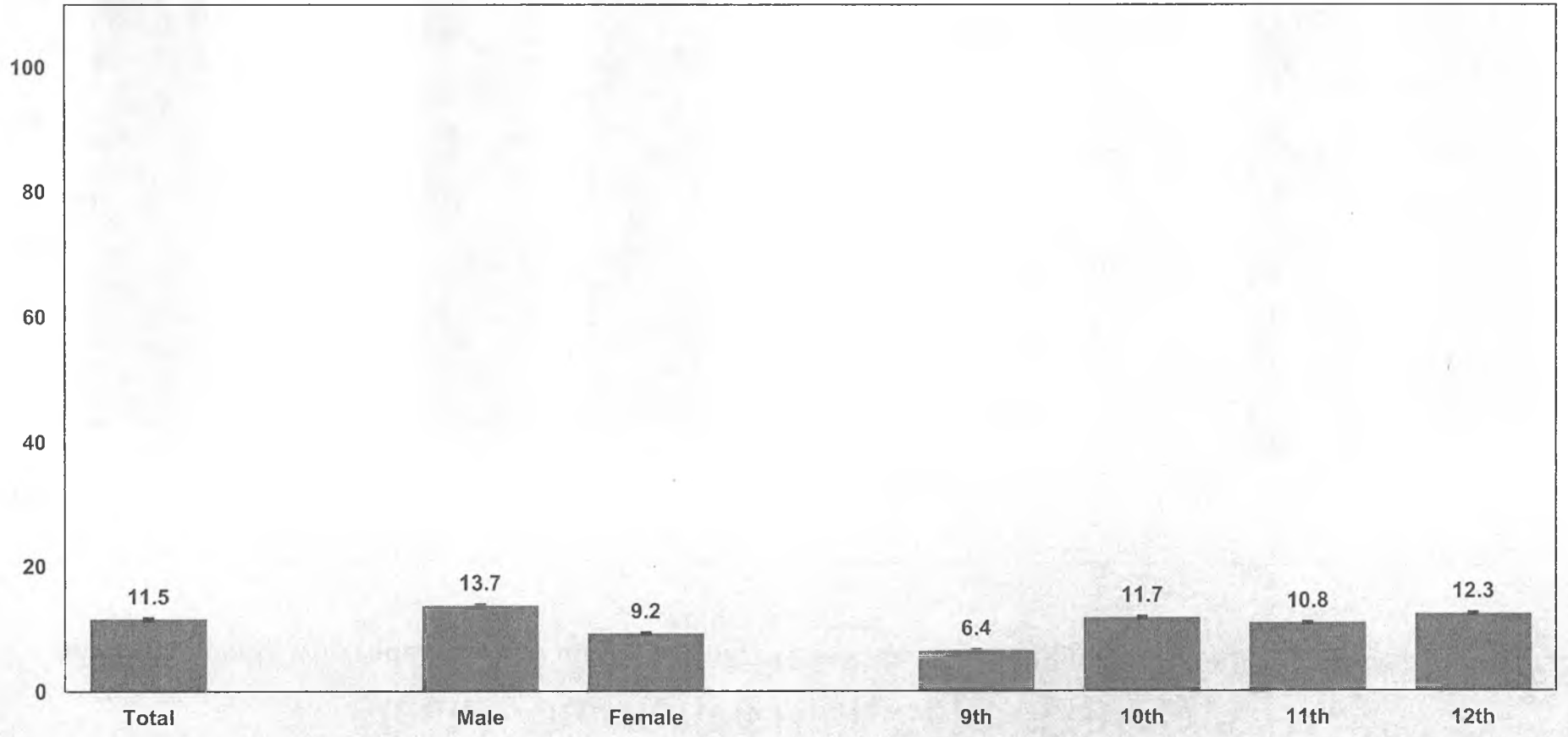


Q8 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who never or rarely wore a seat belt when riding in a car driven by someone else

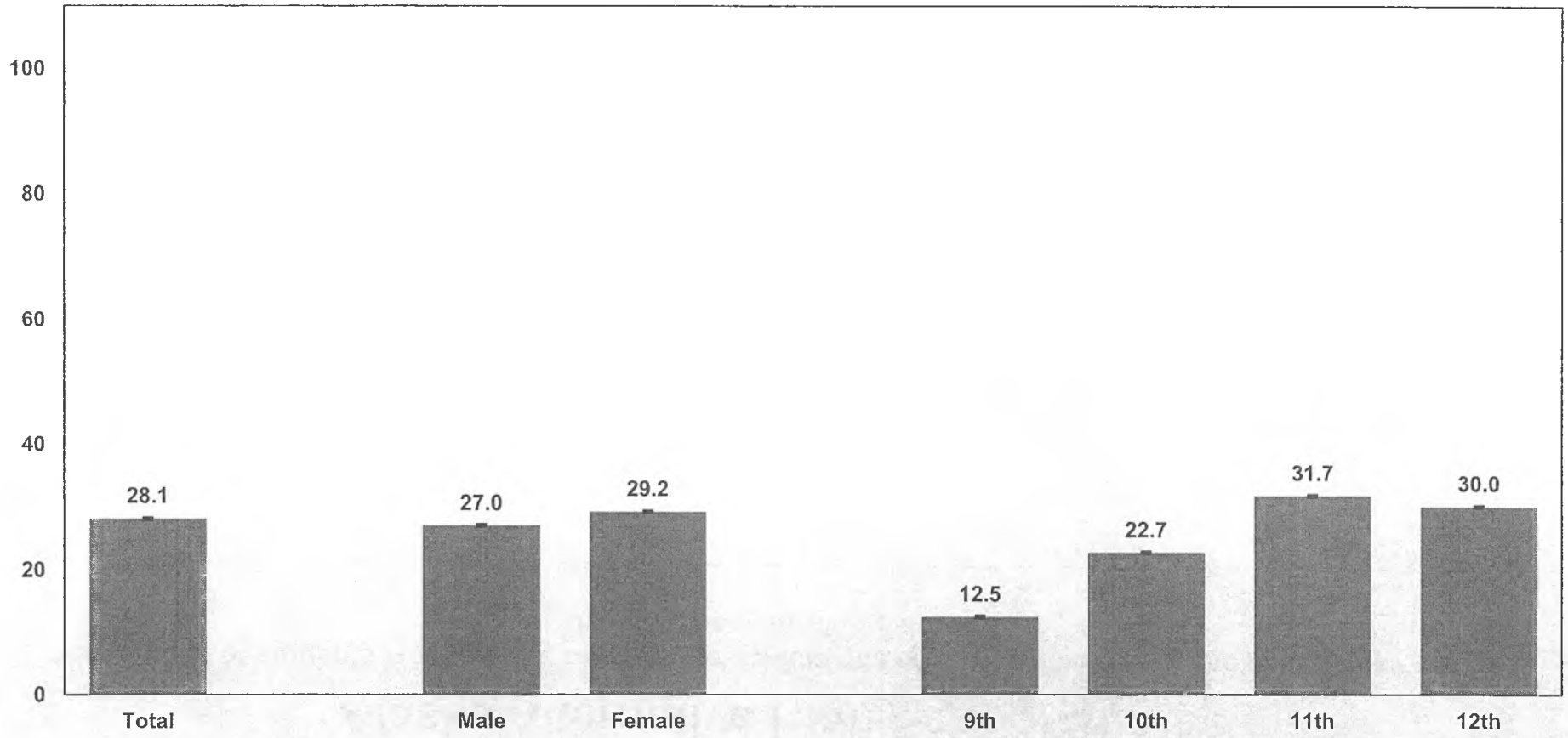


Q9 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who rode one or more times during the past 30 days in a car or other vehicle driven by someone who had been drinking alcohol

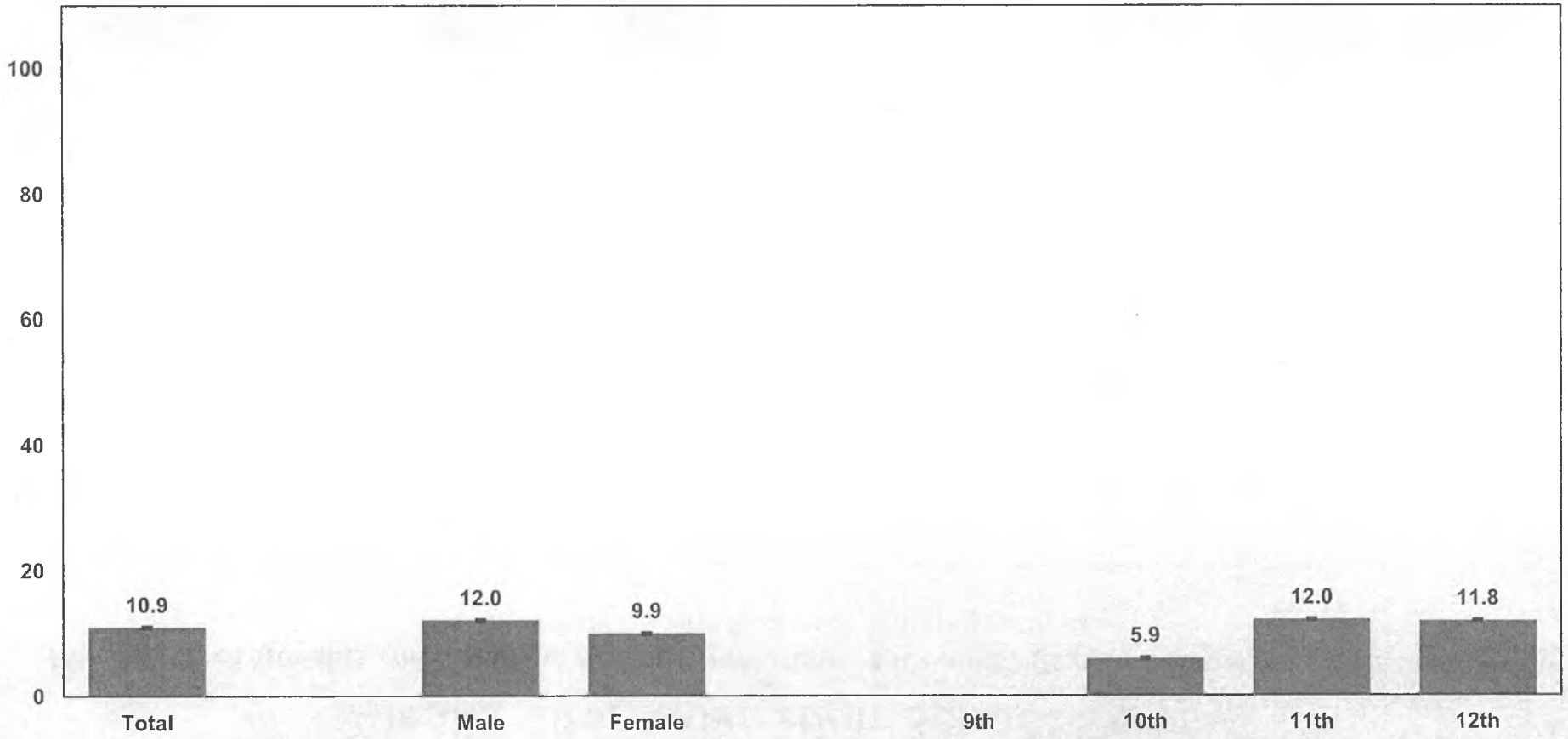


Q10 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who drove a car or other vehicle one or more times during the past 30 days when they had been drinking alcohol

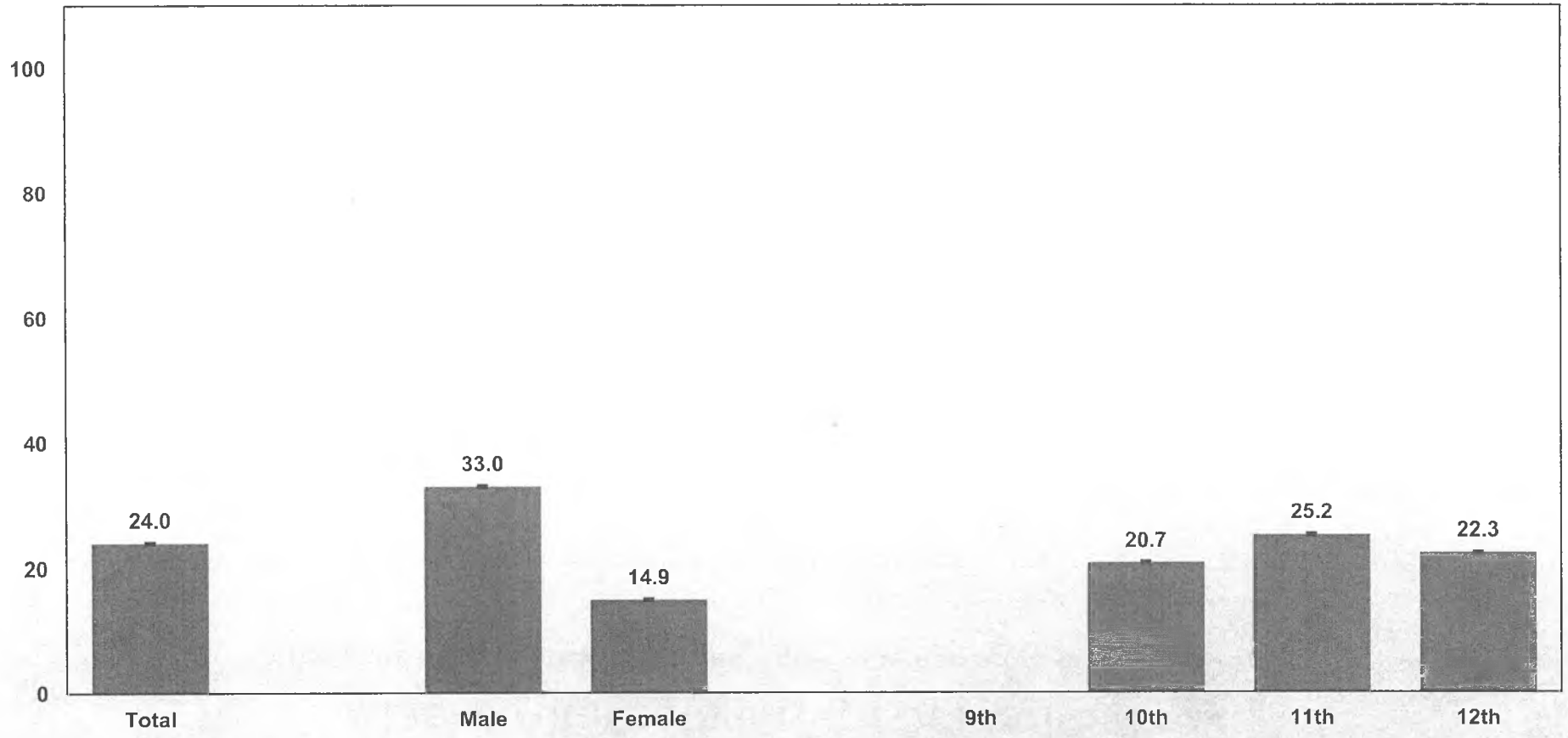


Q11 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who carried a weapon such as a gun, knife, or club on one or more of the past 30 days

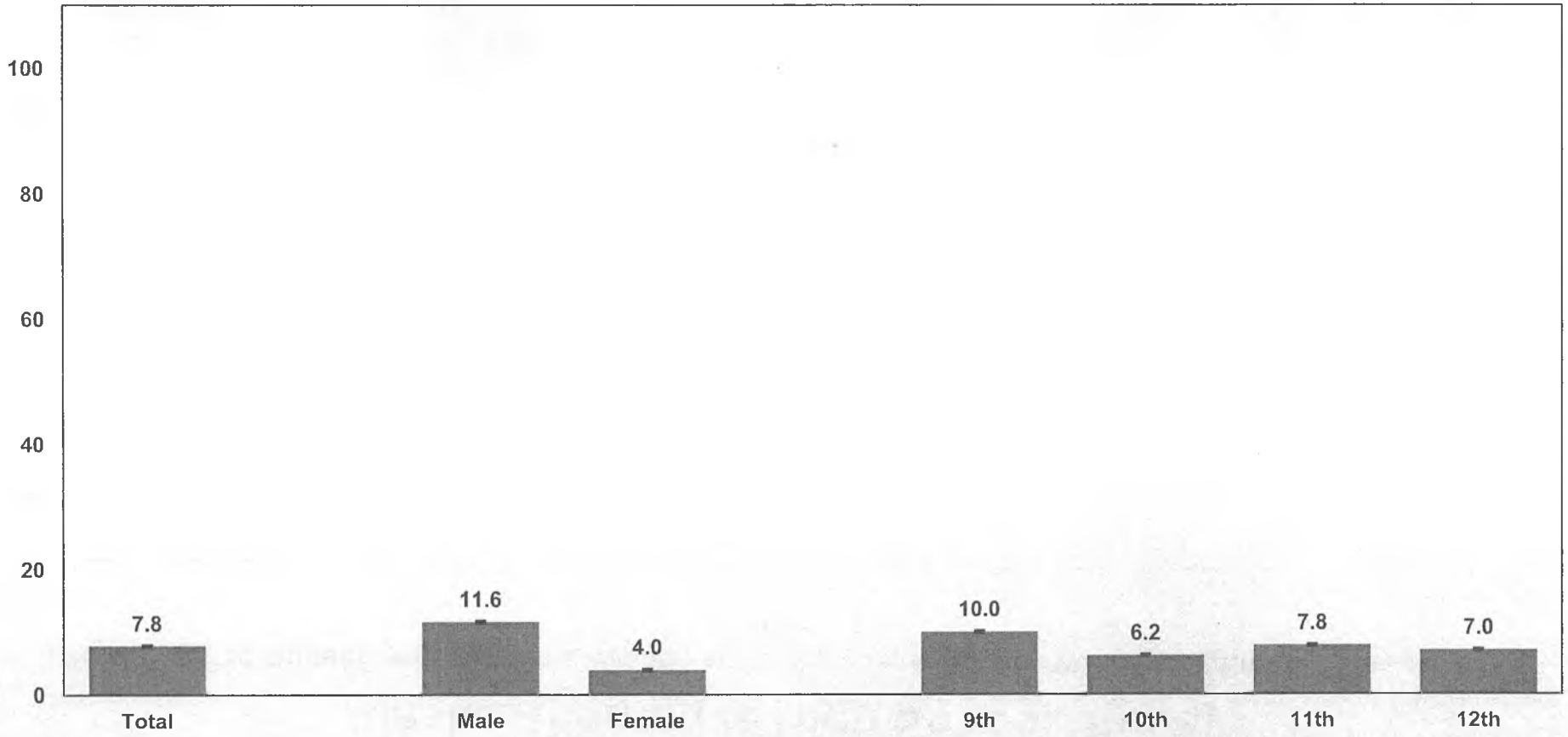


Q12 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who carried a gun on one or more of the past 30 days

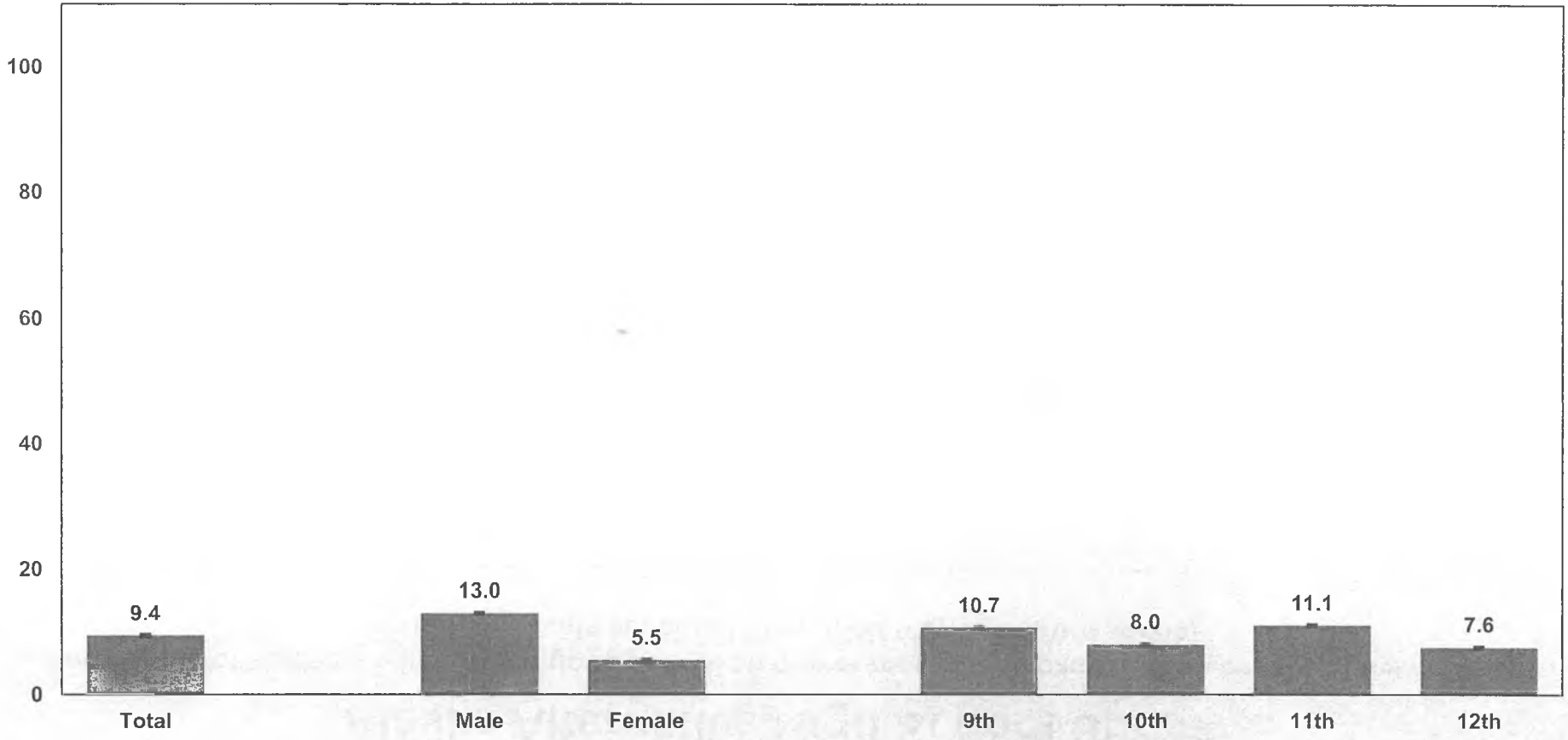


Q13 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who carried a weapon such as a gun, knife, or club on school property on one or more of the past 30 days

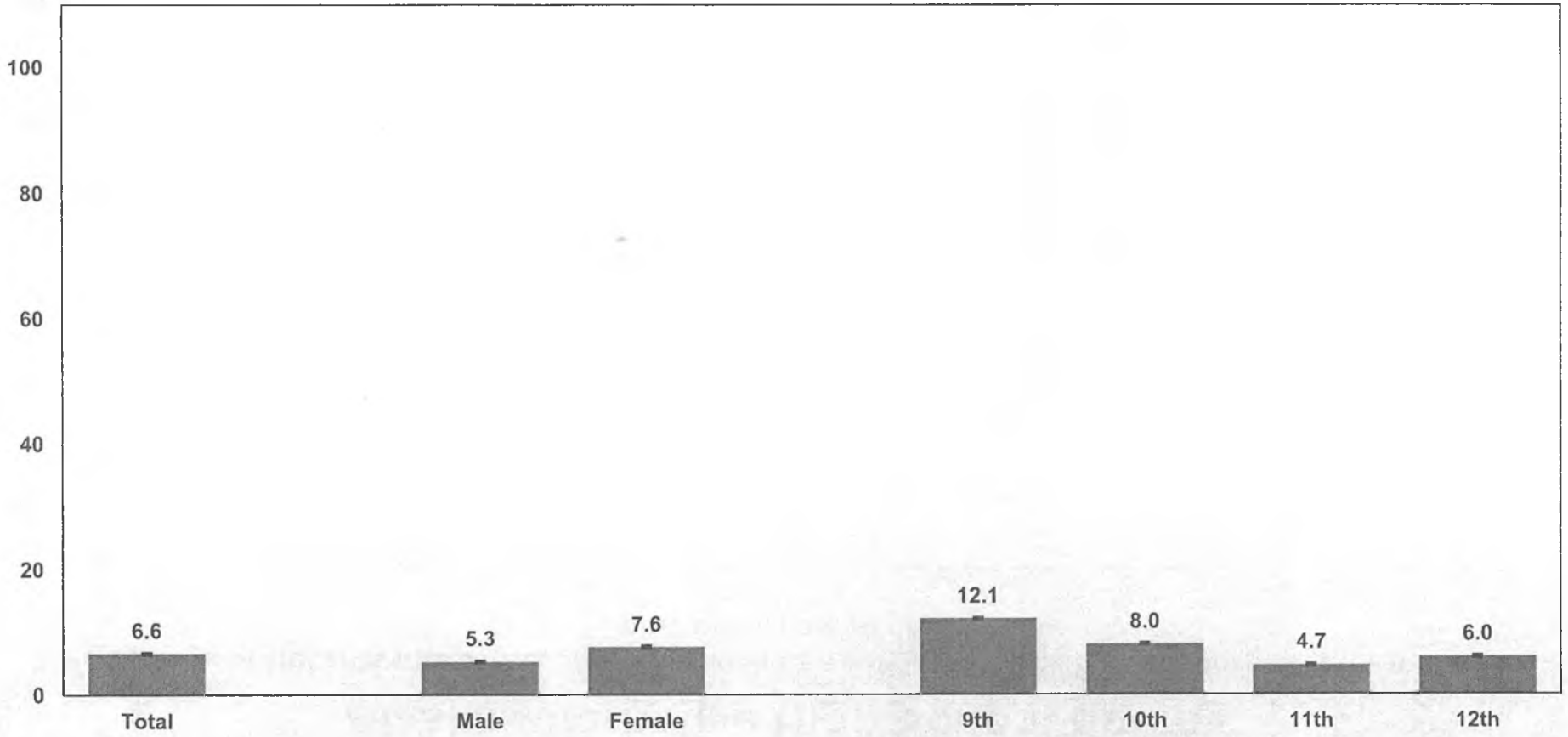


Q14 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who did not go to school on one or more of the past 30 days because they felt they would be unsafe at school or on their way to or from school

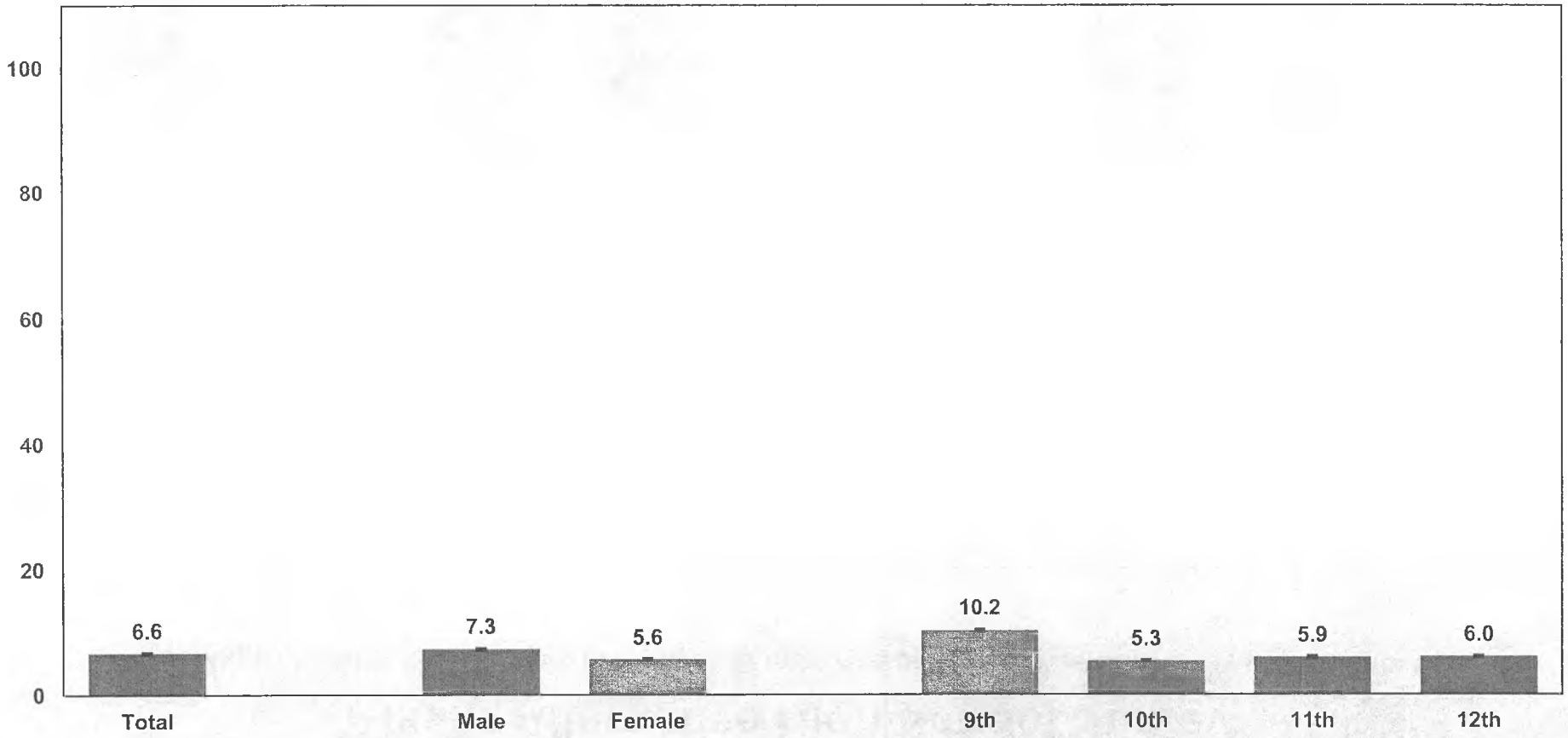


Q15 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had been threatened or injured with a weapon such as a gun, knife, or club on school property one or more times during the past 12 months

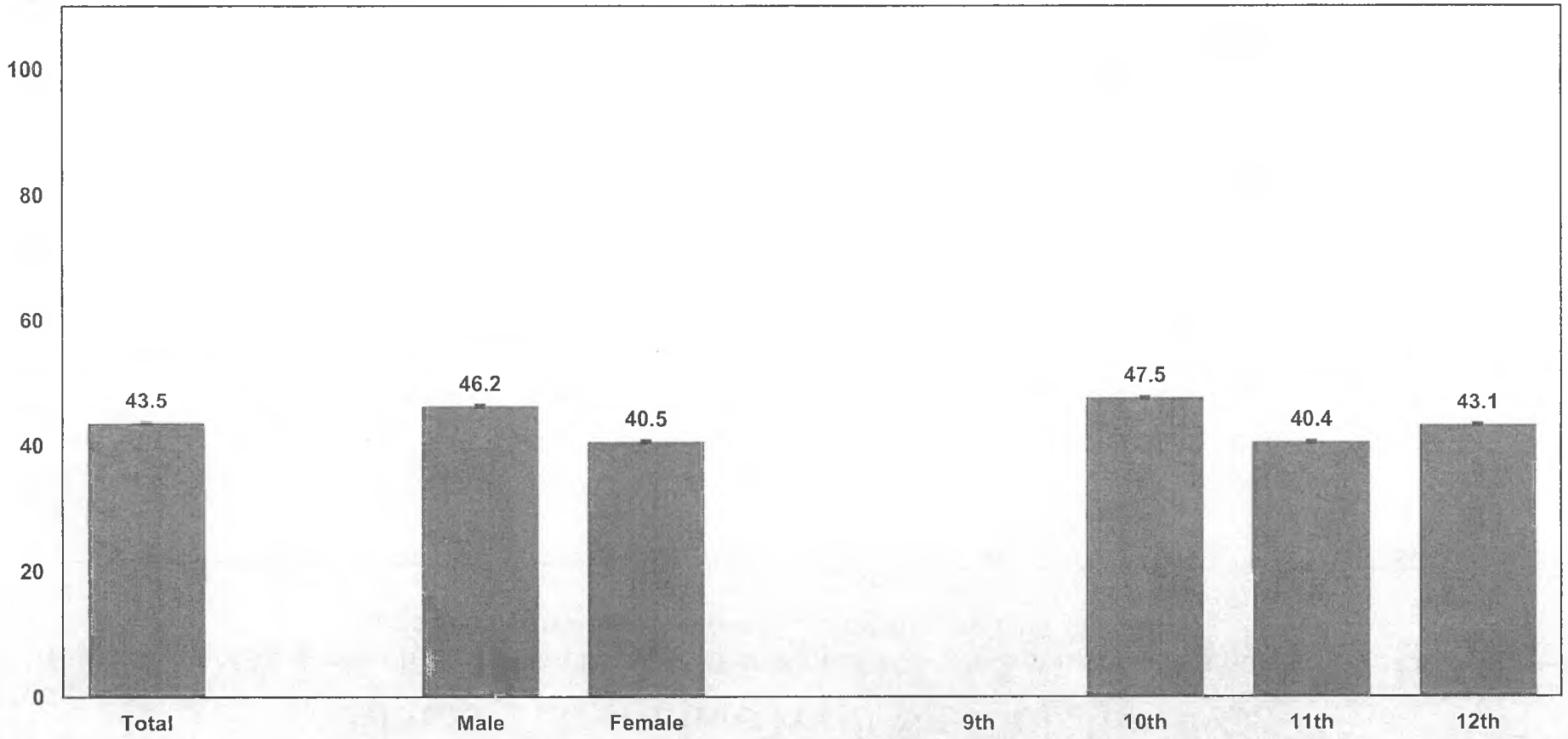


Q16 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were in a physical fight one or more times during the past 12 months

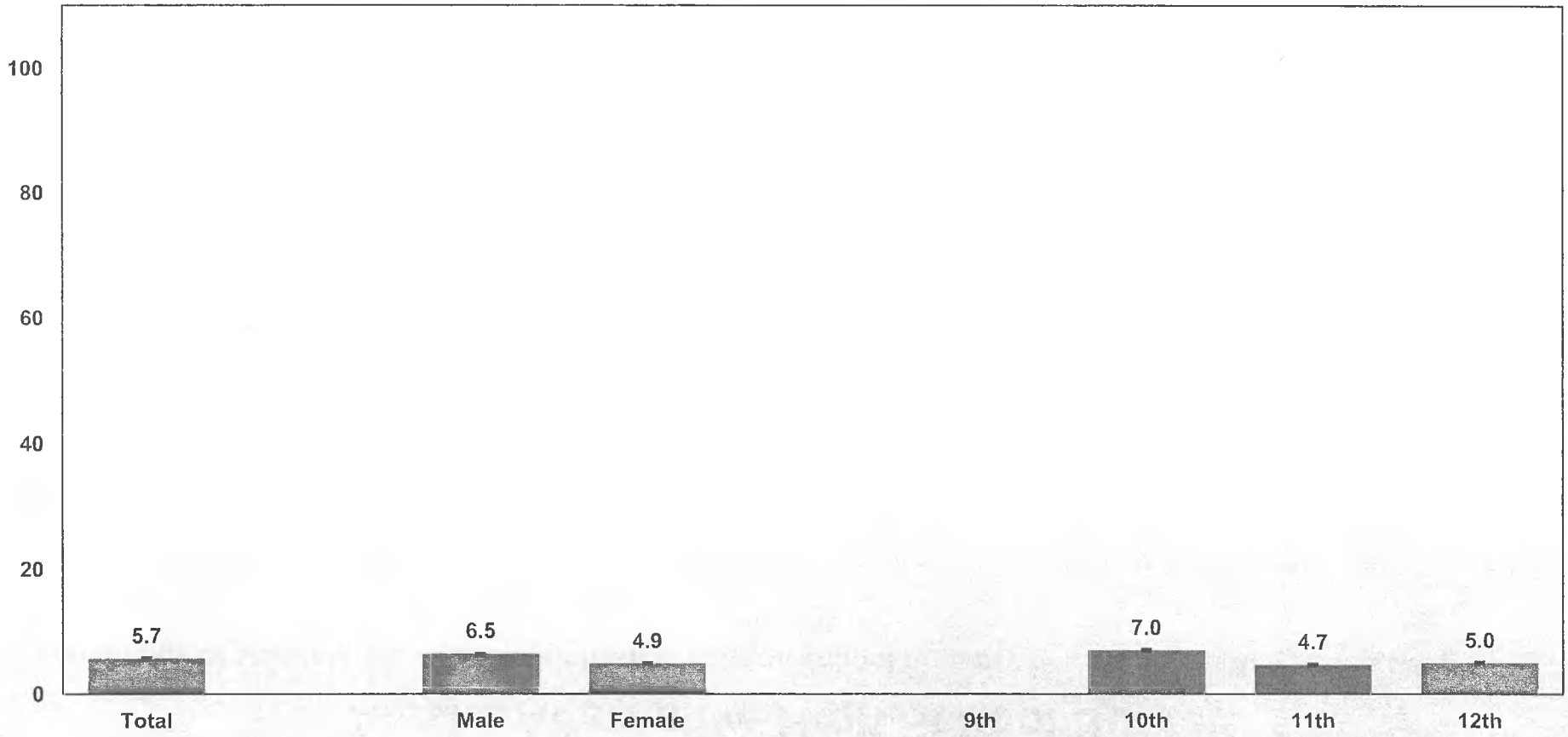


Q17 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were in a physical fight one or more times during the past 12 months in which they were injured and had to be treated by a doctor or nurse

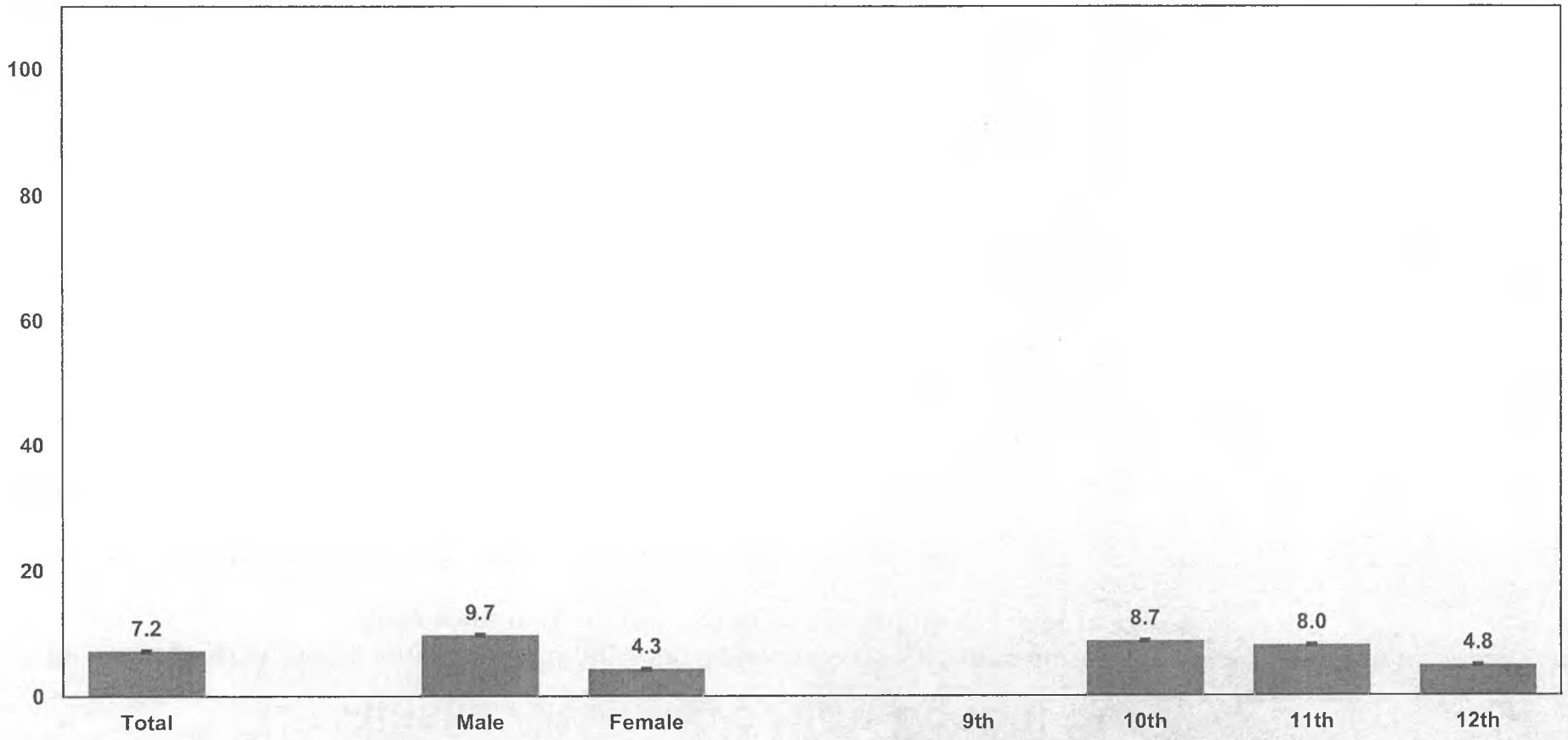


Q18 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were in a physical fight on school property one or more times during the past 12 months

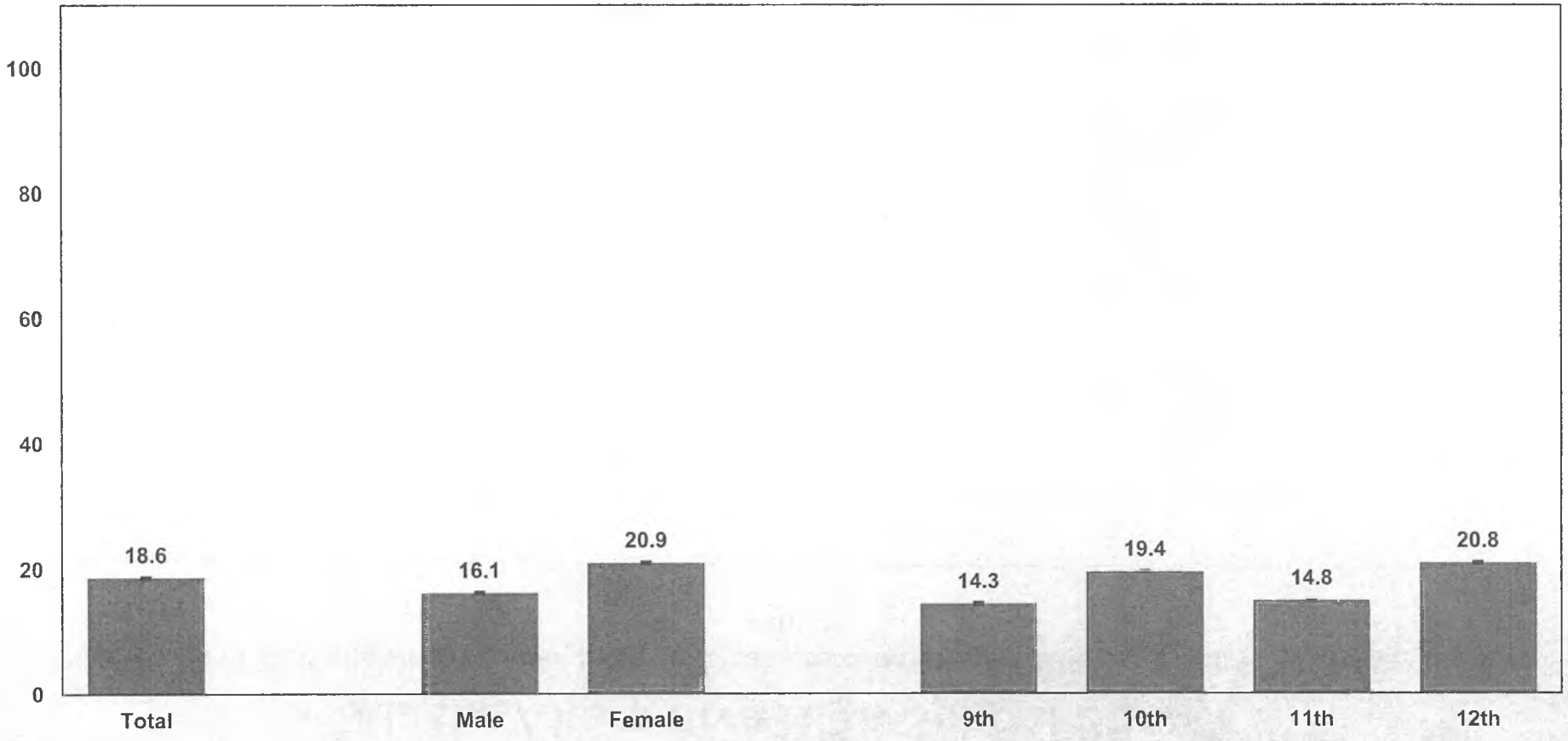


Q19 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were ever hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months

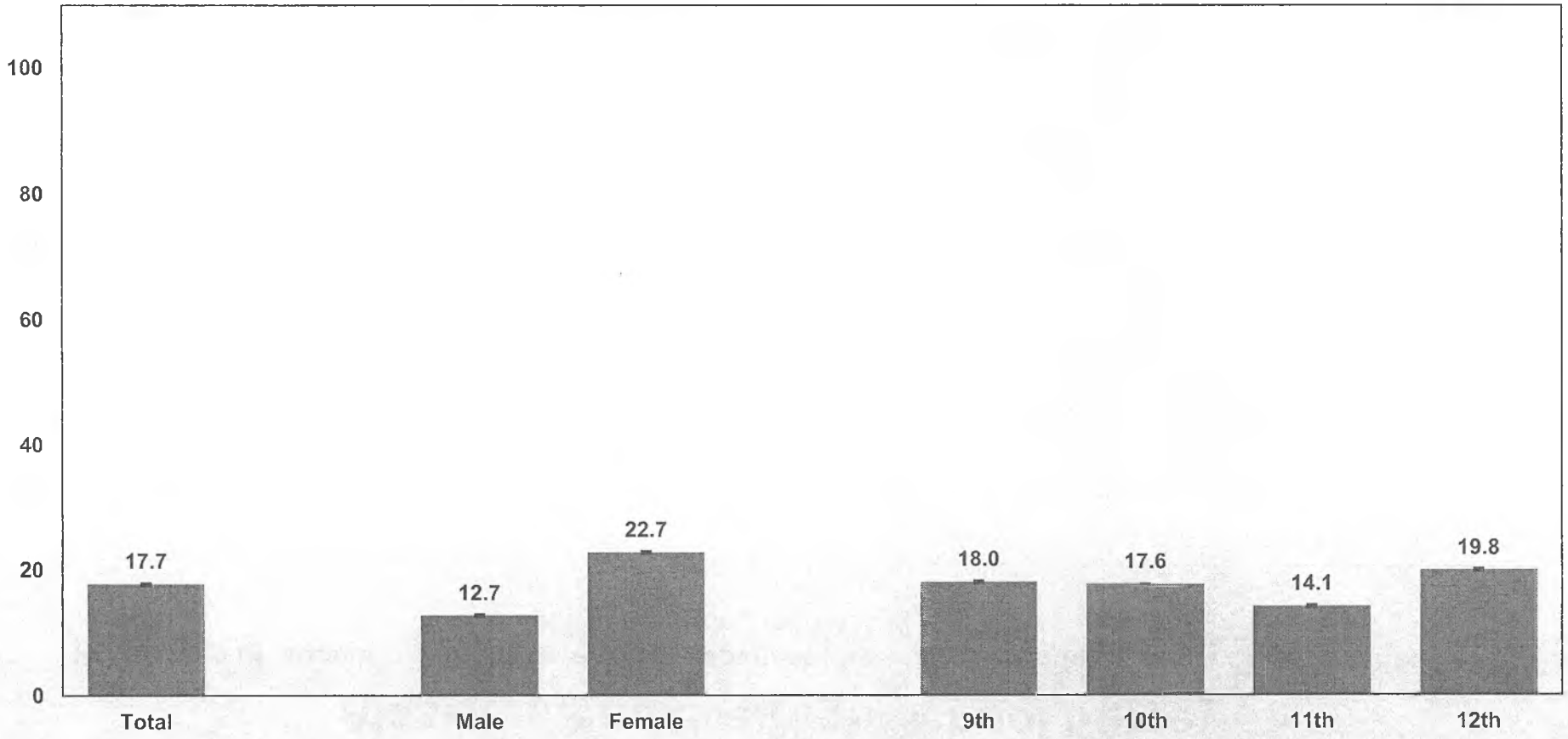


Q20 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had ever been physically forced to have sexual intercourse when they did not want to

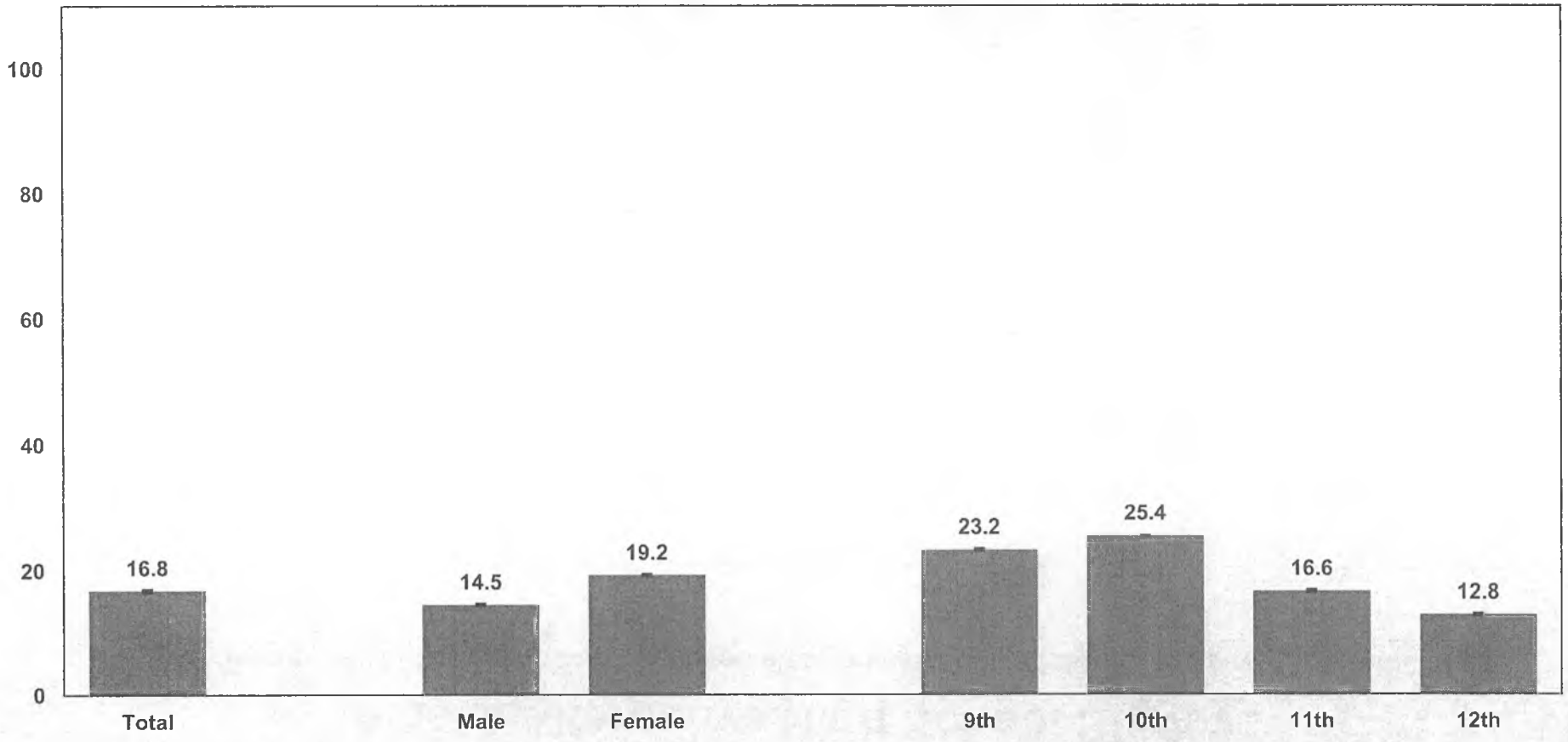


Q21 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had ever been bullied on school property during the past 12 months

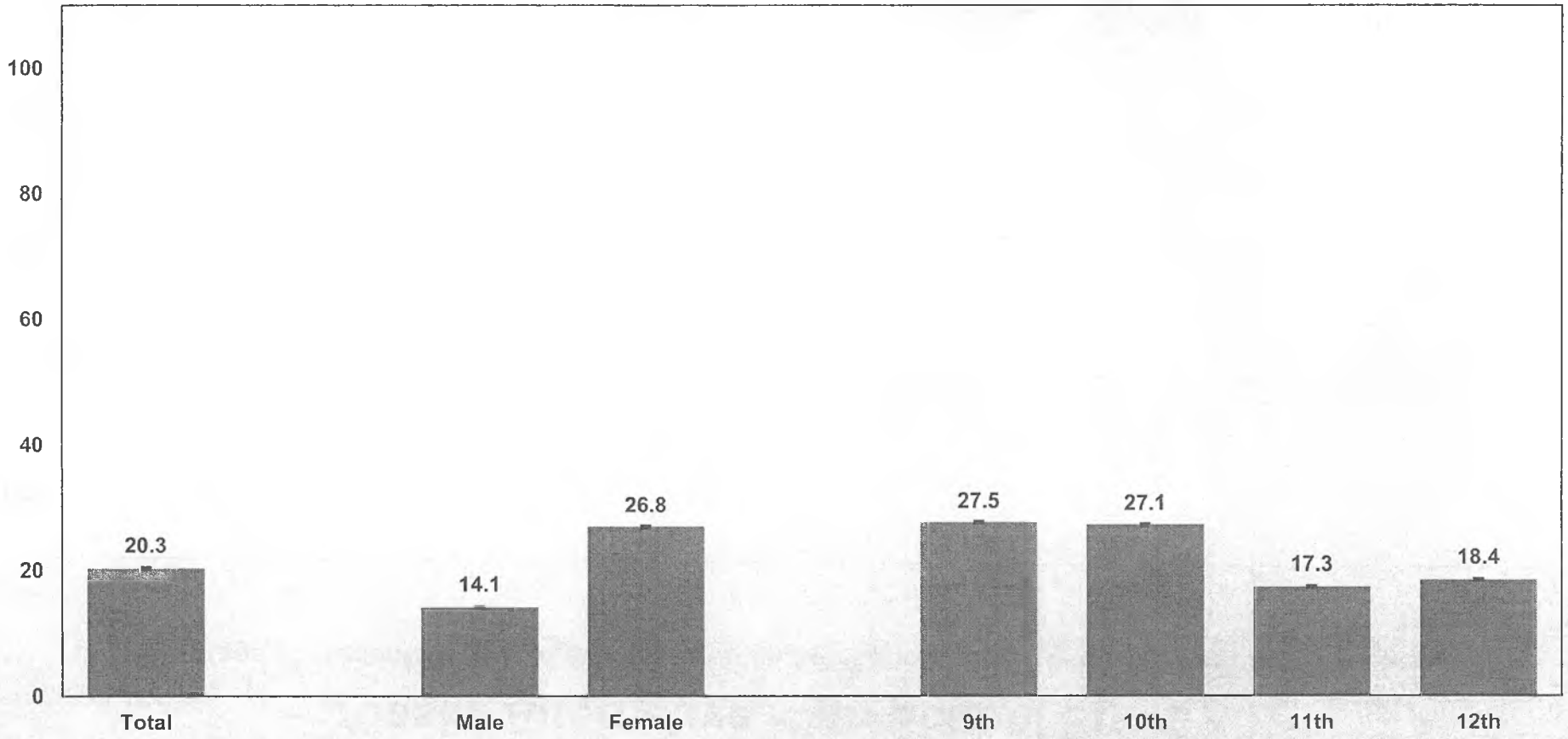


Q22 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had ever been electronically bullied during the past 12 months

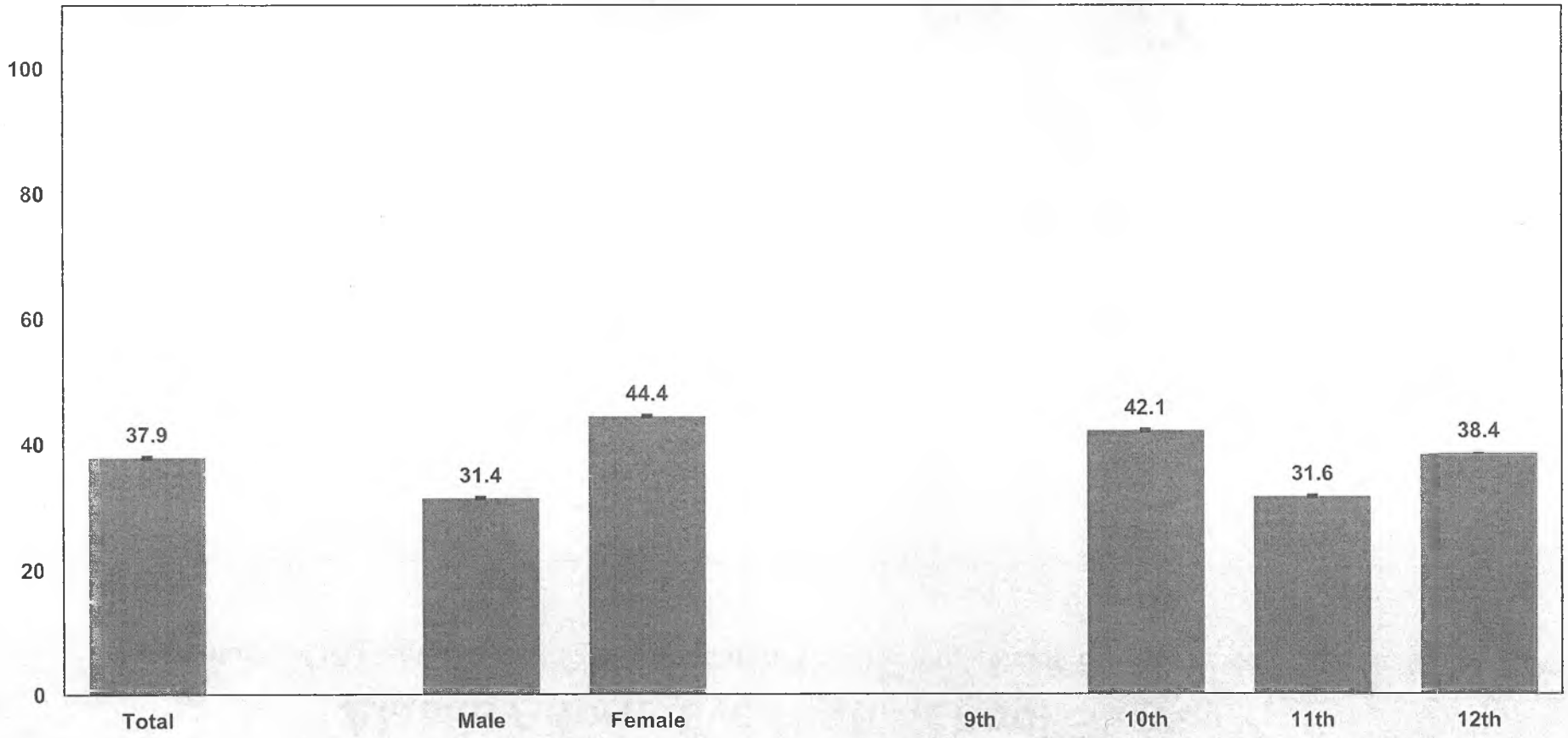


Q23 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the past 12 months

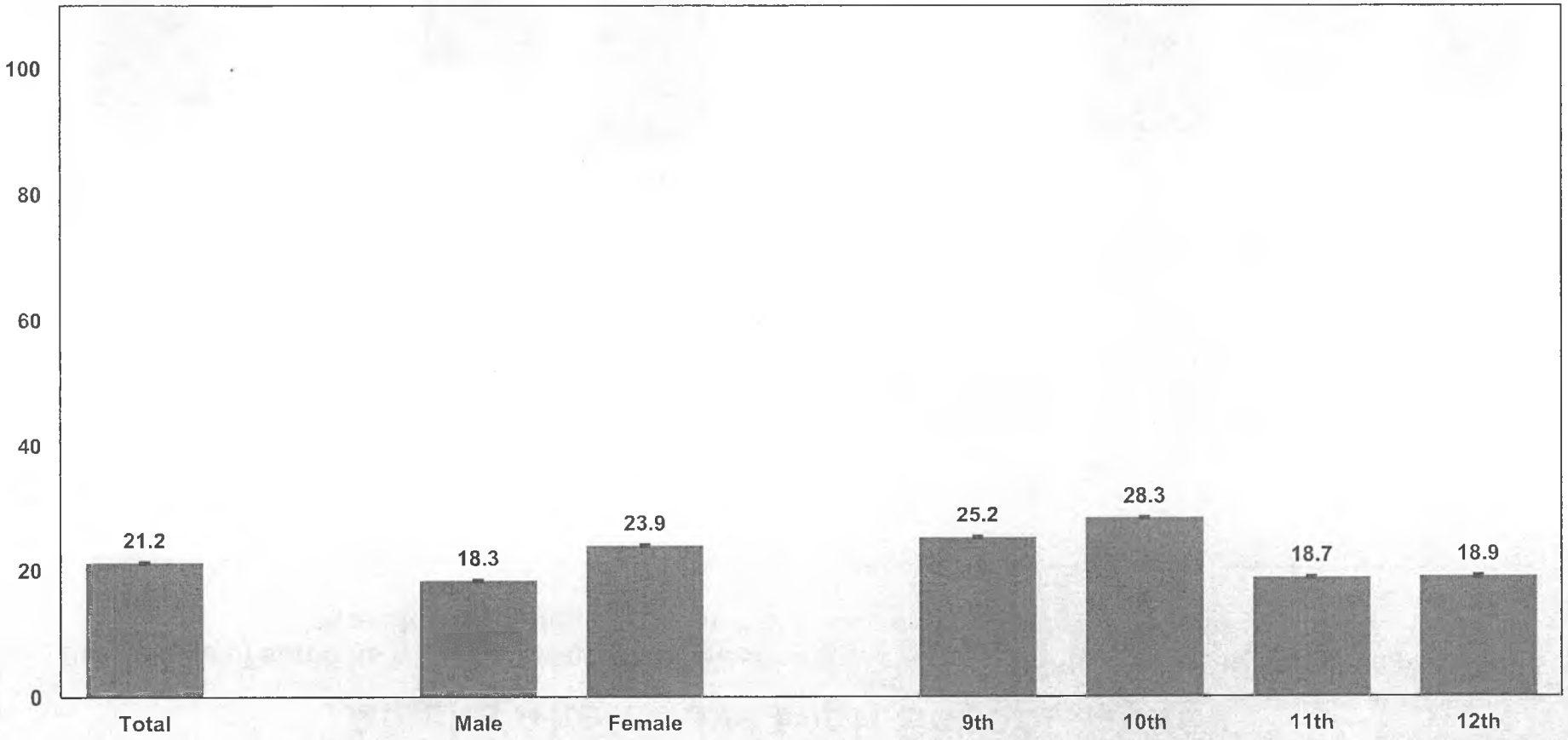


Q24 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who seriously considered attempting suicide during the past 12 months

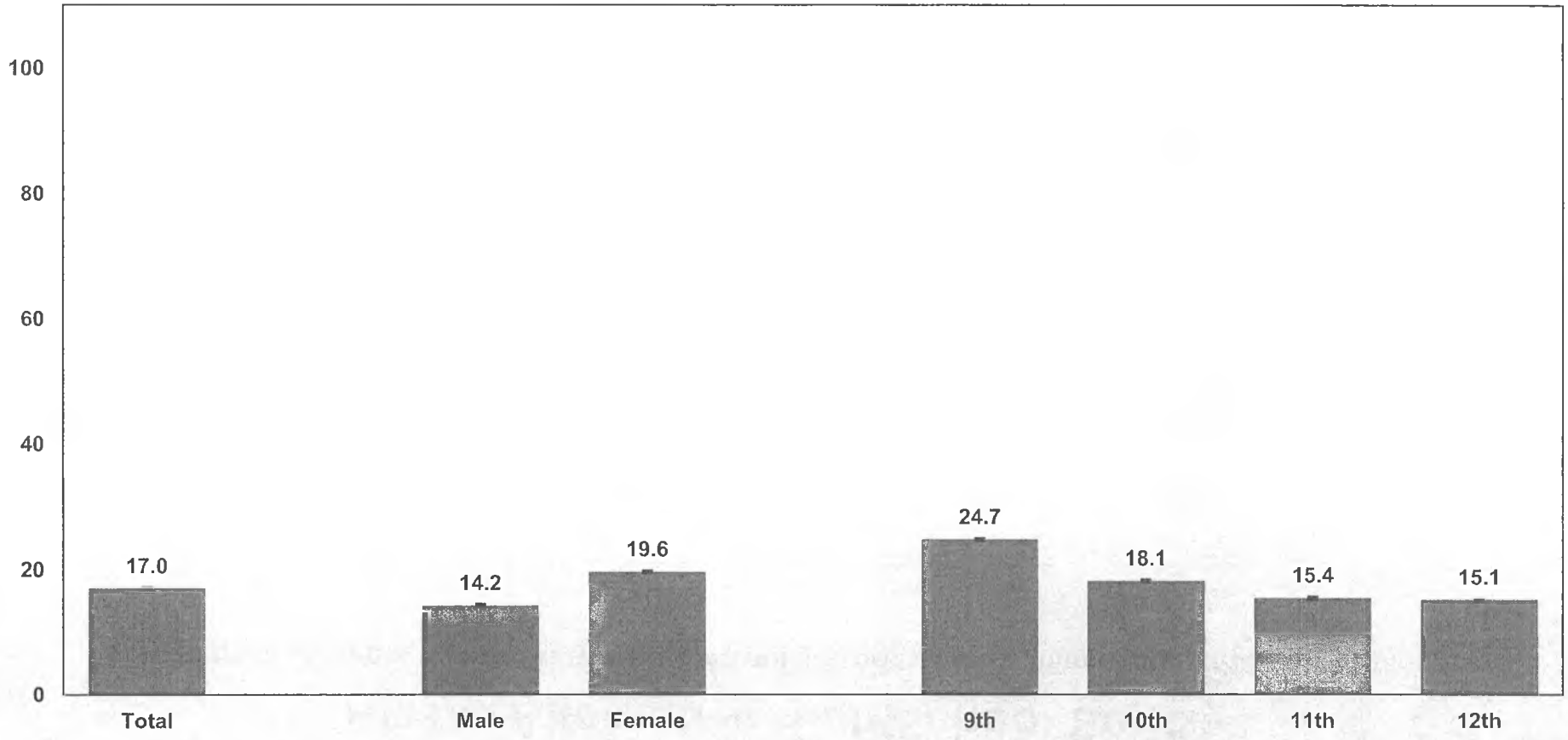


Q25 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who made a plan about how they would attempt suicide during the past 12 months

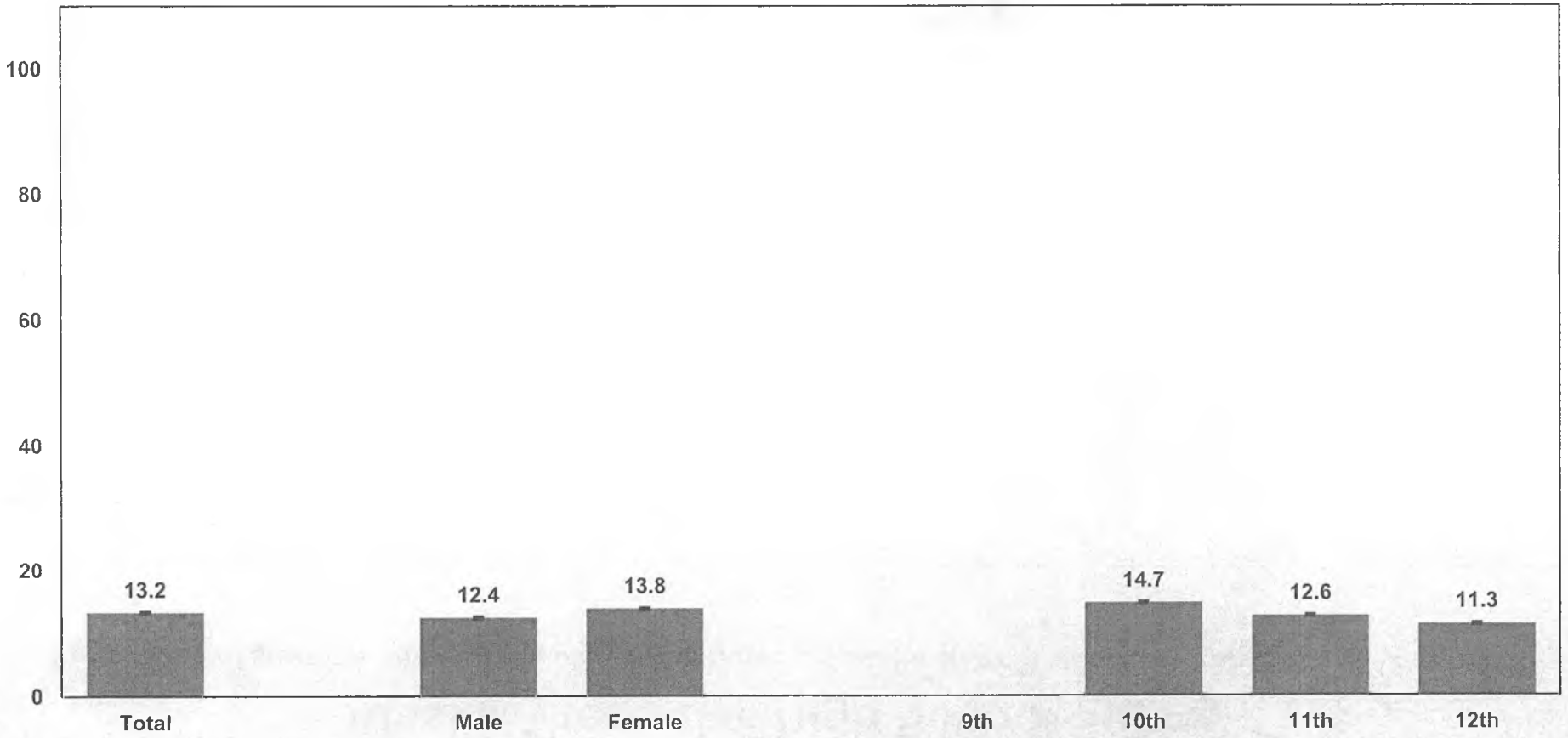


Q26 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who actually attempted suicide one or more times during the past 12 months

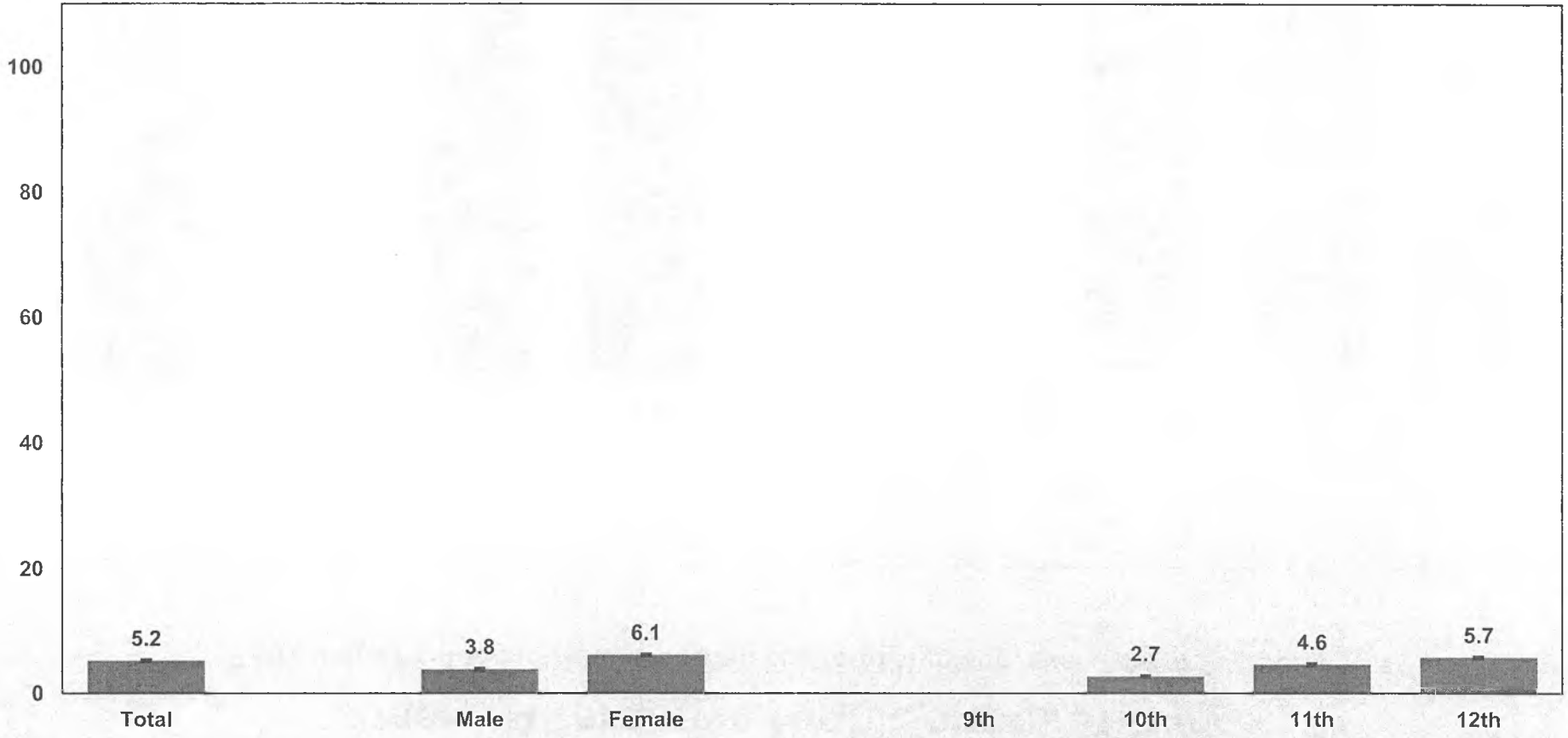


Q27 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who made a suicide attempt during the past 12 months that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

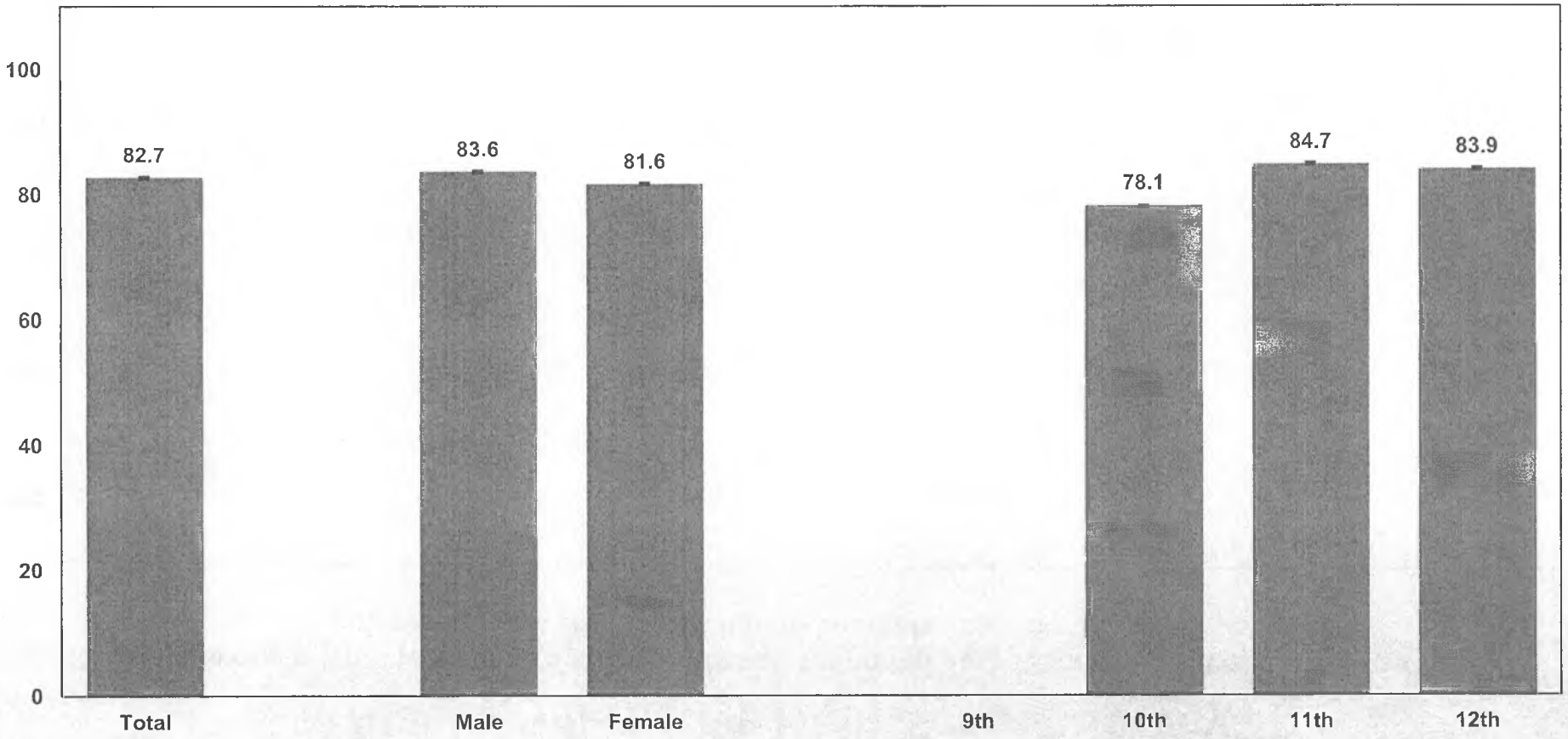


Q28 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ever tried cigarette smoking, even one or two puffs

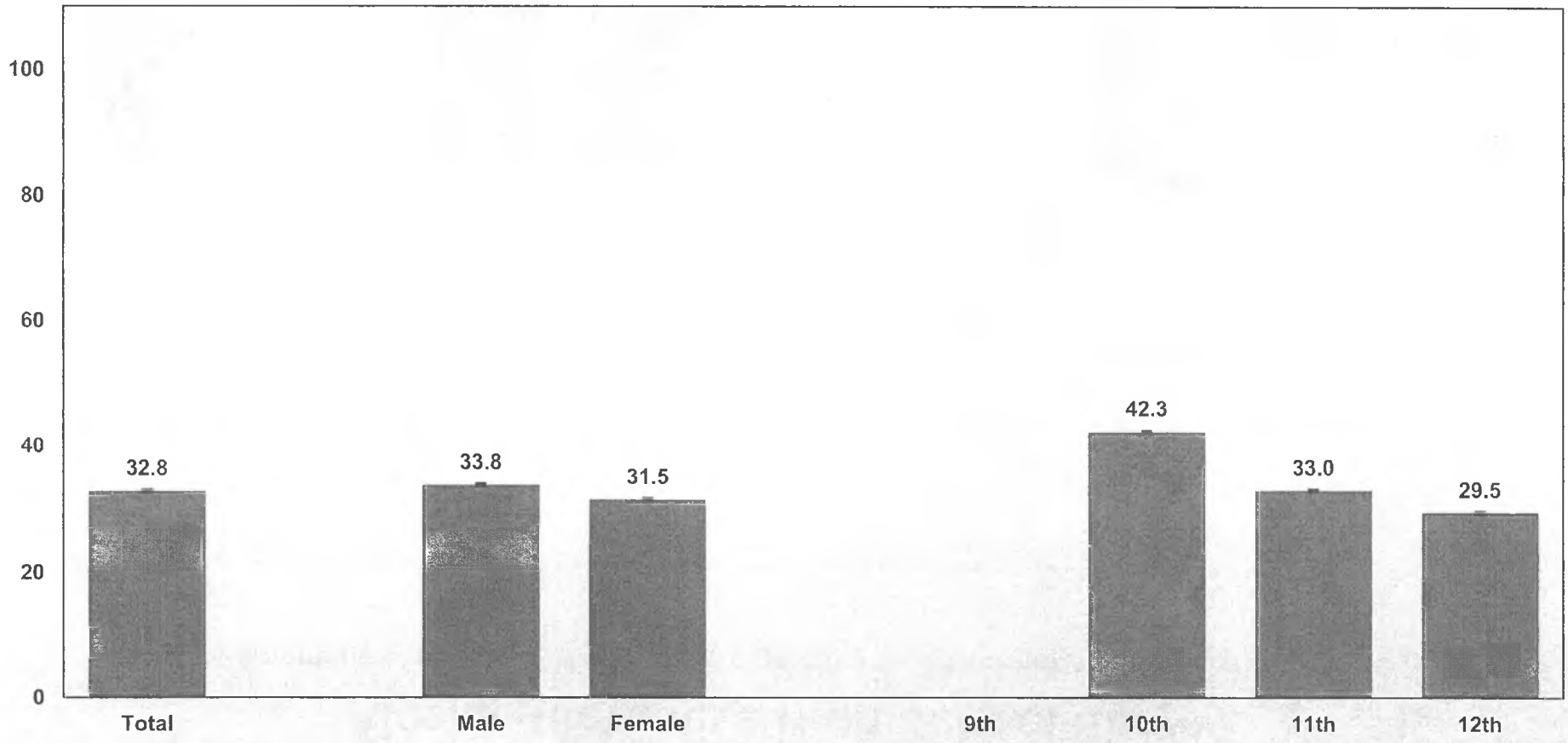


Q29 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who smoked a whole cigarette for the first time before age 13 years

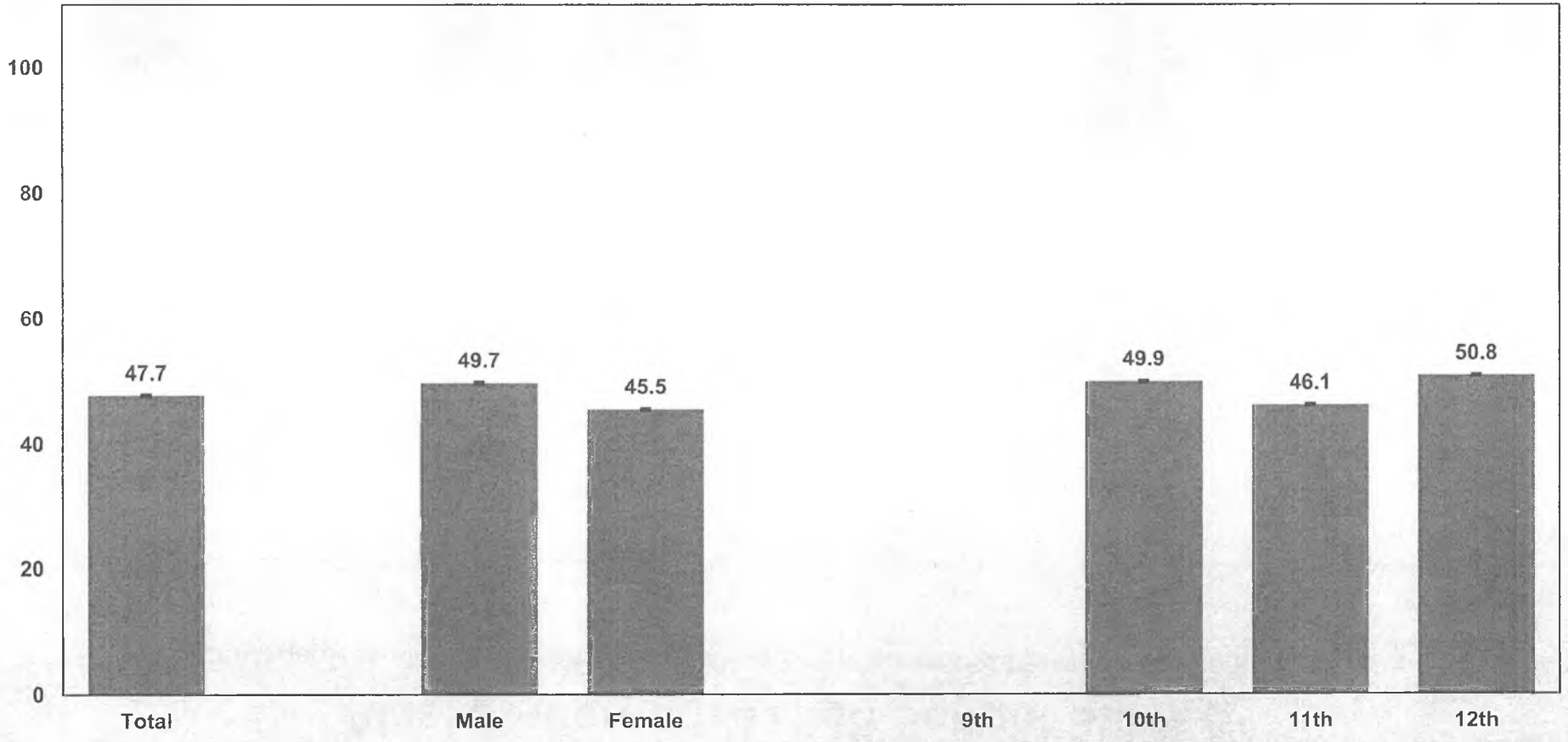


Q30 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who smoked cigarettes on one or more of the past 30 days

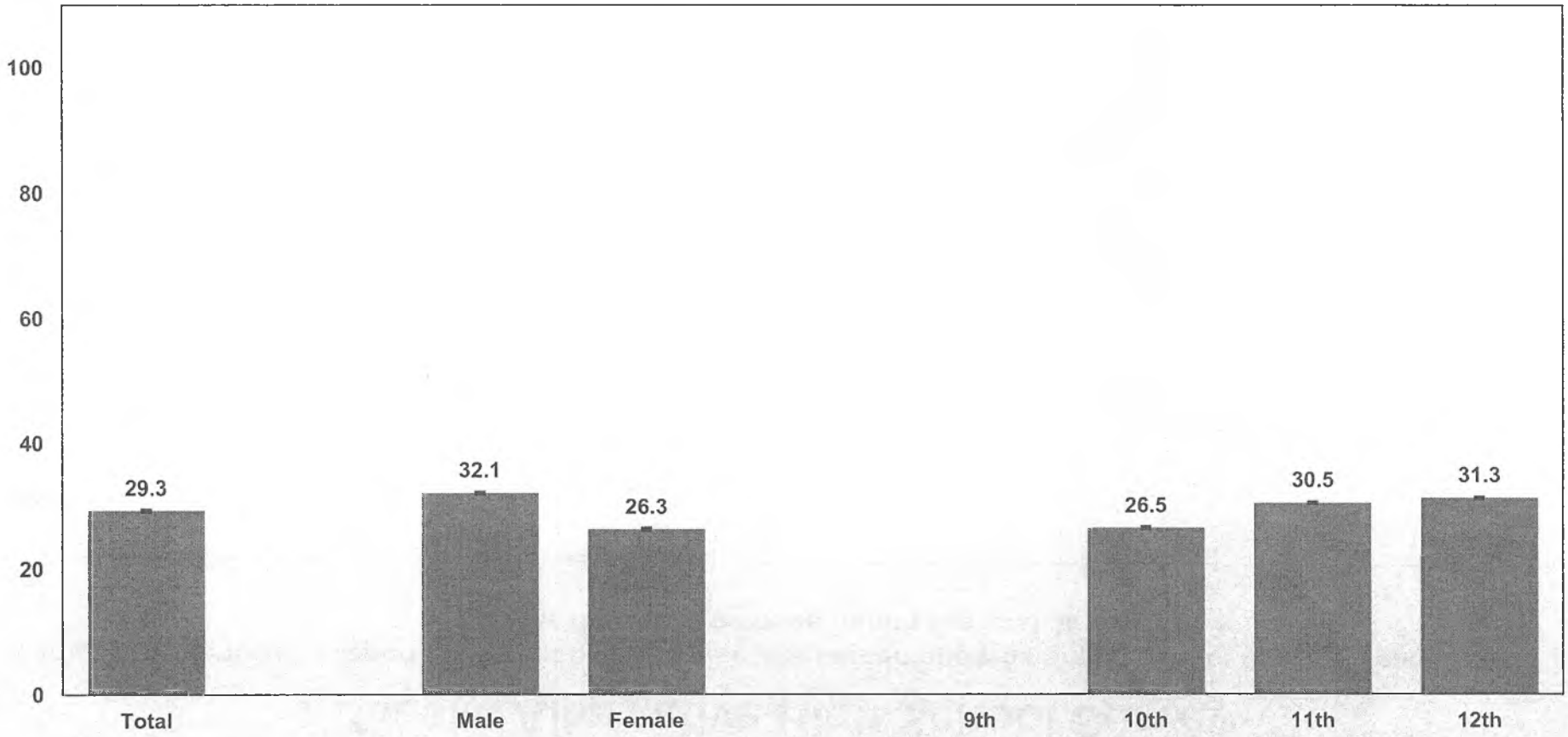


Q31 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who smoked cigarettes on 20 or more of the past 30 days

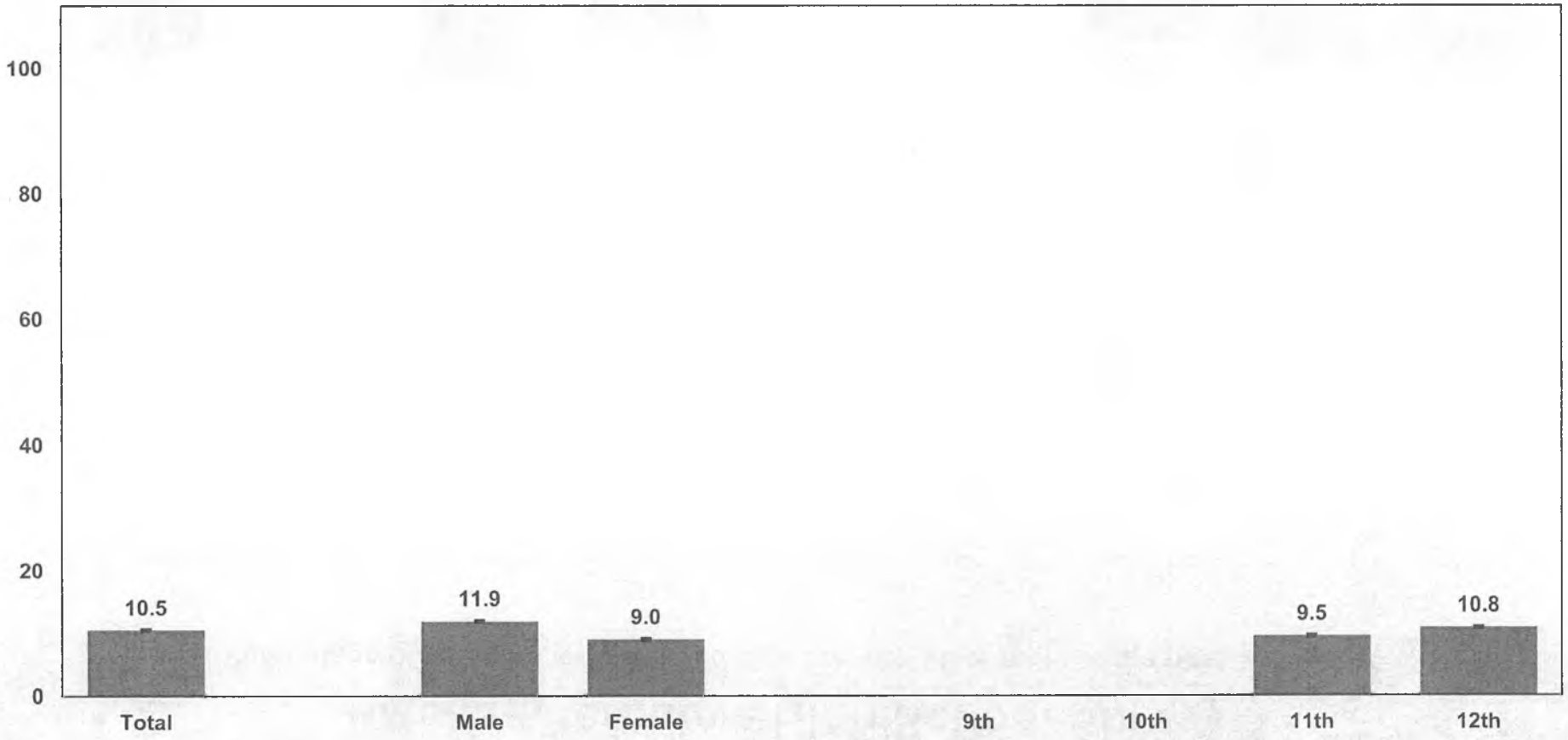


QNFRCIG - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who reported current cigarette use, the percentage who smoked more than 10 cigarettes per day on the days they smoked during the past 30 days

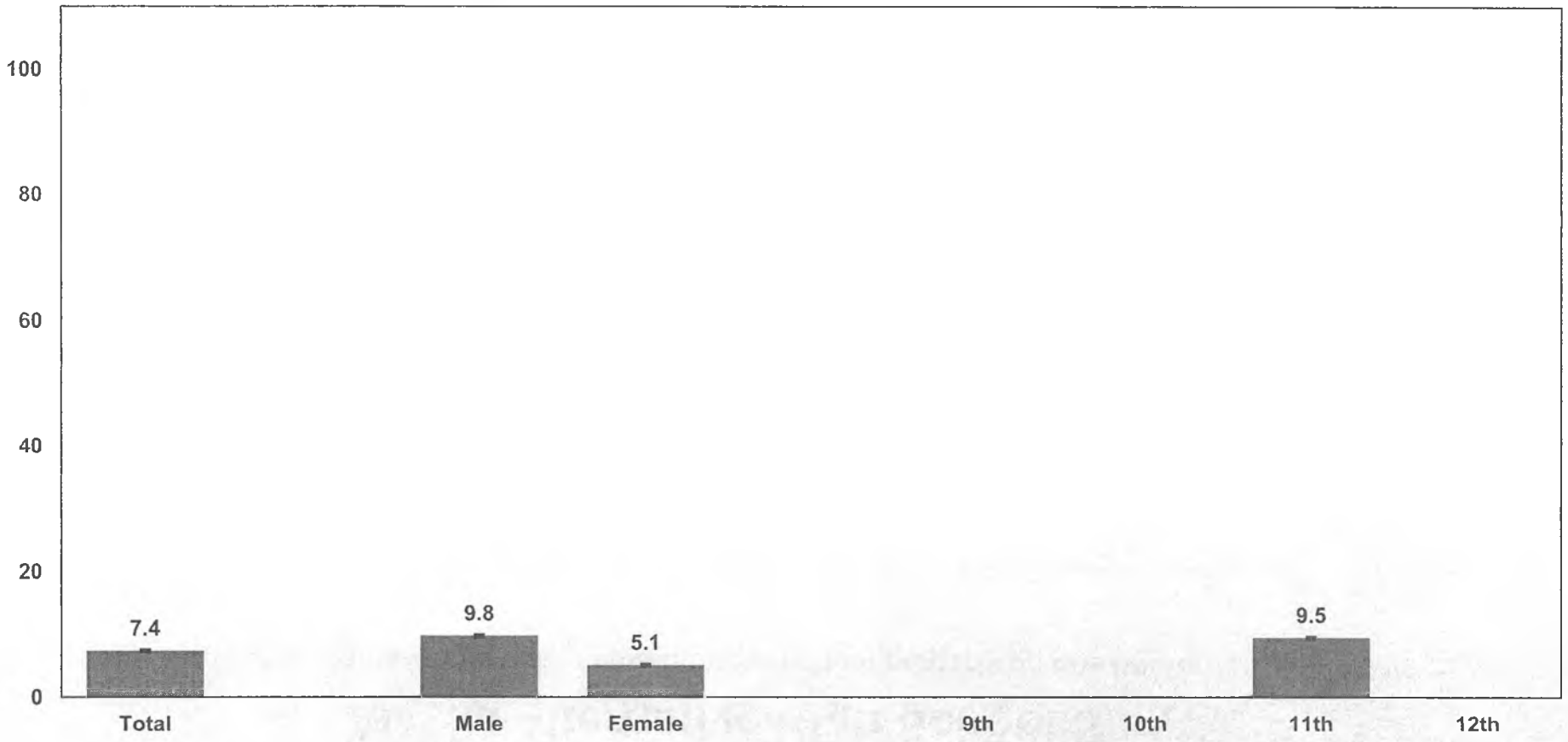


Q32 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who were less than 18 years of age and who reported current cigarette use, the percentage who usually got their own cigarettes by buying them in a store or gas station during the past 30 days

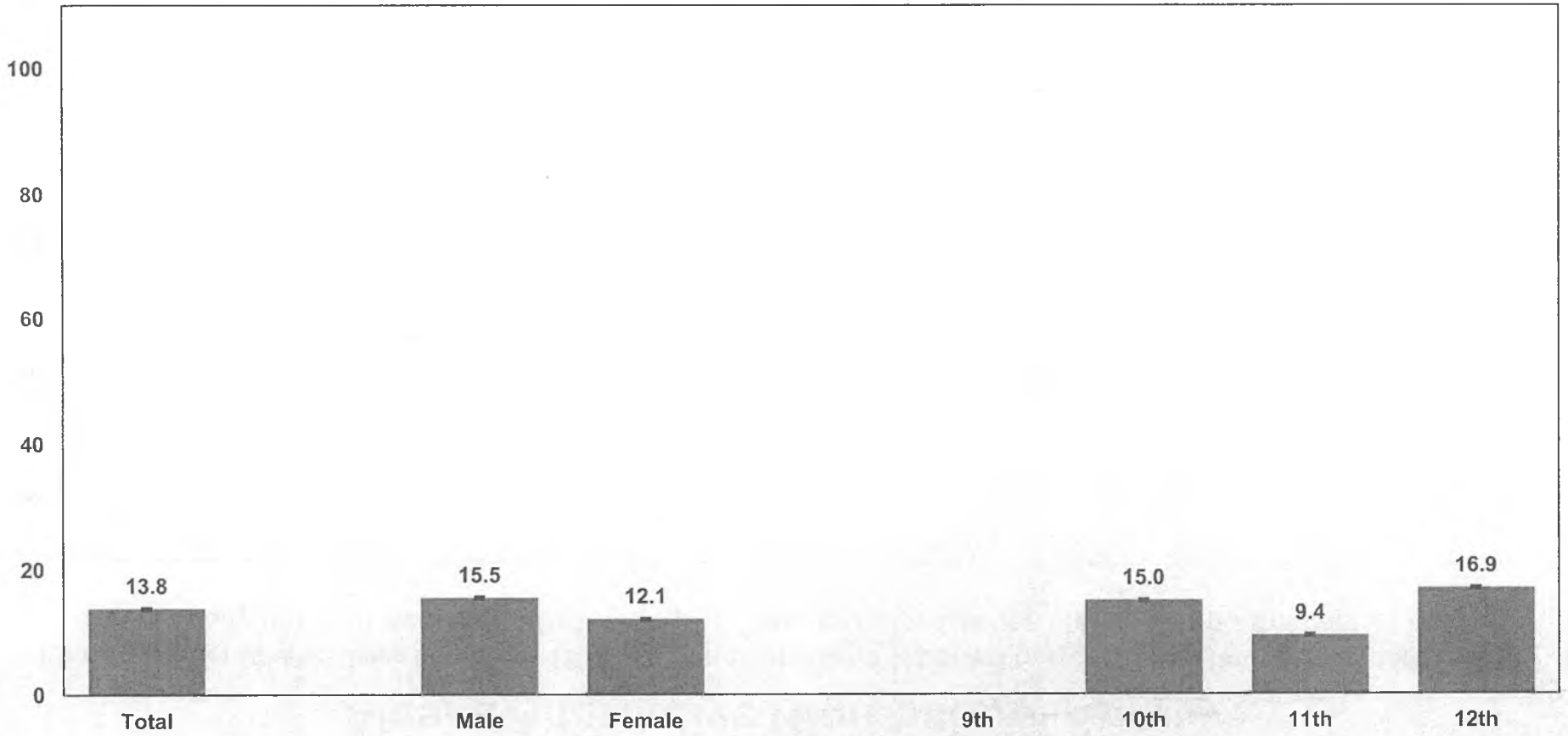


Q33 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who smoked cigarettes on school property on one or more of the past 30 days

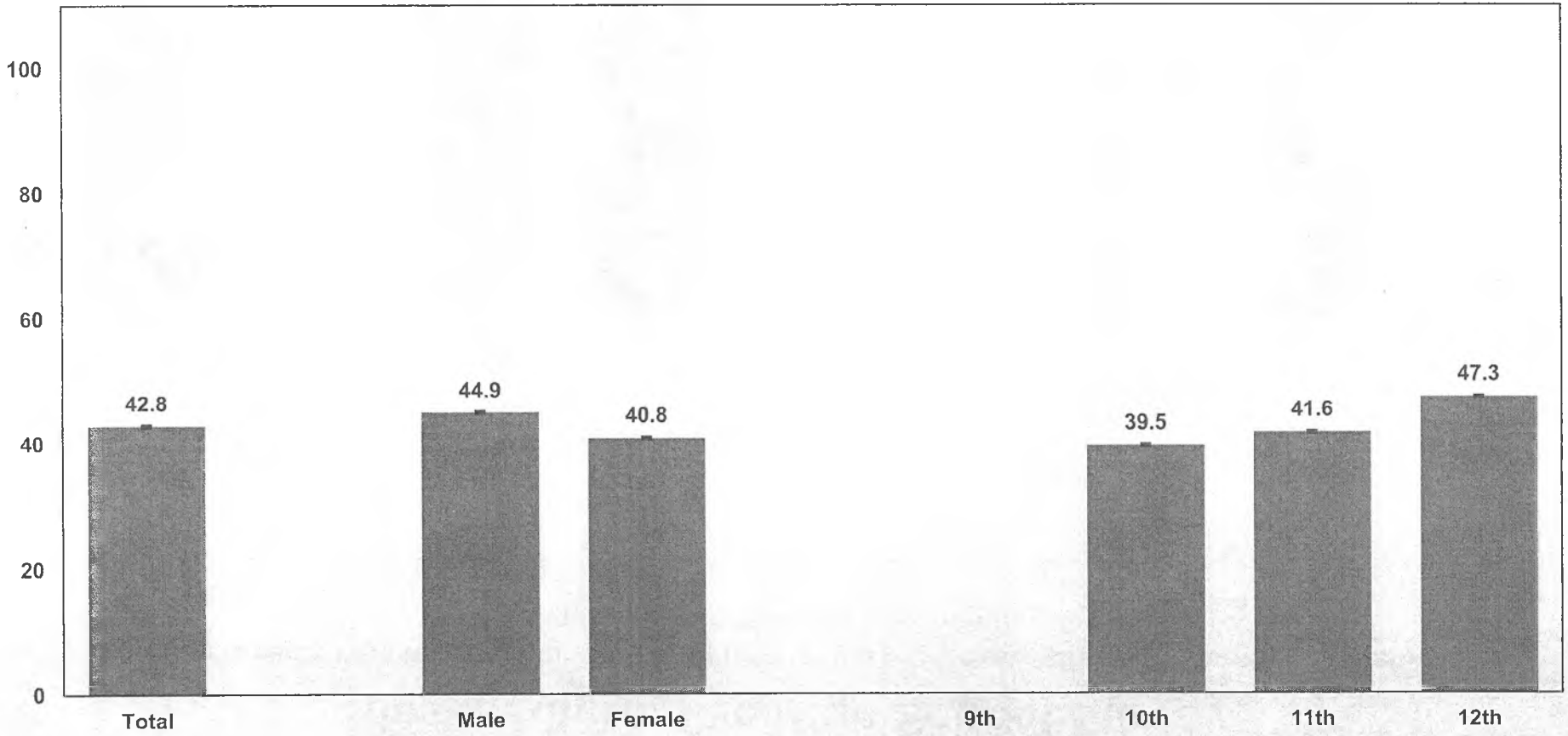


Q34 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days

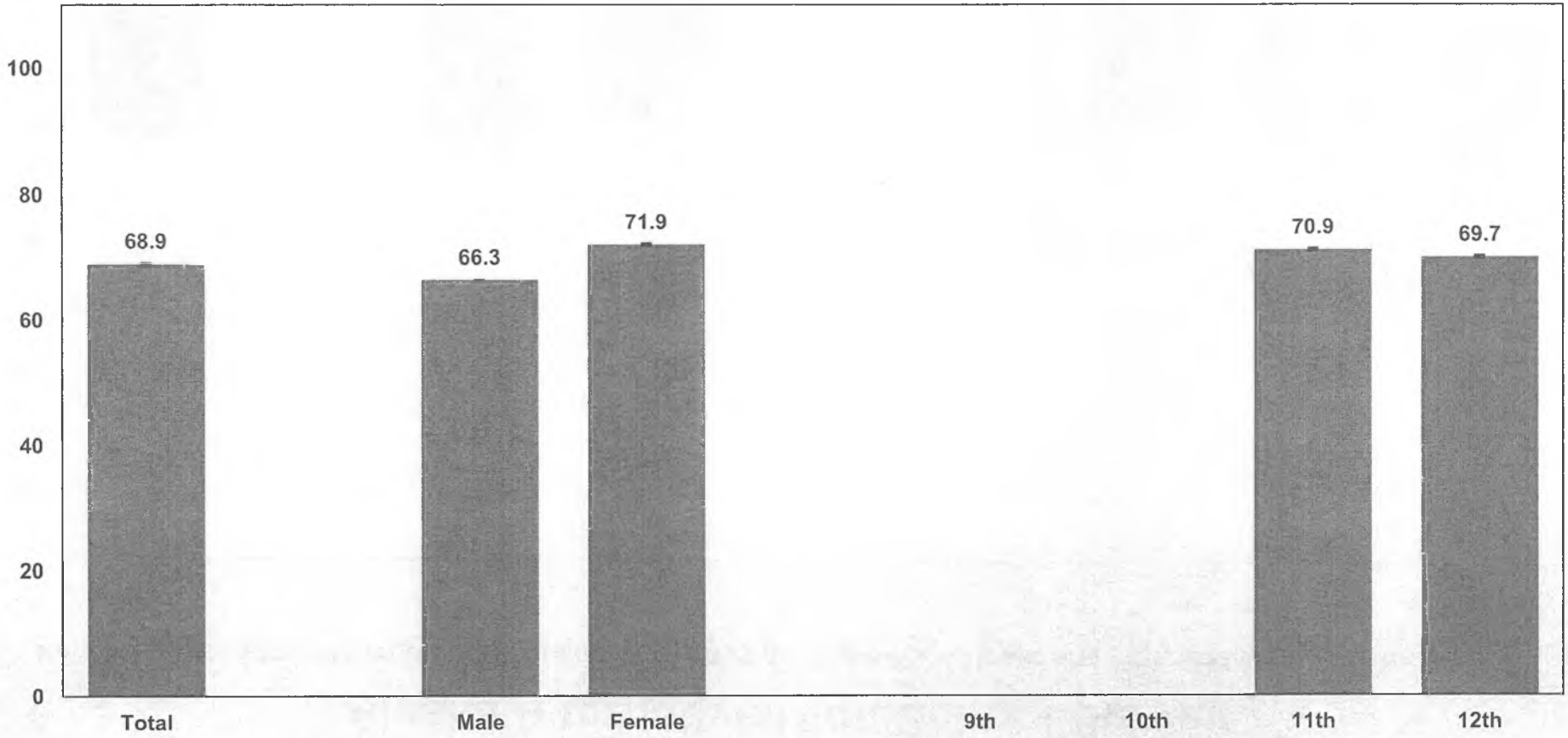


Q35 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who reported current cigarette use, the percentage who ever tried to quit smoking cigarettes during the past 12 months

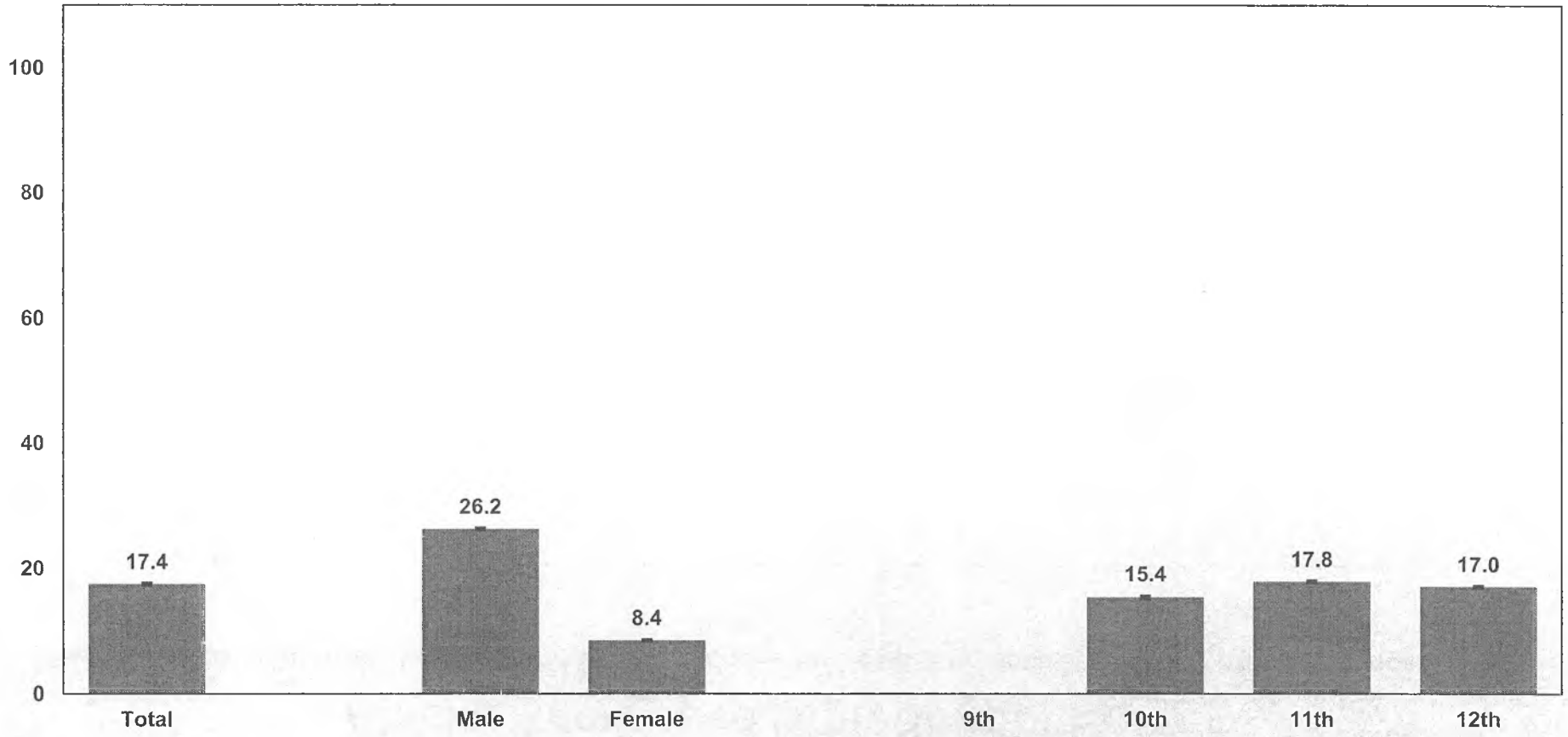


Q36 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used chewing tobacco, snuff, or dip on one or more of the past 30 days

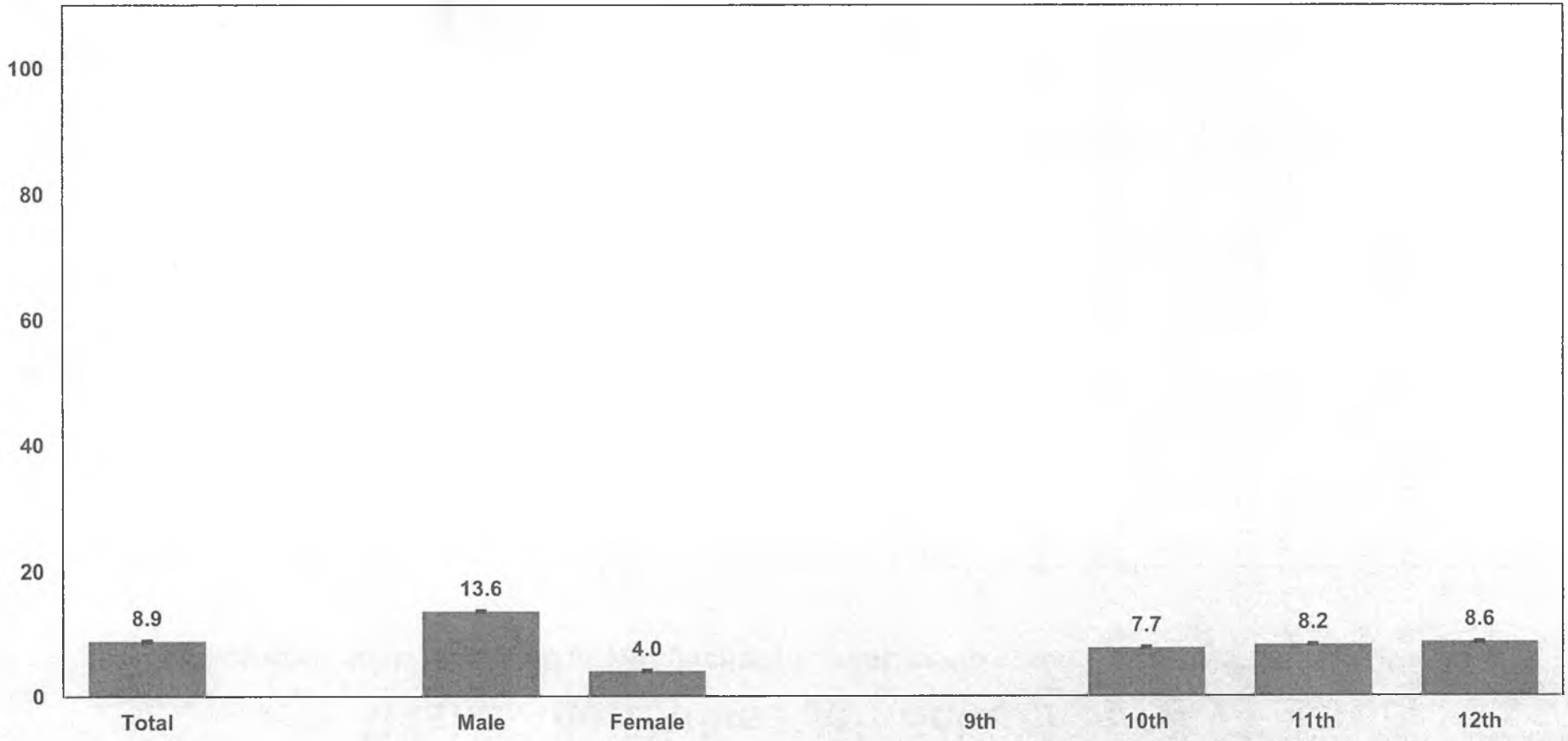


Q37 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used chewing tobacco, snuff, or dip on school property on one or more of the past 30 days

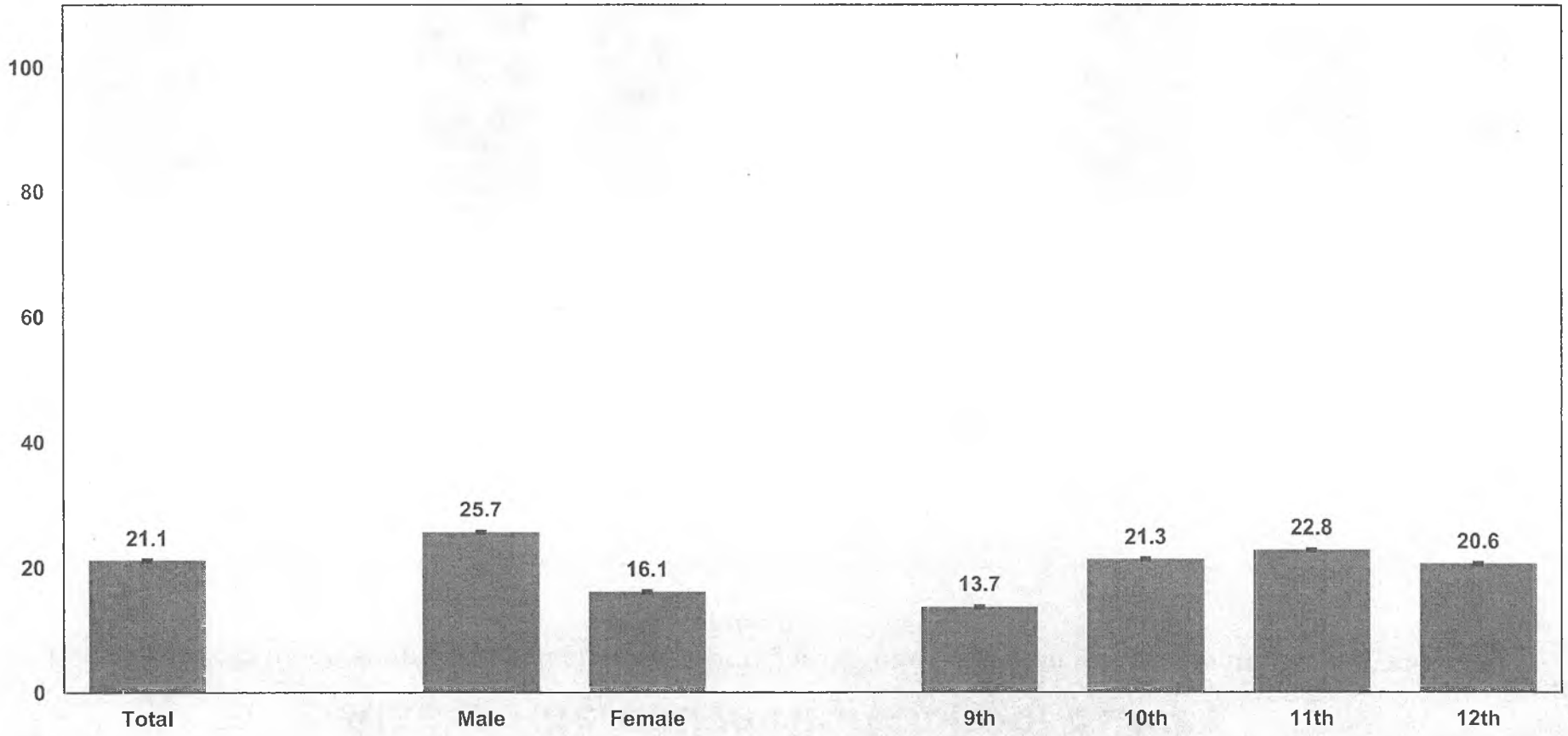


Q38 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who smoked cigars, cigarillos, or little cigars on one or more of the past 30 days

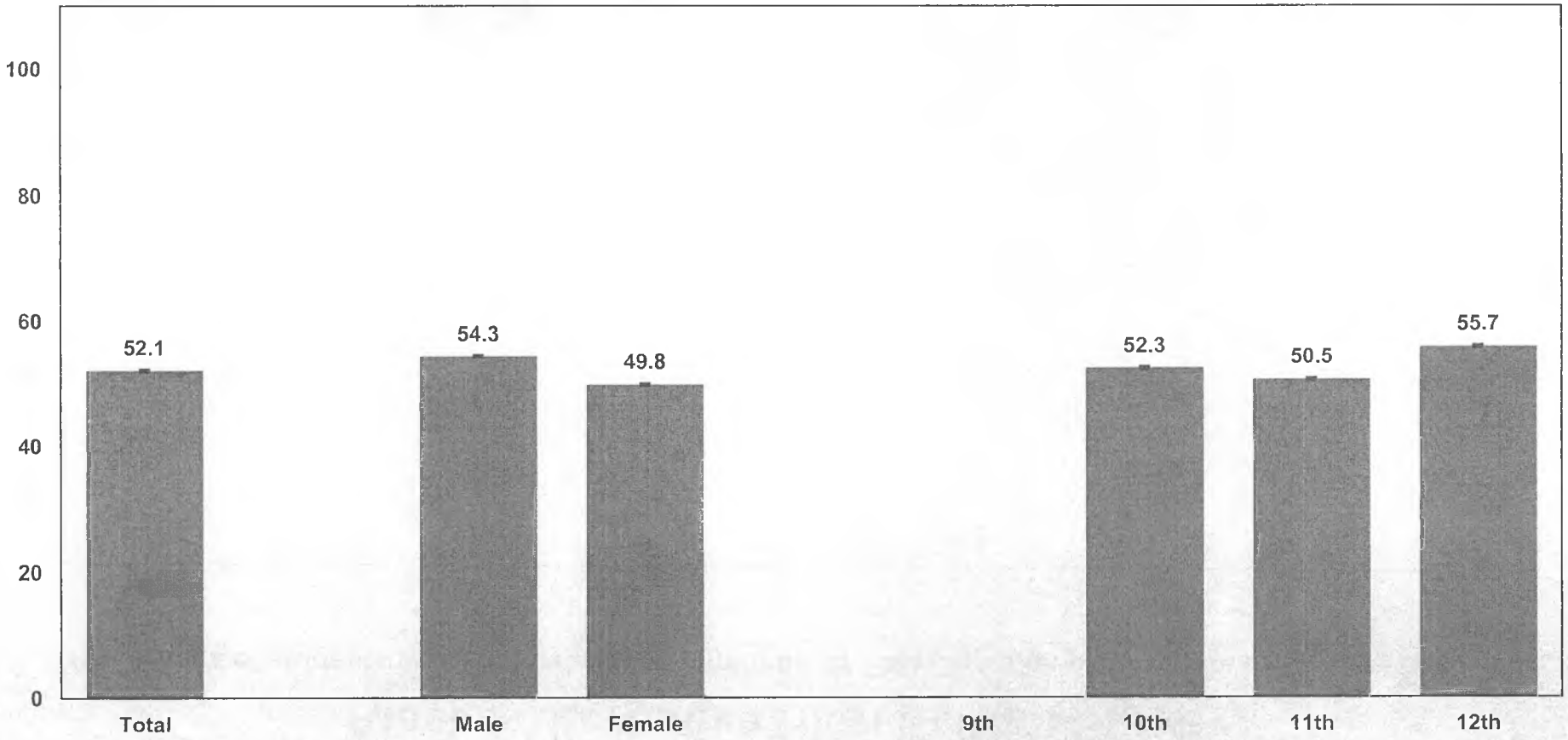


Q39 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days

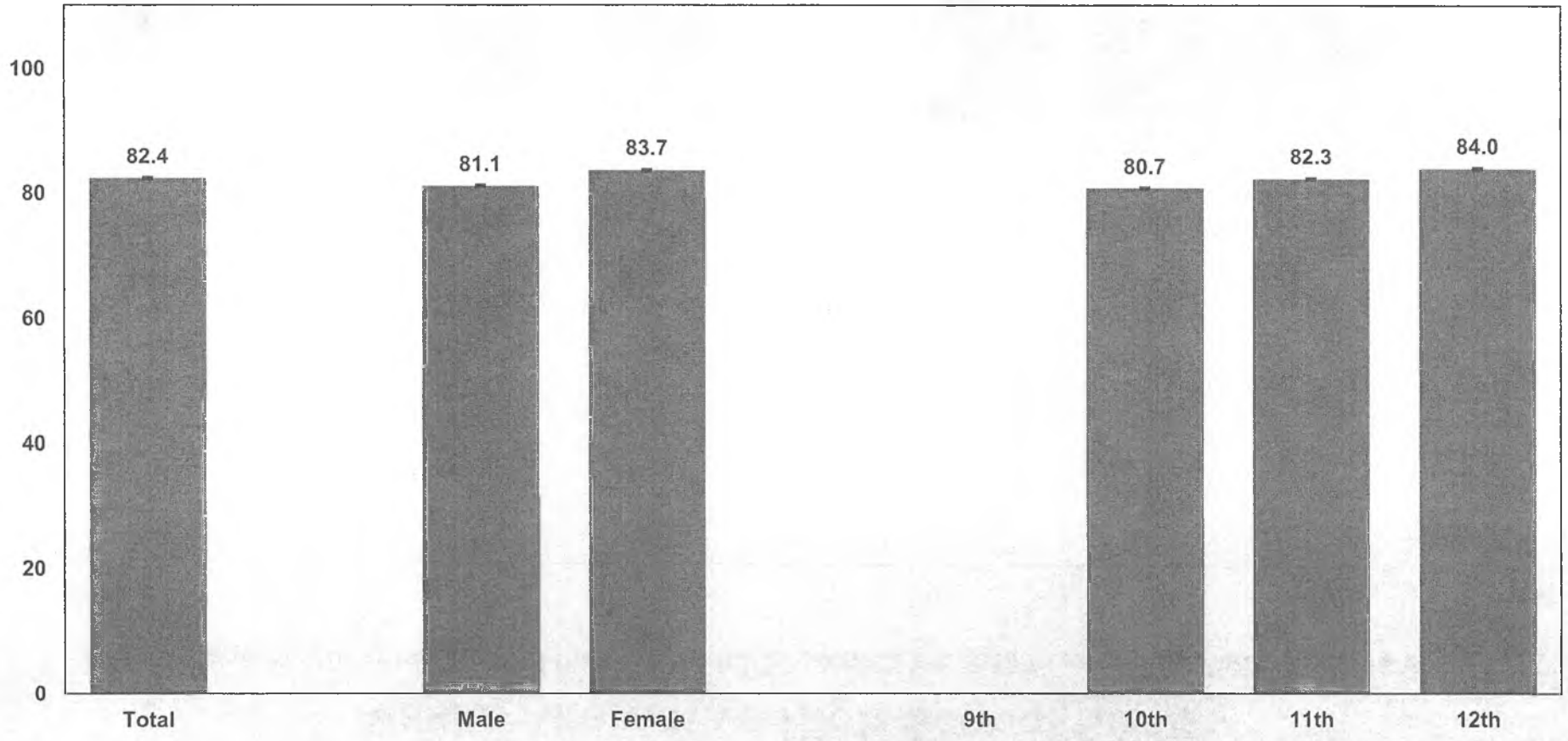


QNANYTOB - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had at least one drink of alcohol on one or more days during their life

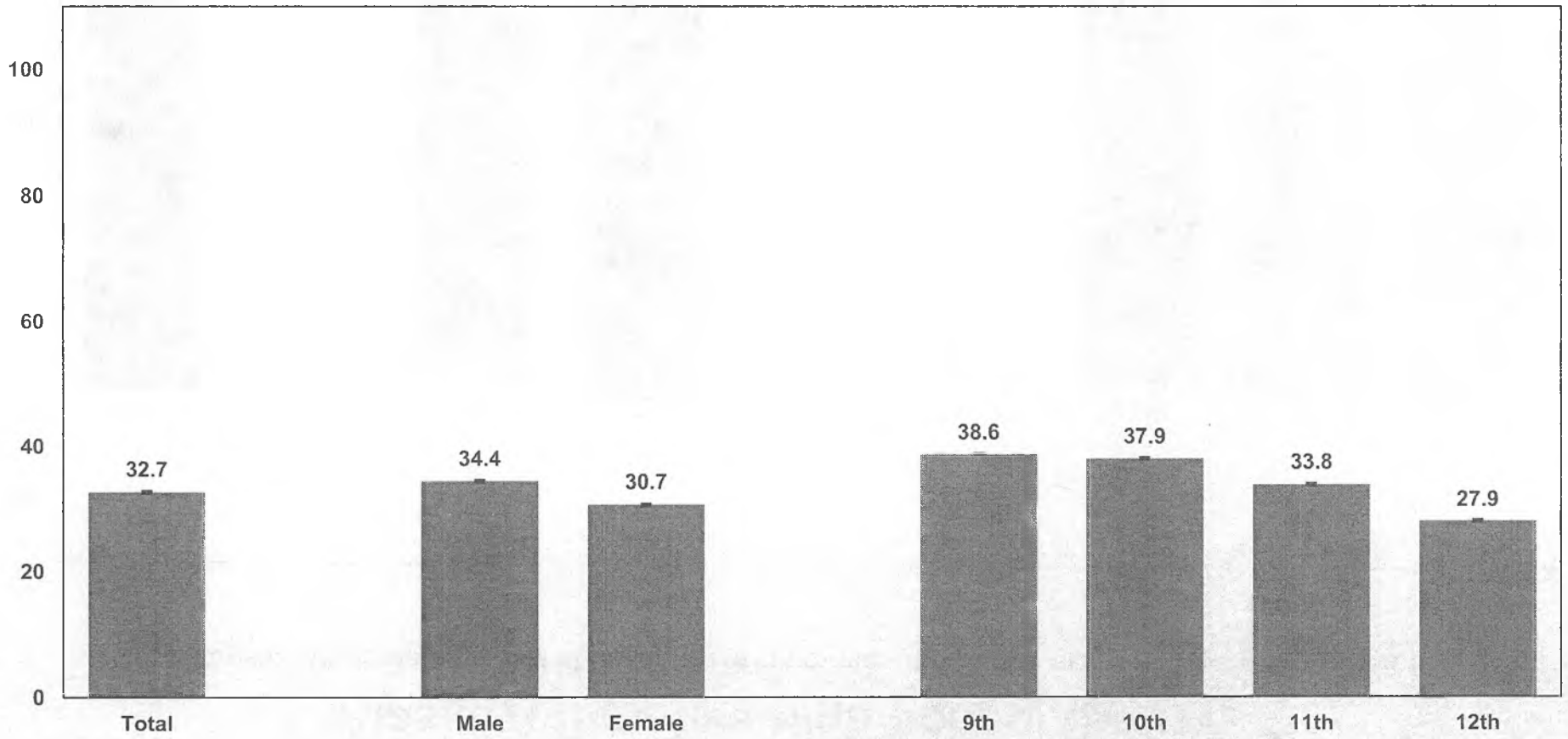


Q40 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had their first drink of alcohol other than a few sips before age 13 years

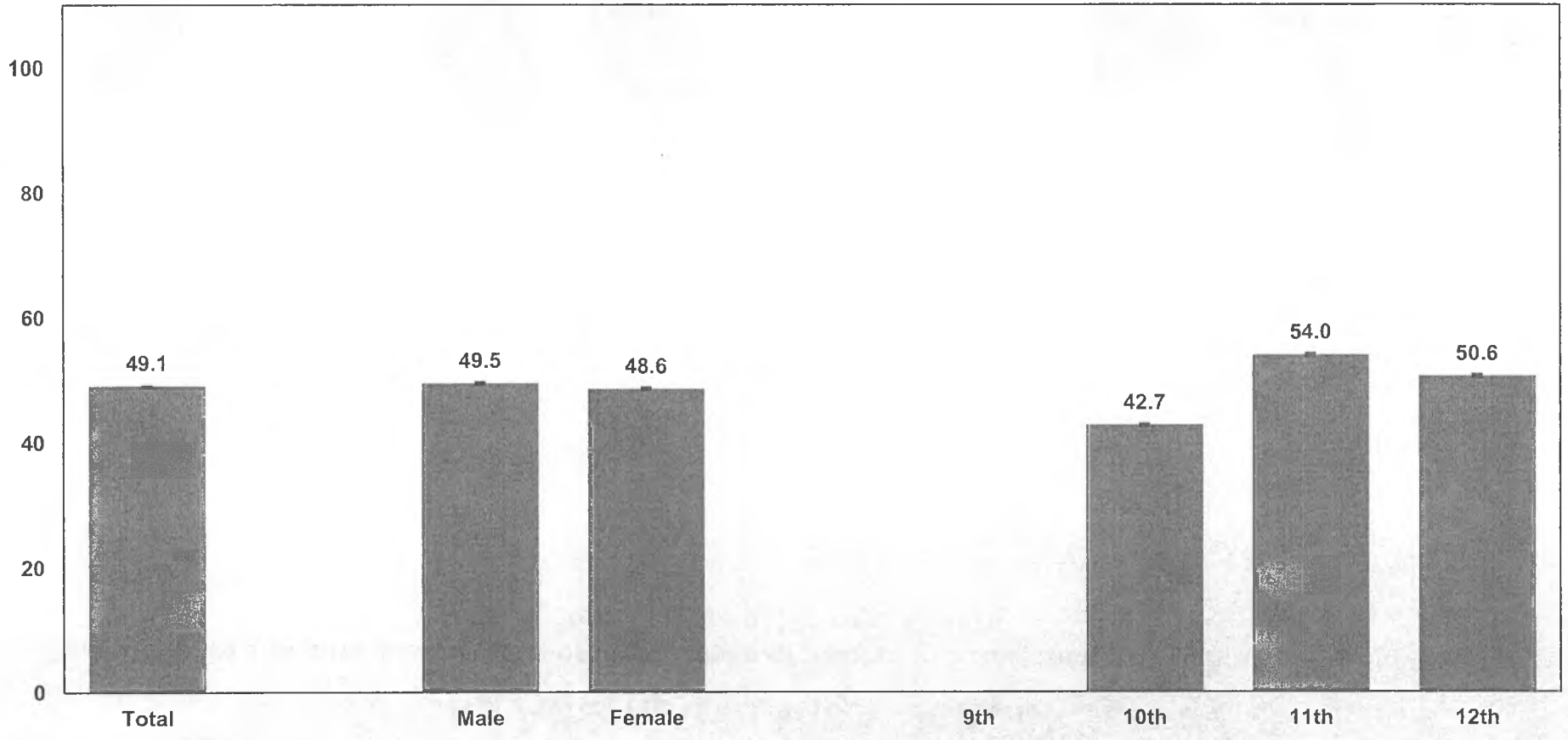


Q41 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had at least one drink of alcohol on one or more of the past 30 days

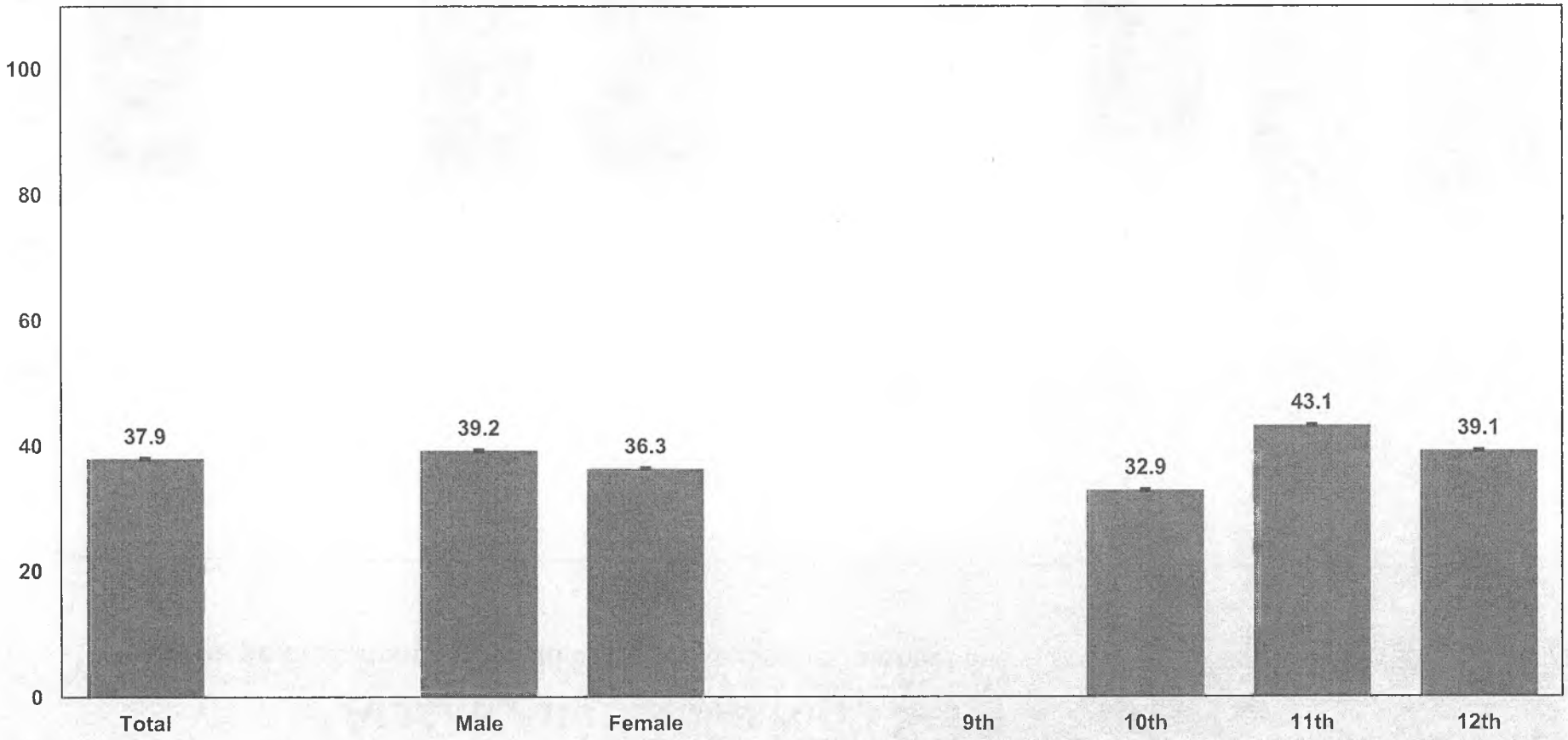


Q42 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had five or more drinks of alcohol in a row, that is, within a couple of hours, on one or more of the past 30 days

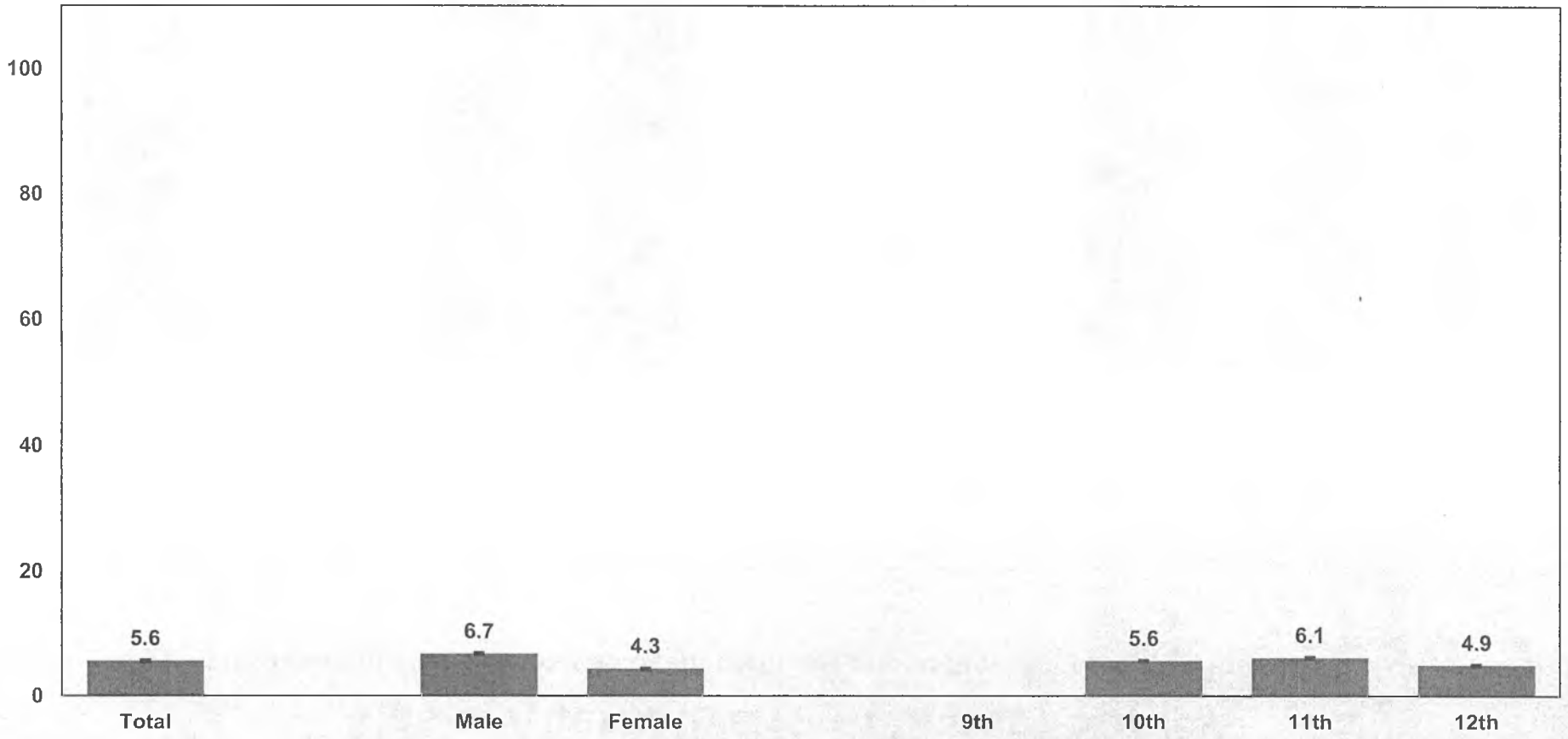


Q43 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days

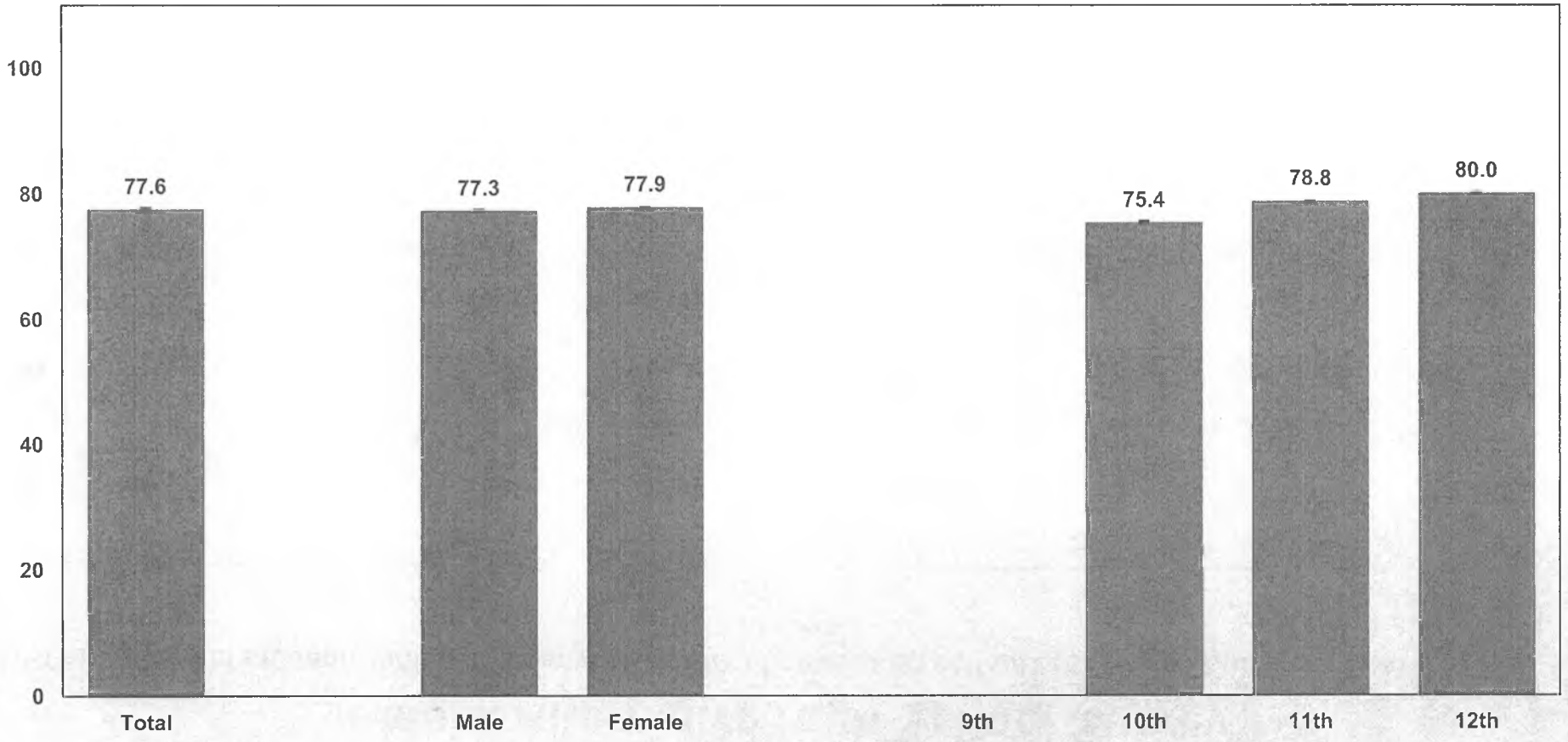


Q45 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used marijuana one or more times during their life

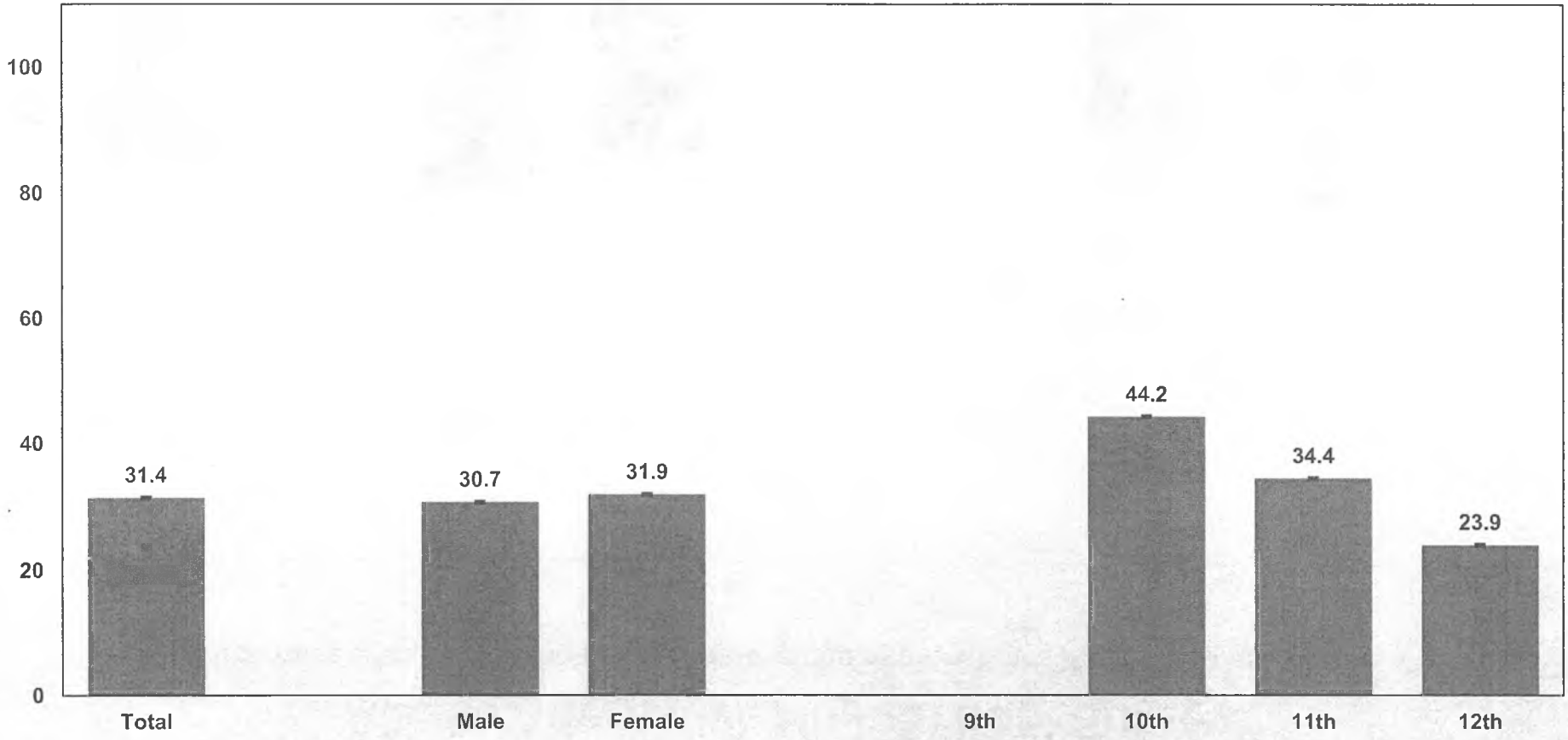


Q46 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who tried marijuana for the first time before age 13 years

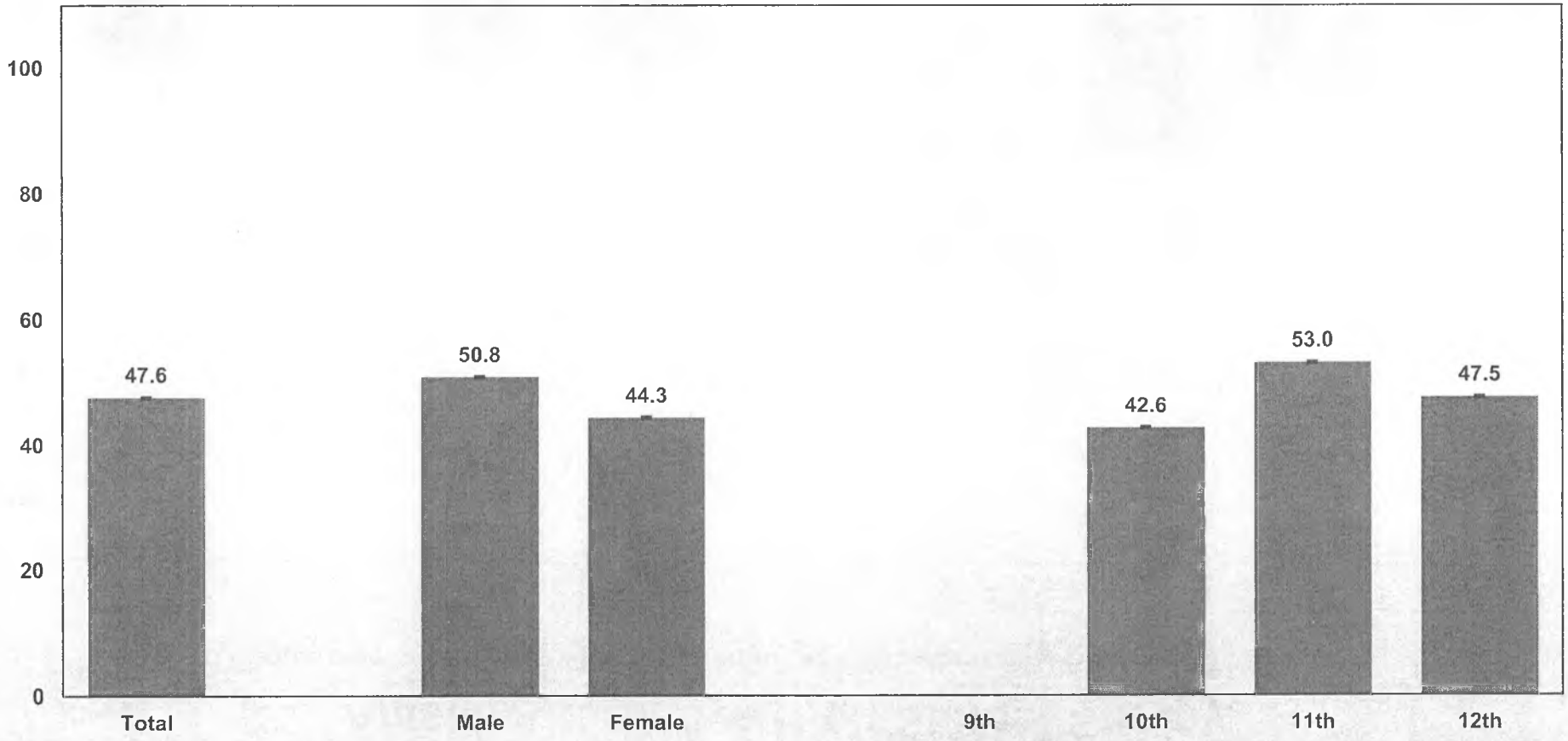


Q47 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used marijuana one or more times during the past 30 days

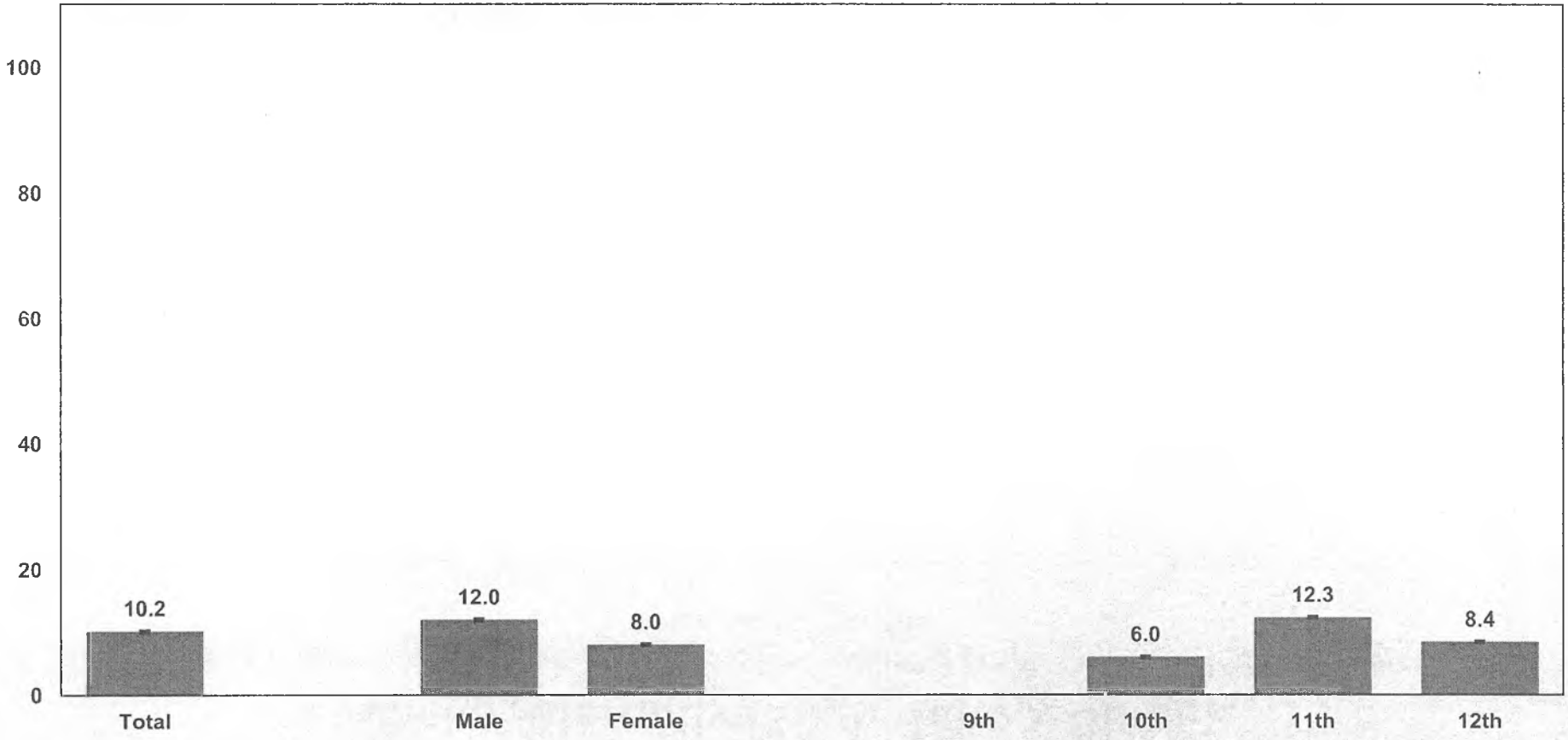


Q48 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used marijuana on school property one or more times during the past 30 days

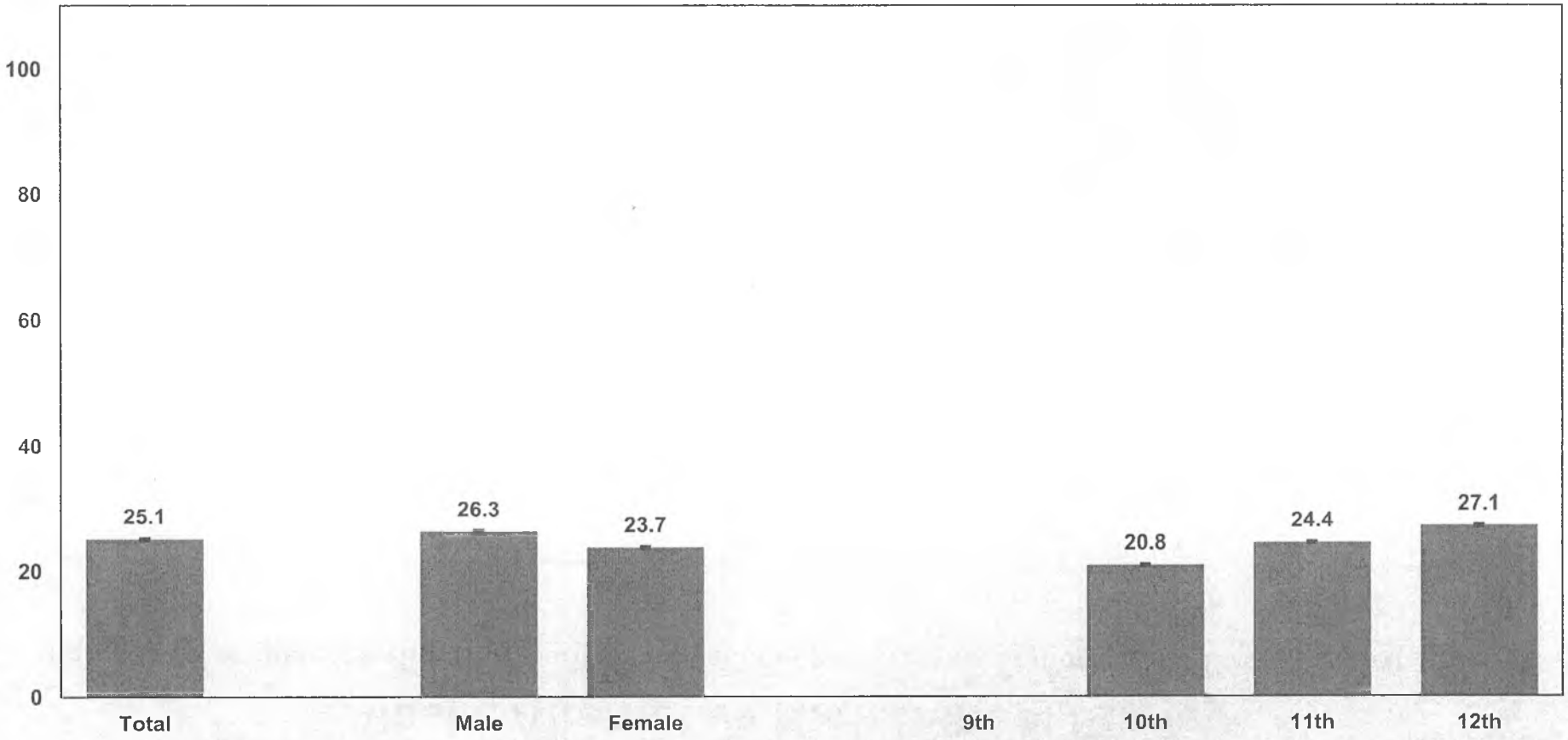


Q49 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life

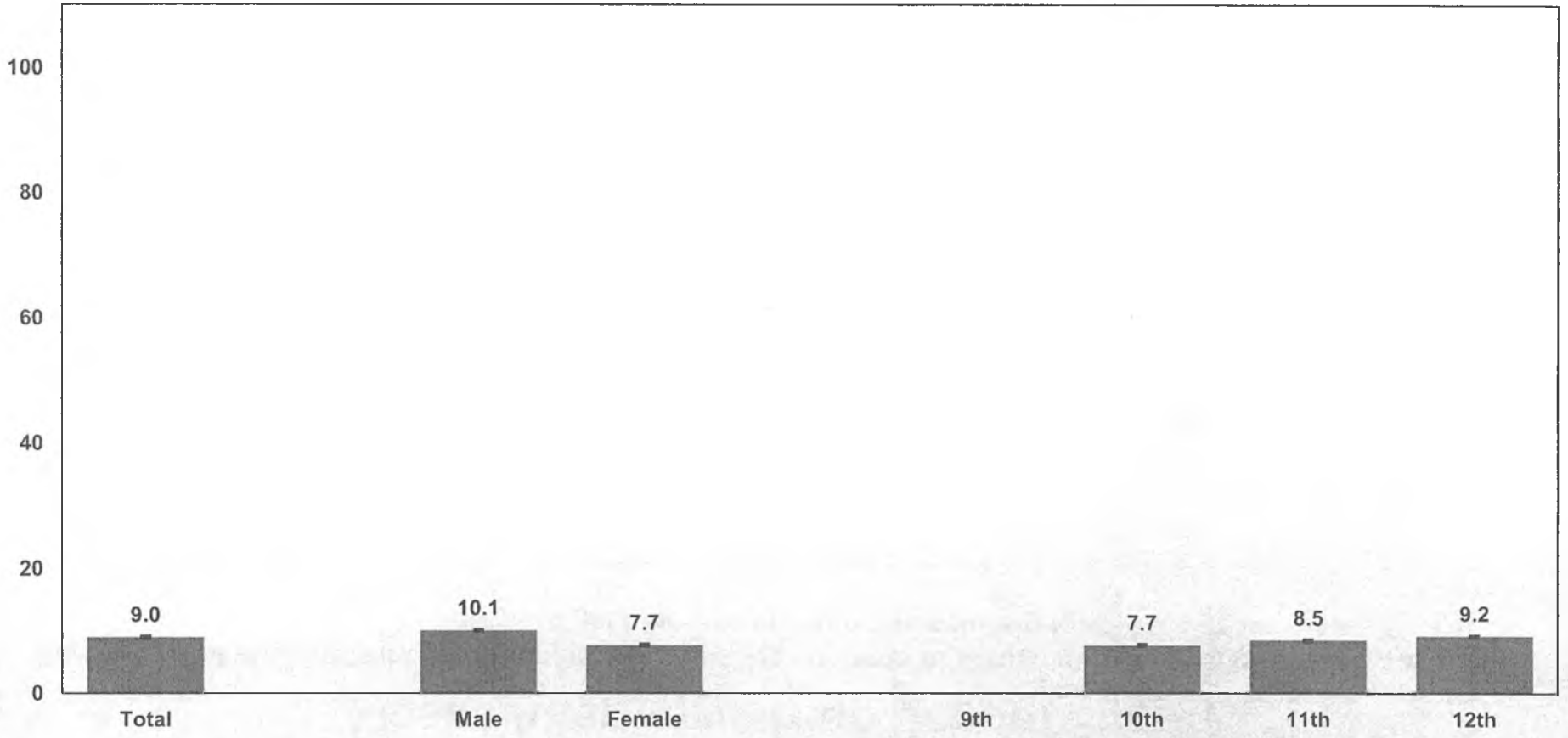


Q50 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during the past 30 days

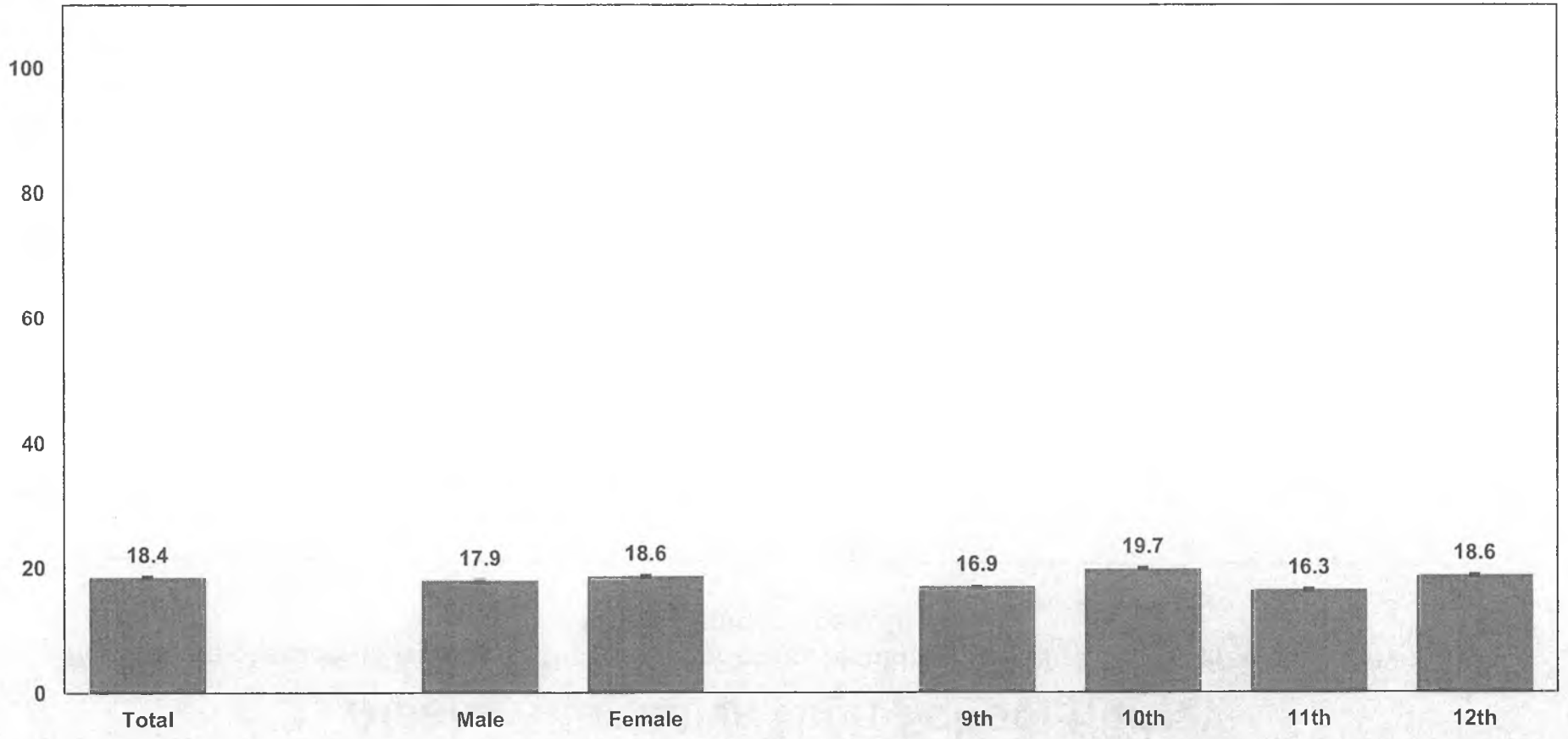


Q51 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life

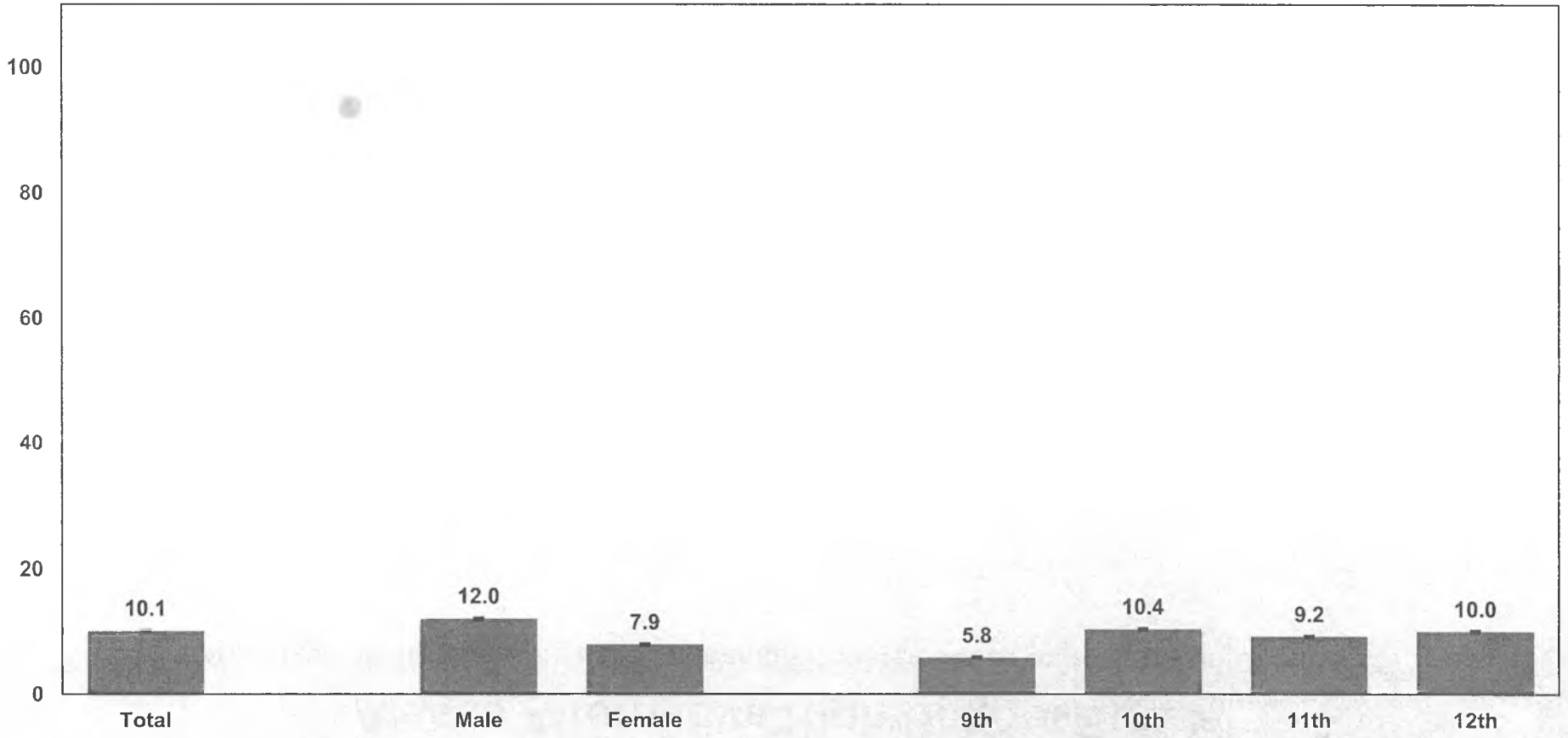


Q52 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used heroin one or more times during their life

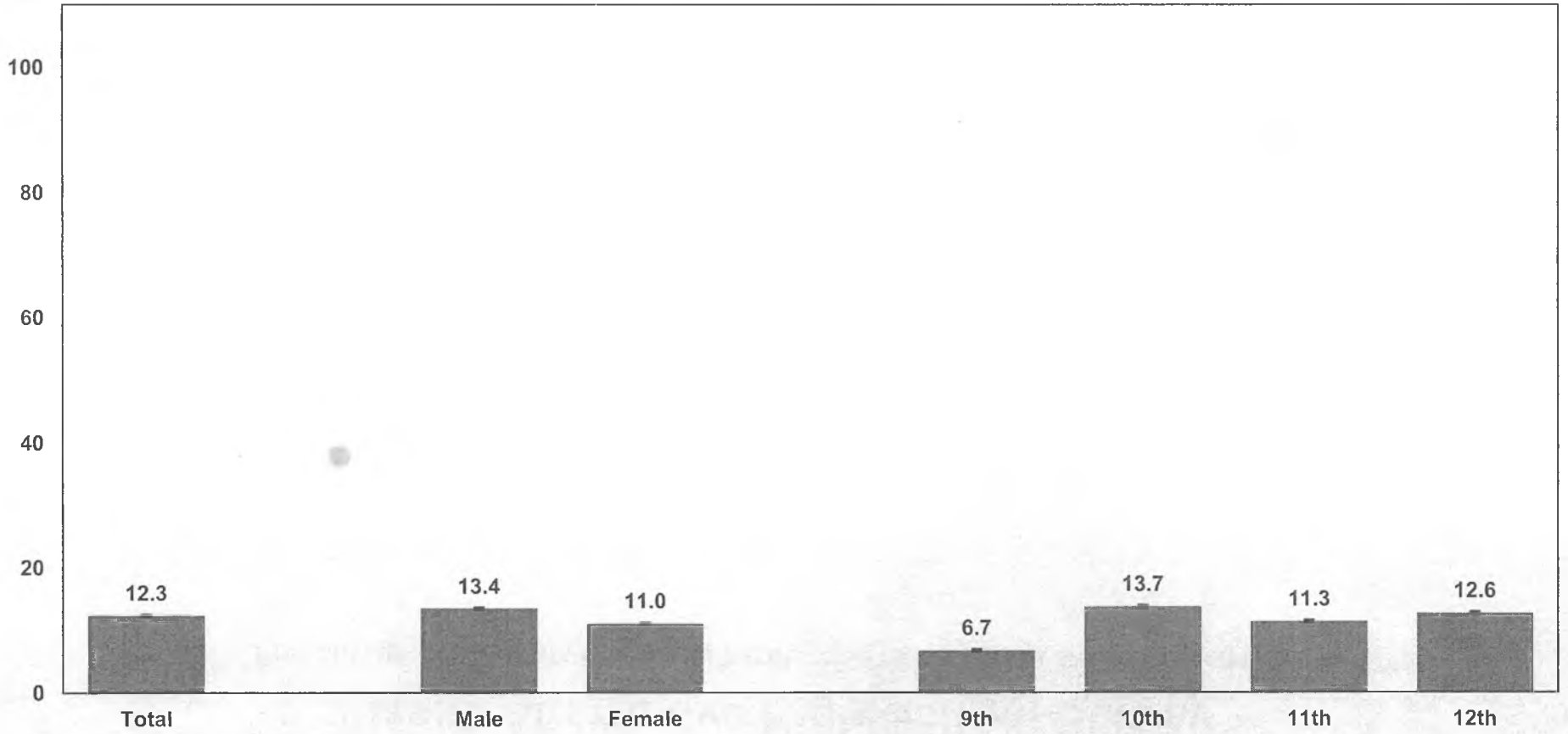


Q53 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used methamphetamines one or more times during their life

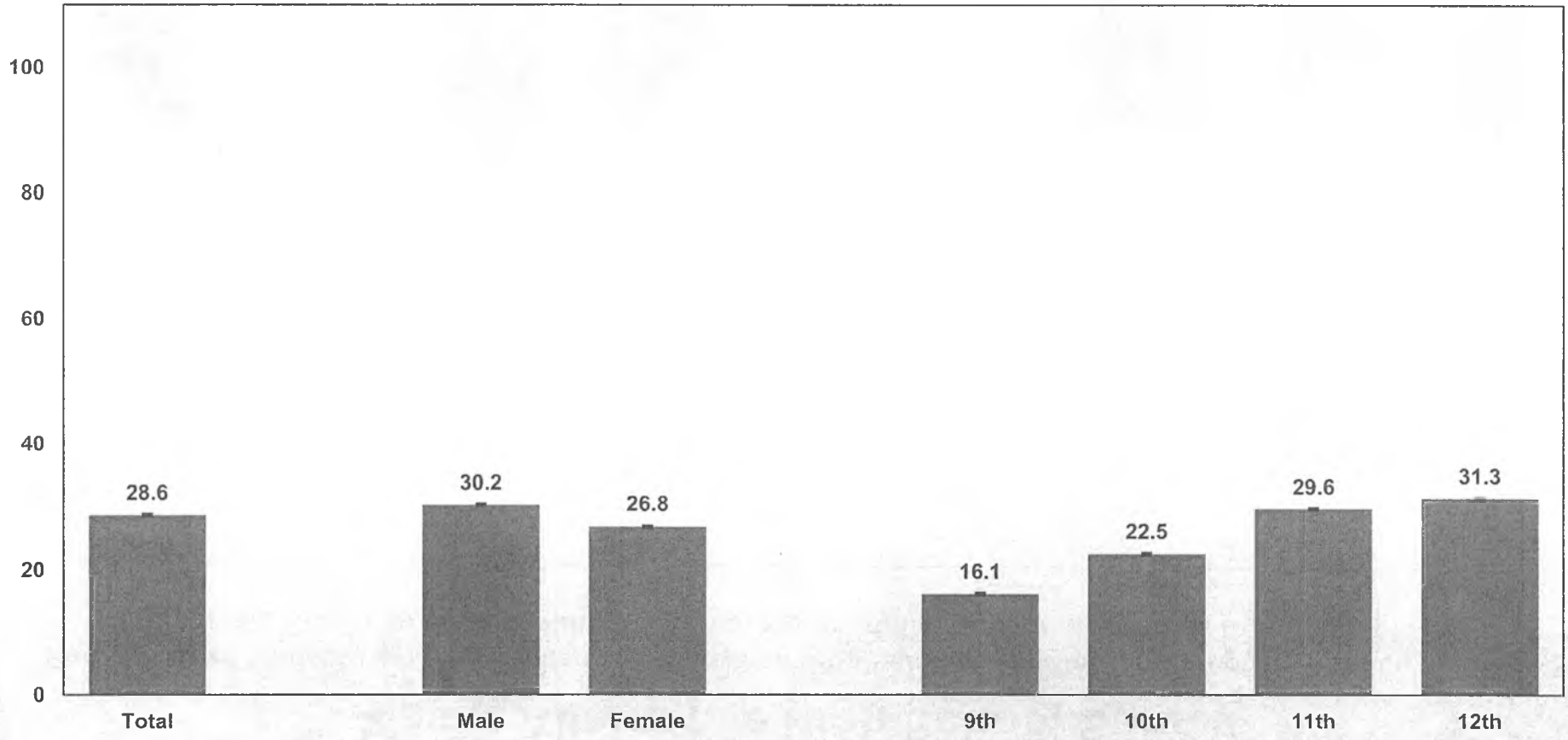


Q54 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used ecstasy one or more times during their life

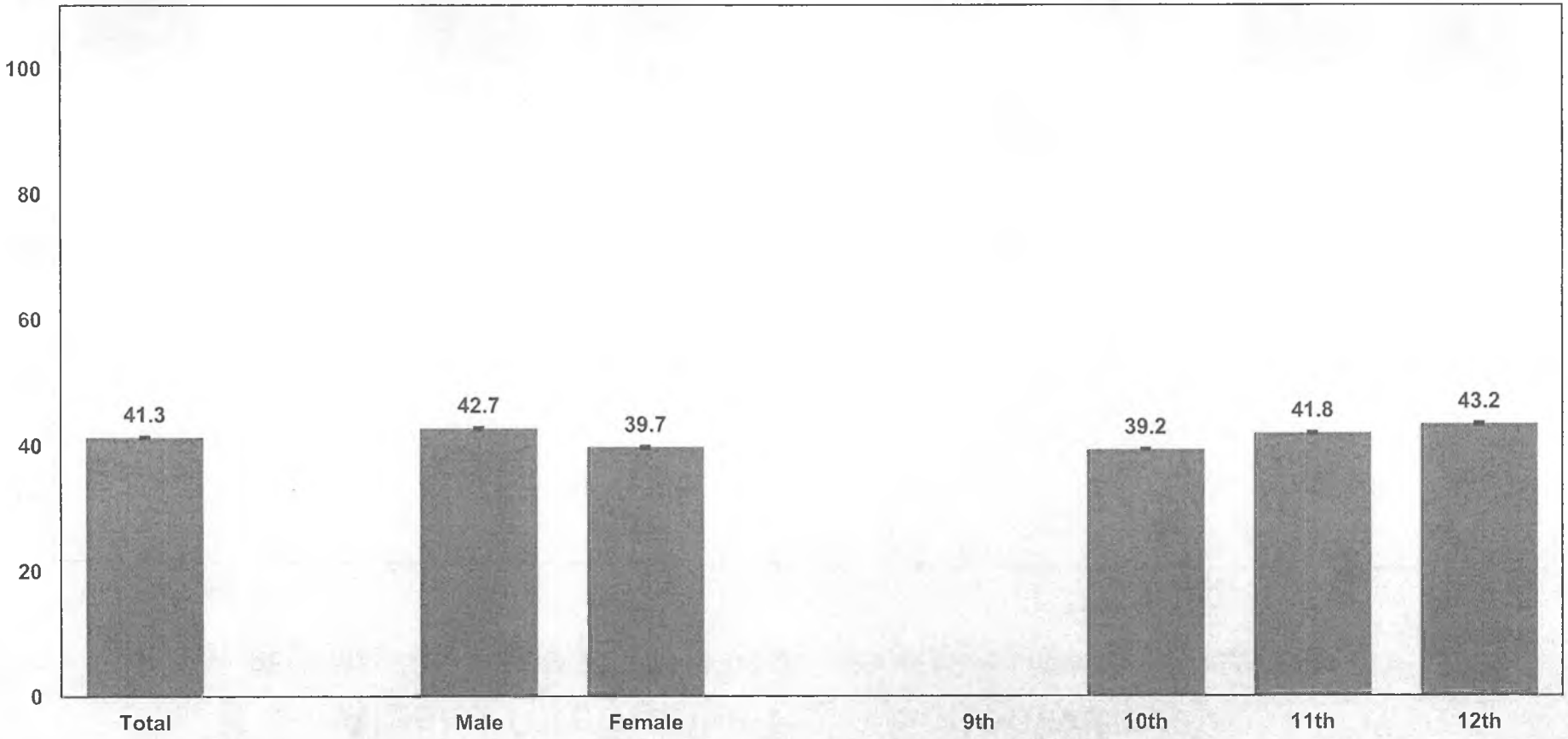


Q55 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who have taken a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription one or more times during their life

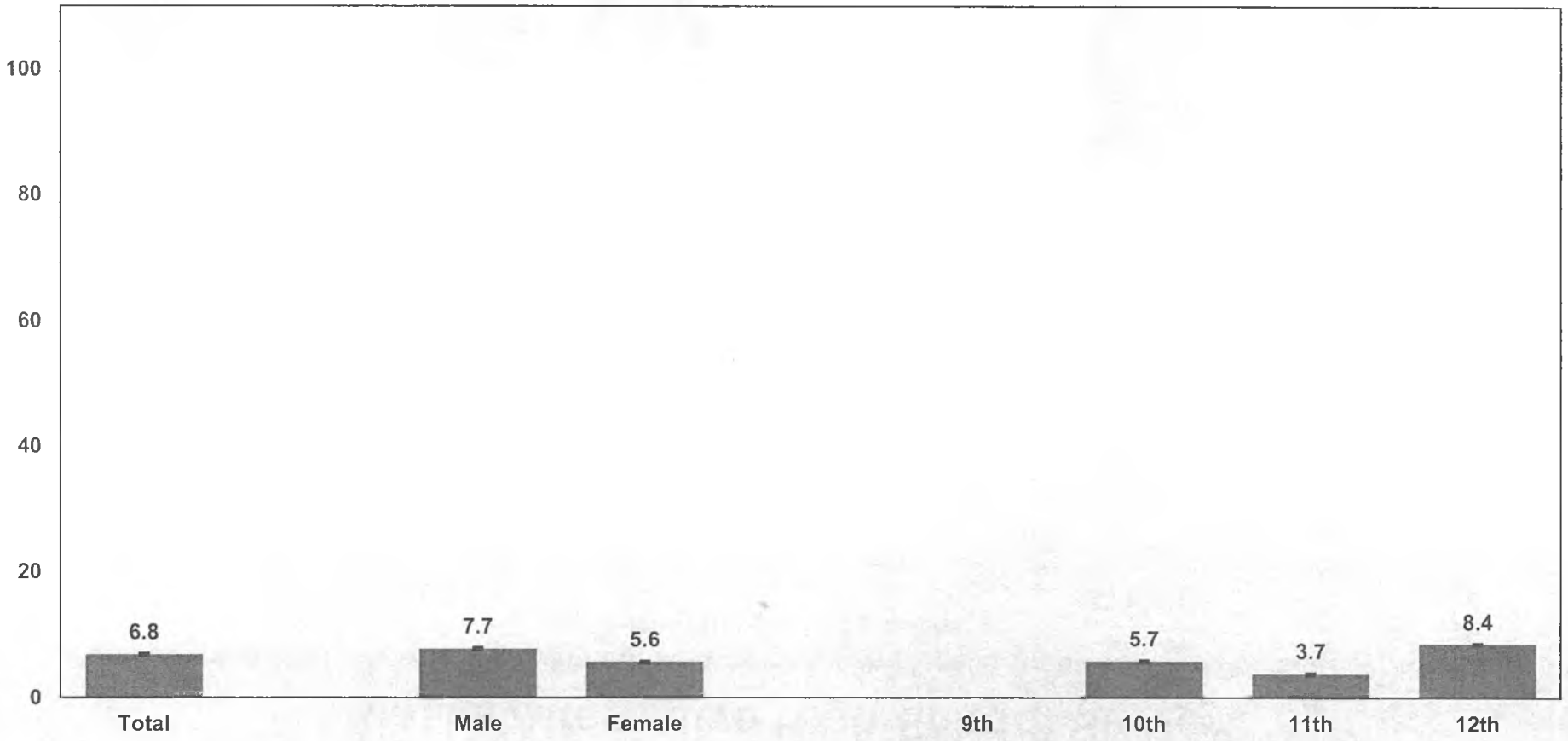


Q57 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who used a needle to inject any illegal drug into their body one or more times during their life

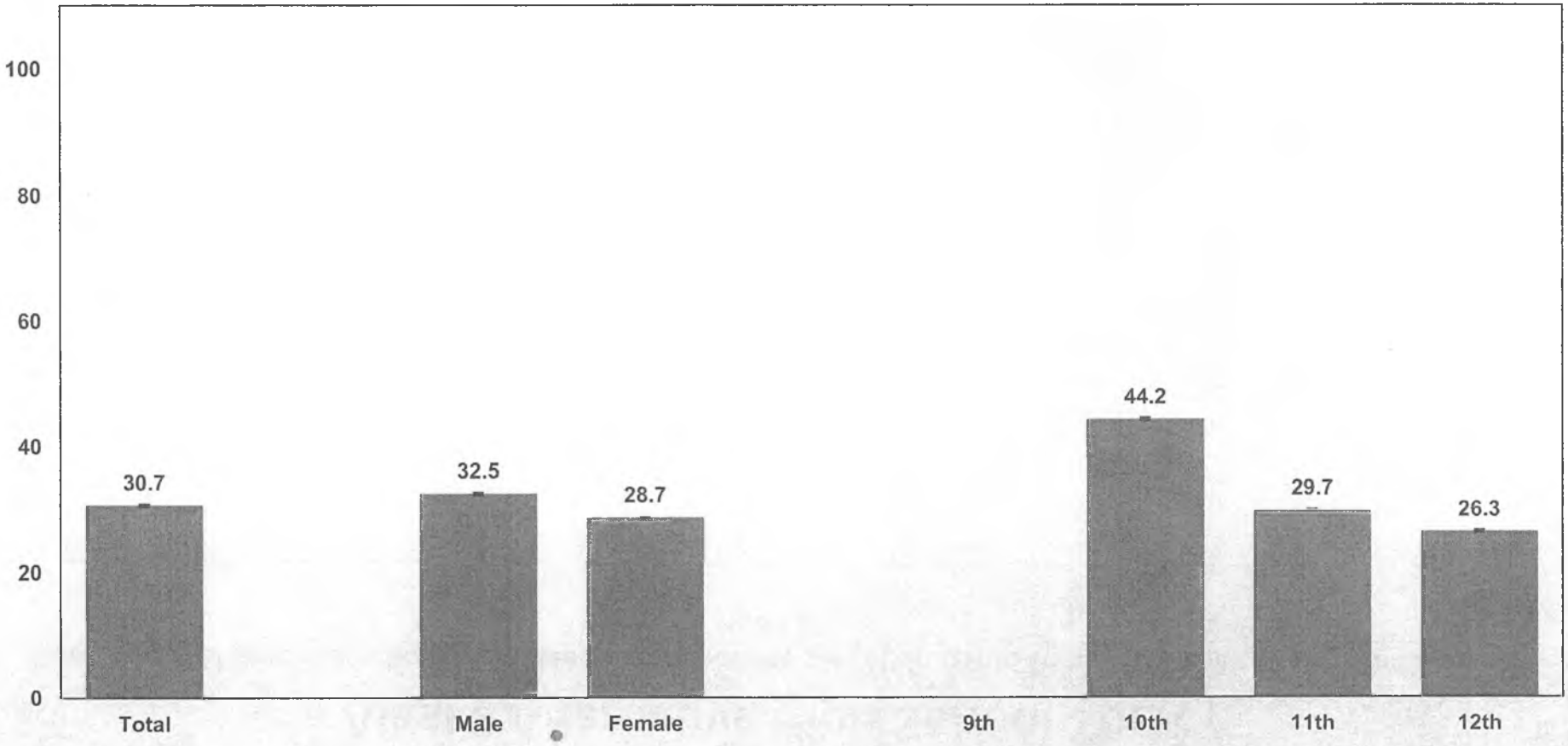


Q58 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were offered, sold, or given an illegal drug by someone on school property during the past 12 months

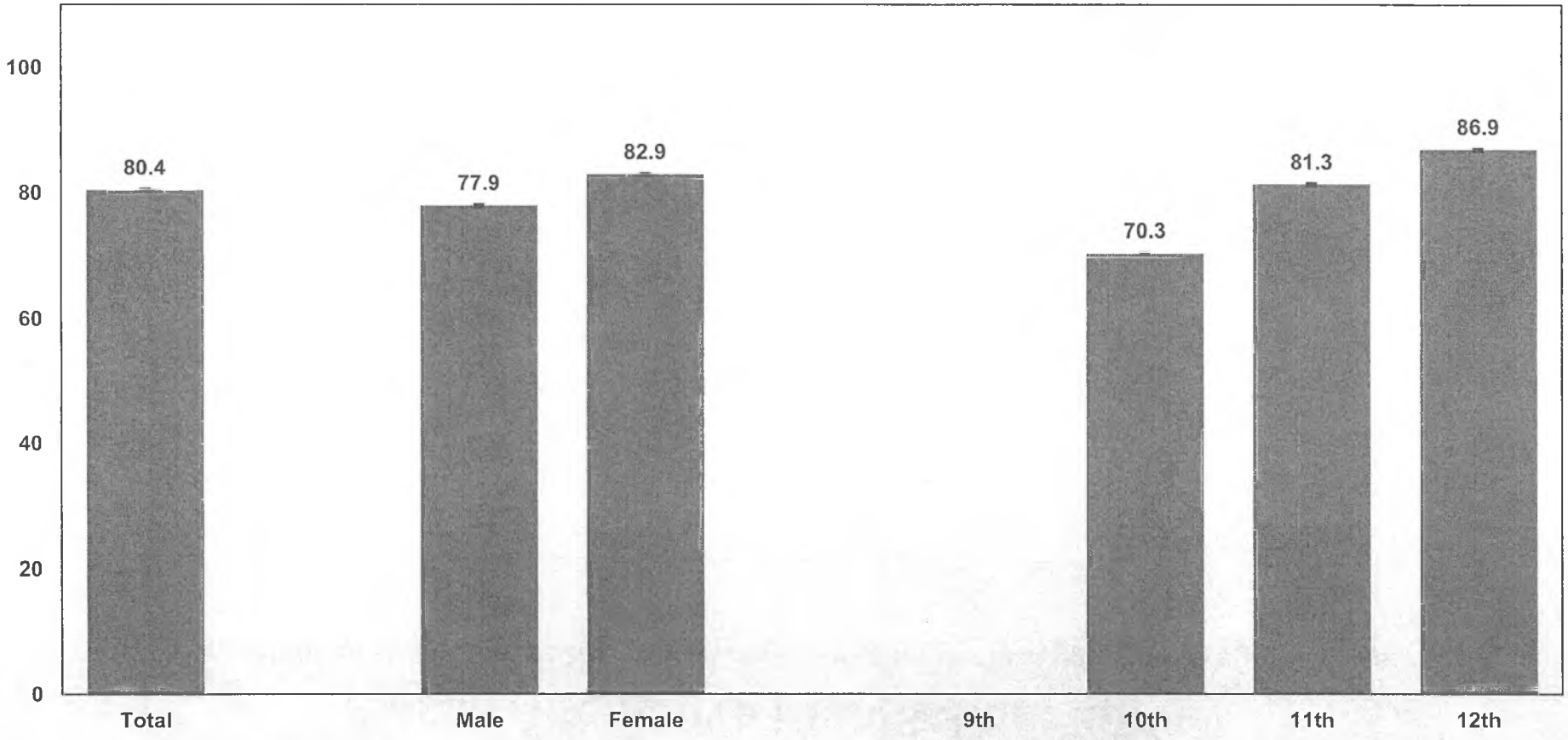


Q59 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ever had sexual intercourse

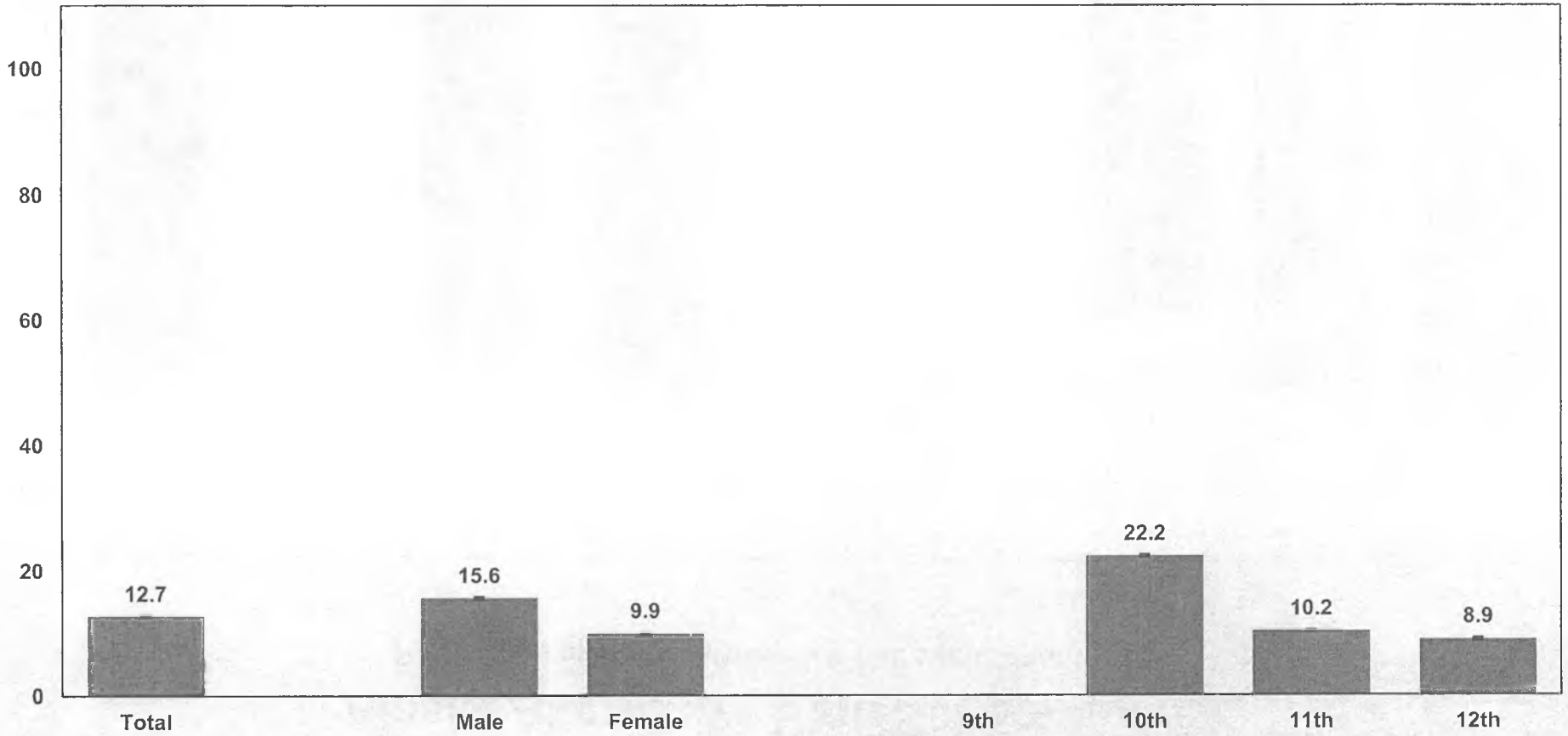


Q60 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had sexual intercourse for the first time before age 13 years

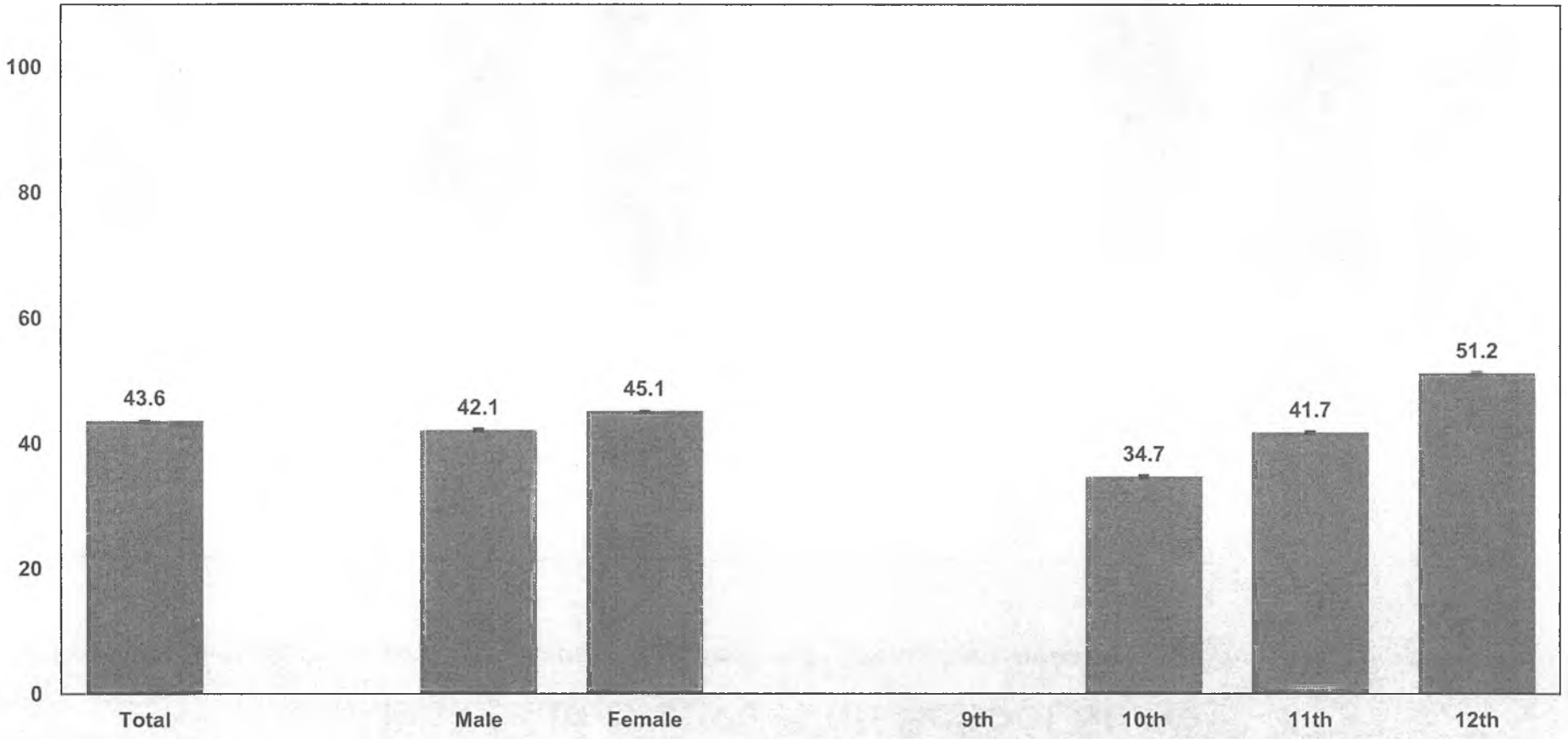


Q61 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had sexual intercourse with four or more people during their life

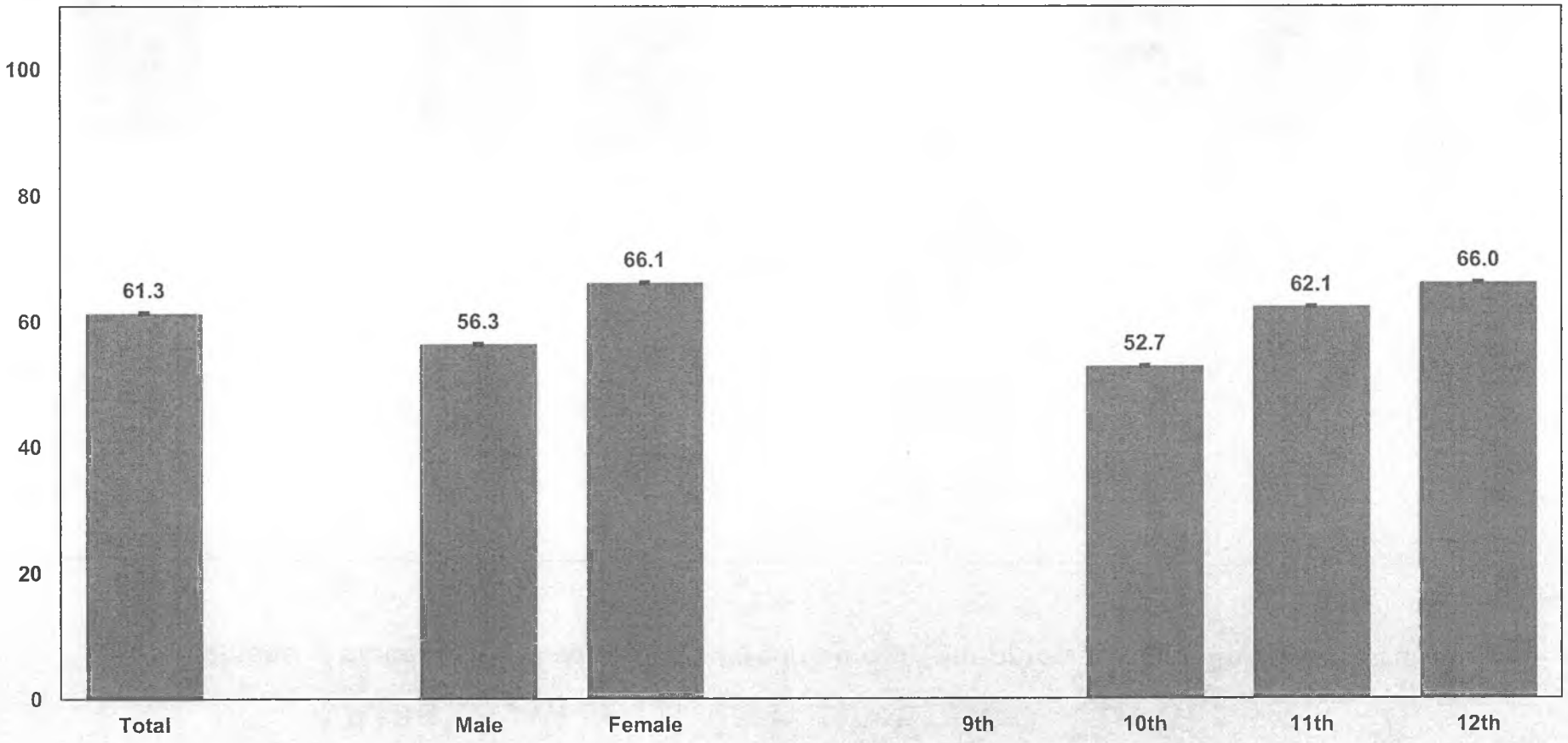


Q62 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had sexual intercourse with one or more people during the past three months

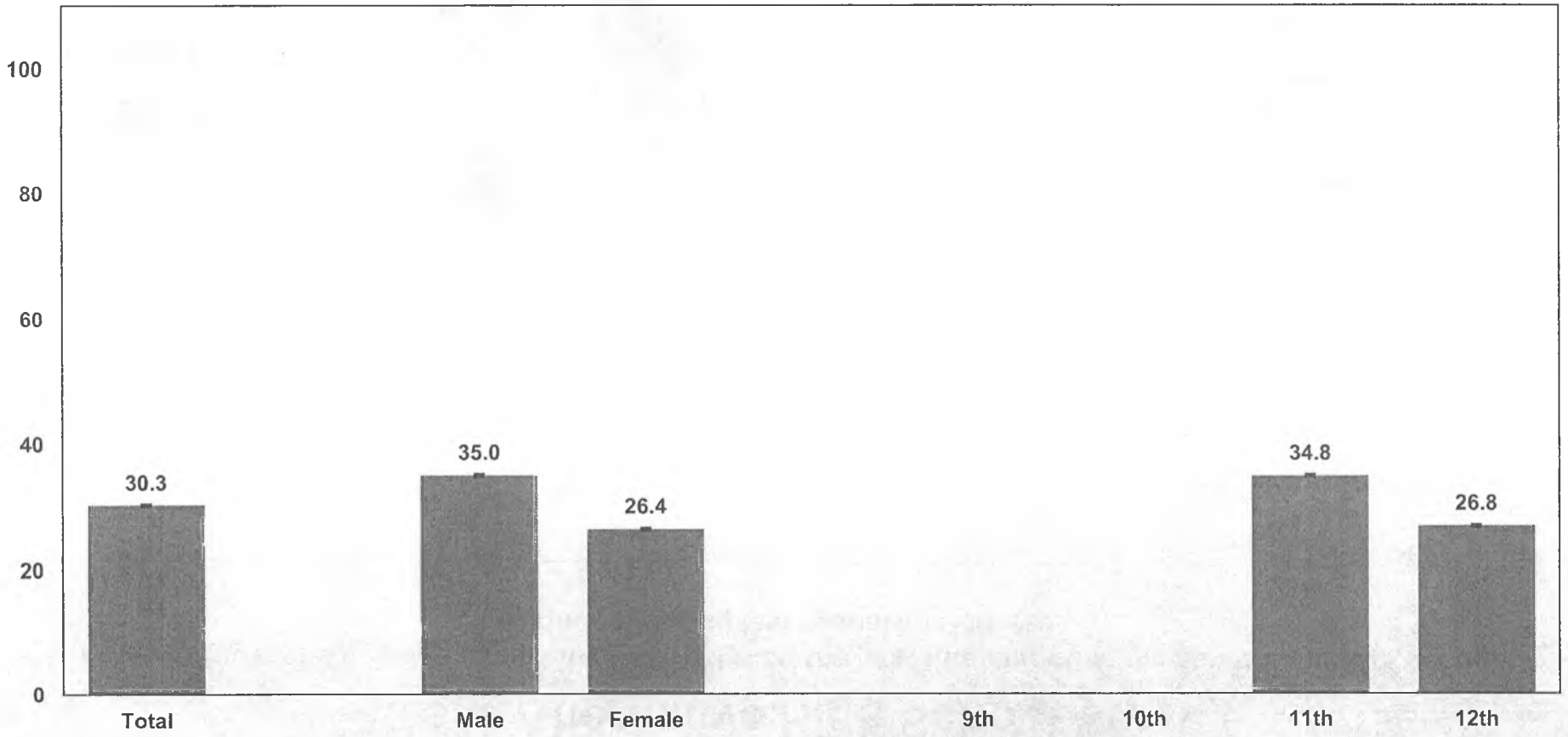


Q63 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who had sexual intercourse during the past three months, the percentage who drank alcohol or used drugs before last sexual intercourse

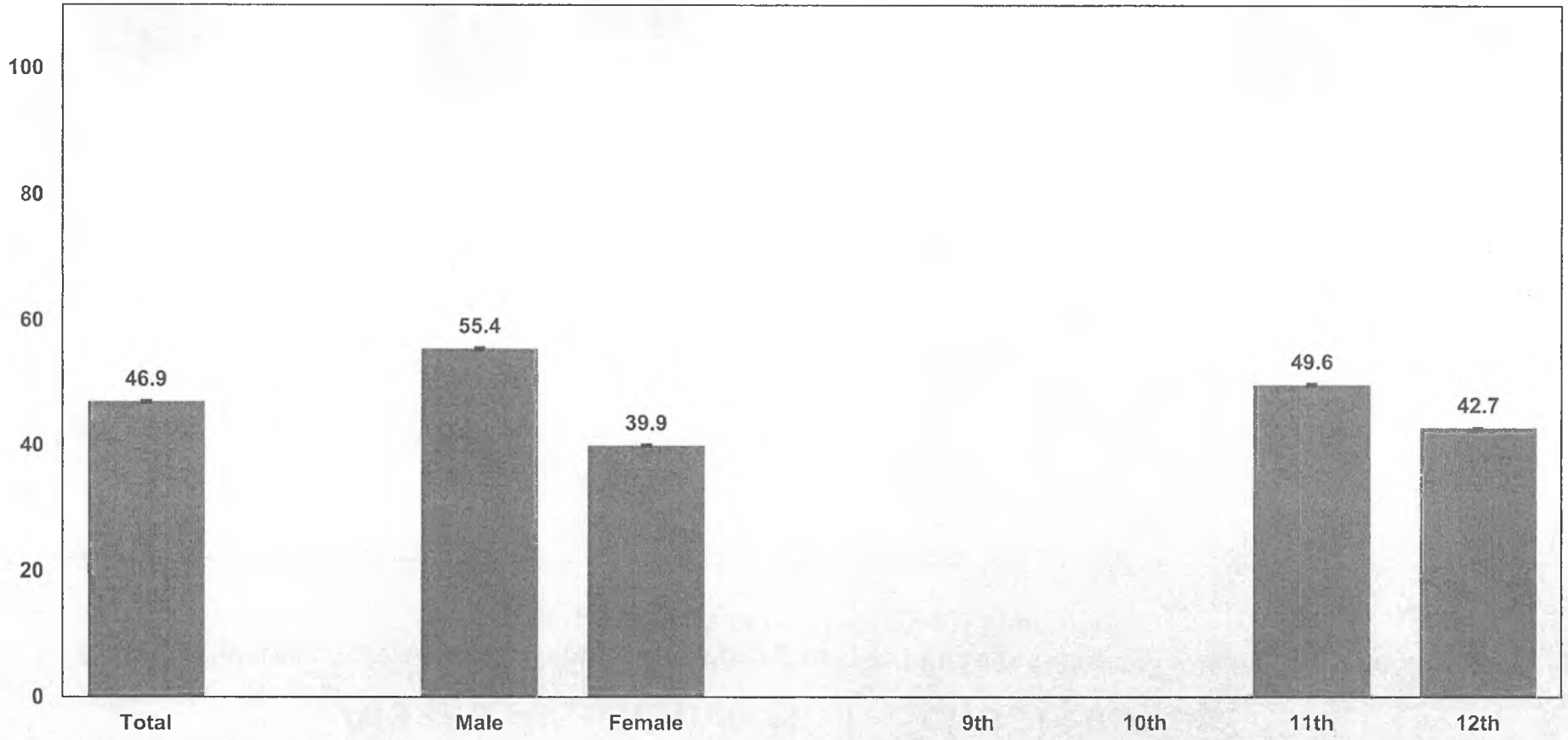


Q64 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used a condom during last sexual intercourse

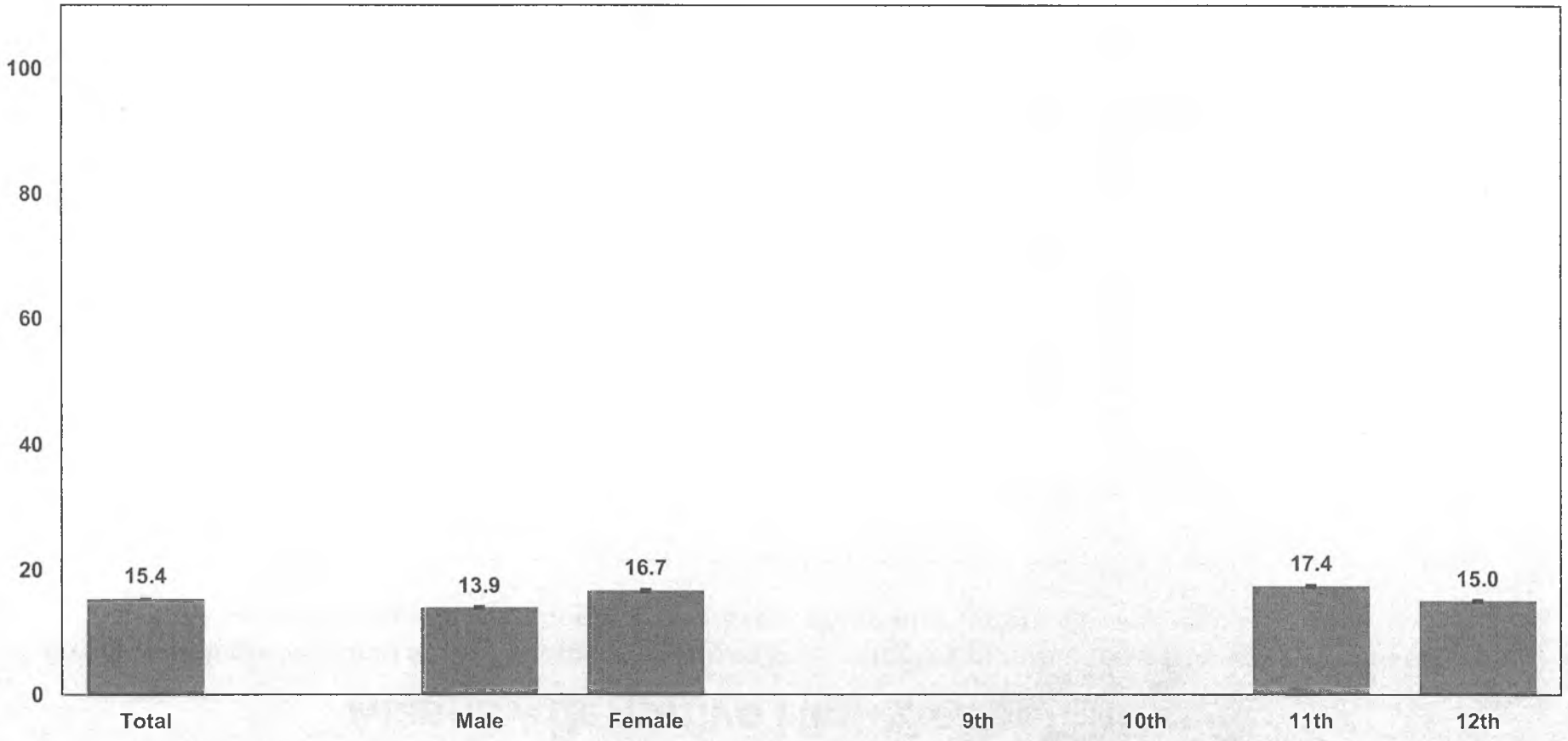


Q65 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used birth control pills to prevent pregnancy before last sexual intercourse

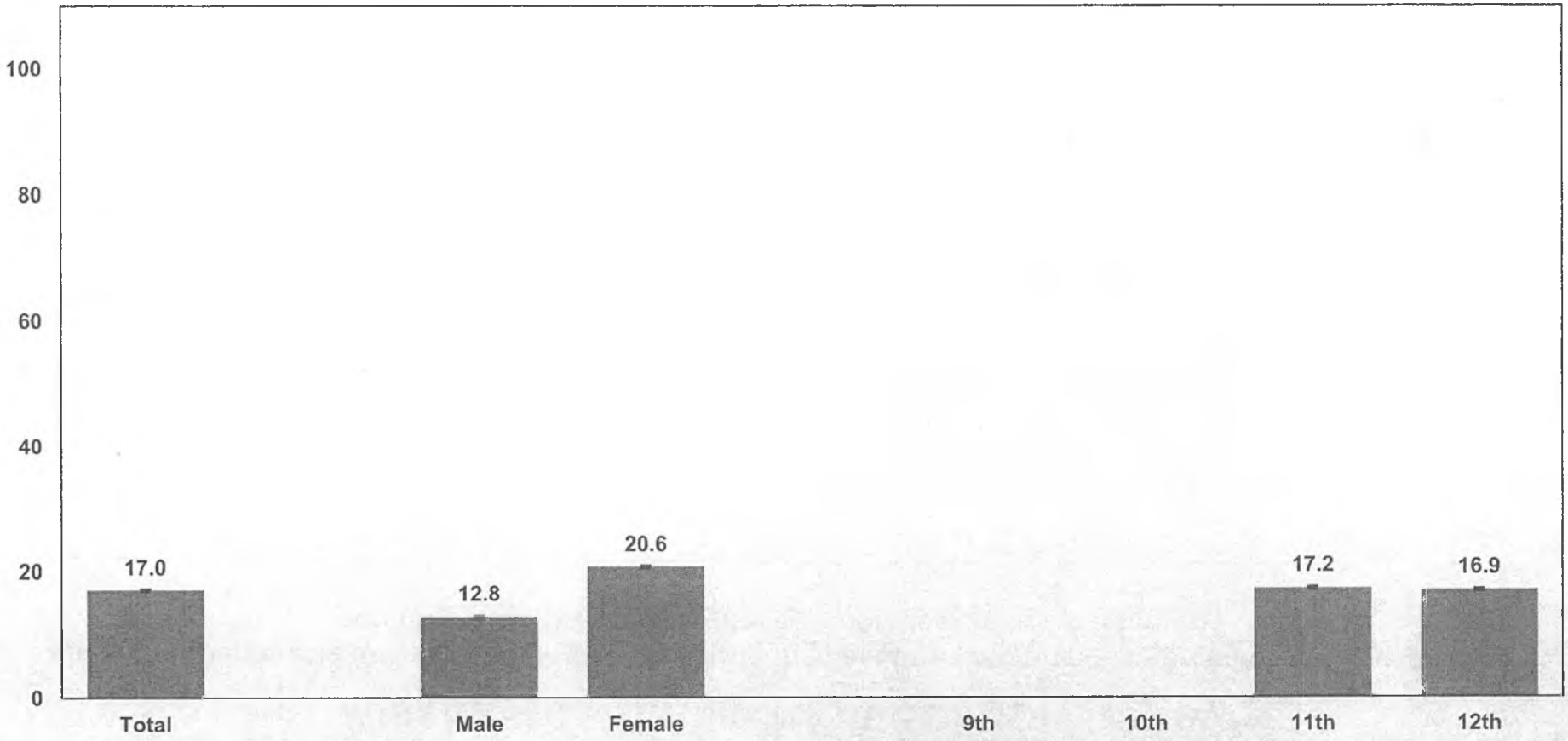


Q66 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used Depo-Provera (injectable birth control) to prevent pregnancy before last sexual intercourse

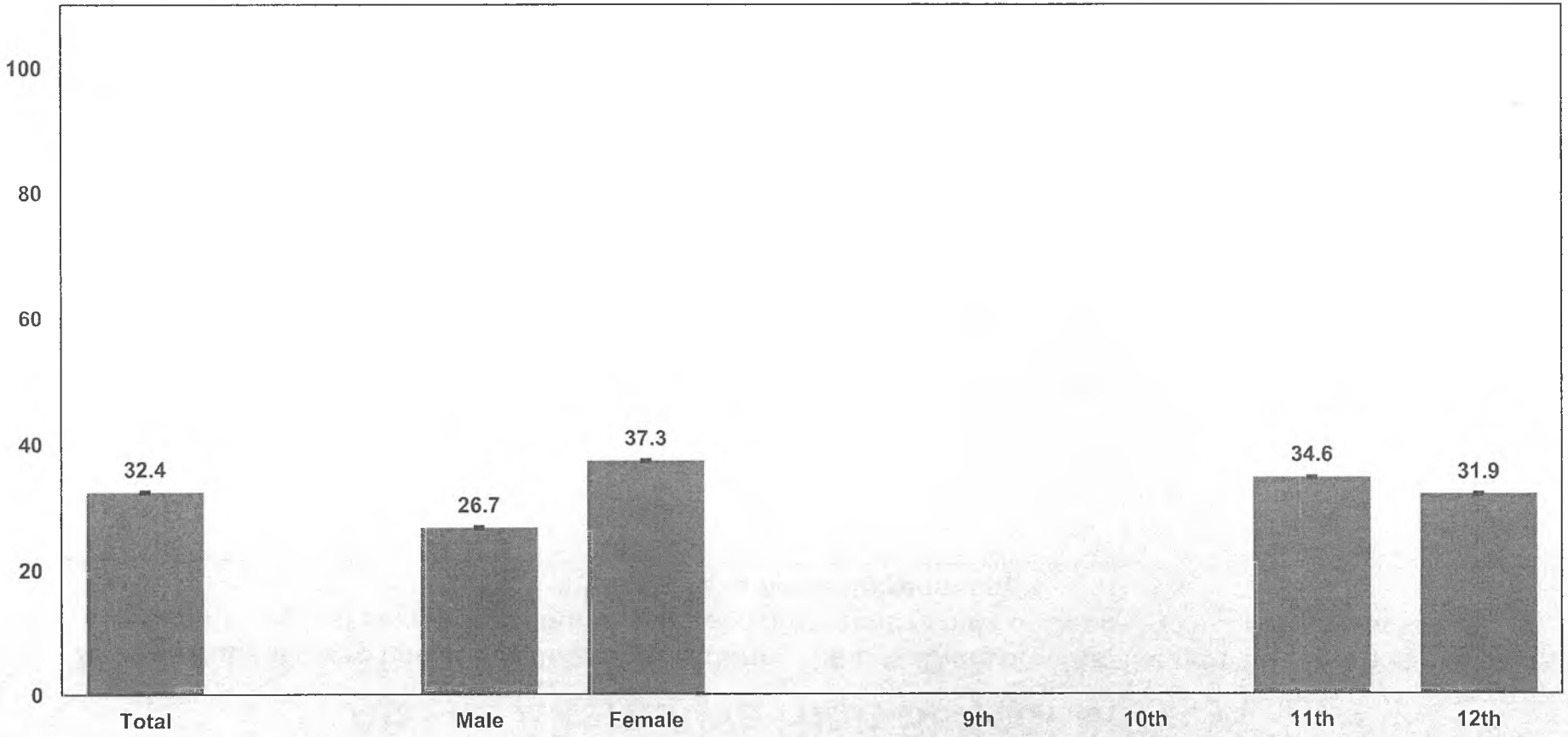


QNDEPO - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used Depo-Provera (injectable birth control) or birth control pills to prevent pregnancy before last sexual intercourse

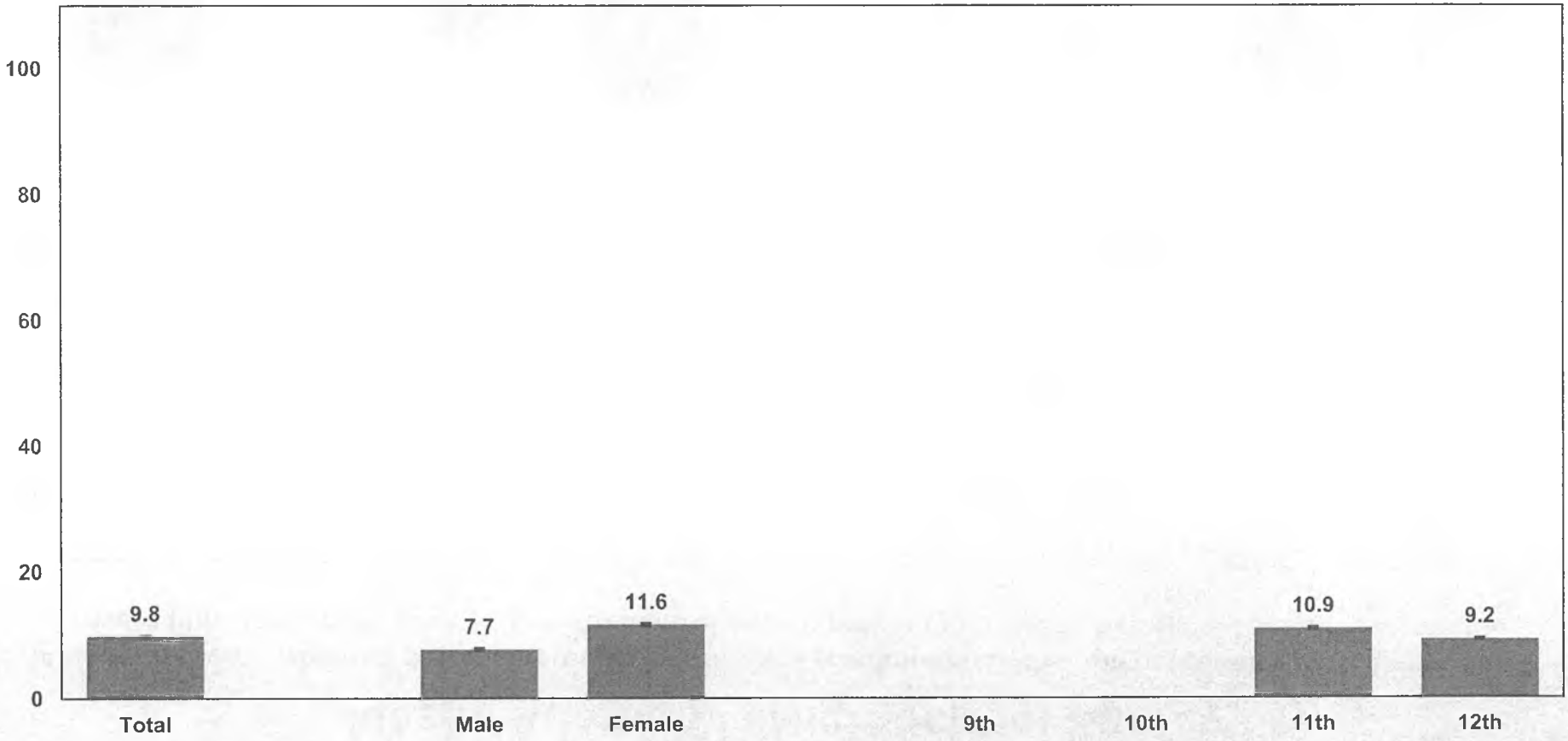


QNDEPOPL - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Among students who had sexual intercourse during the past three months, the percentage who used a condom during last sexual intercourse and used birth control pills or Depo-Provera before last sexual intercourse to prevent pregnancy

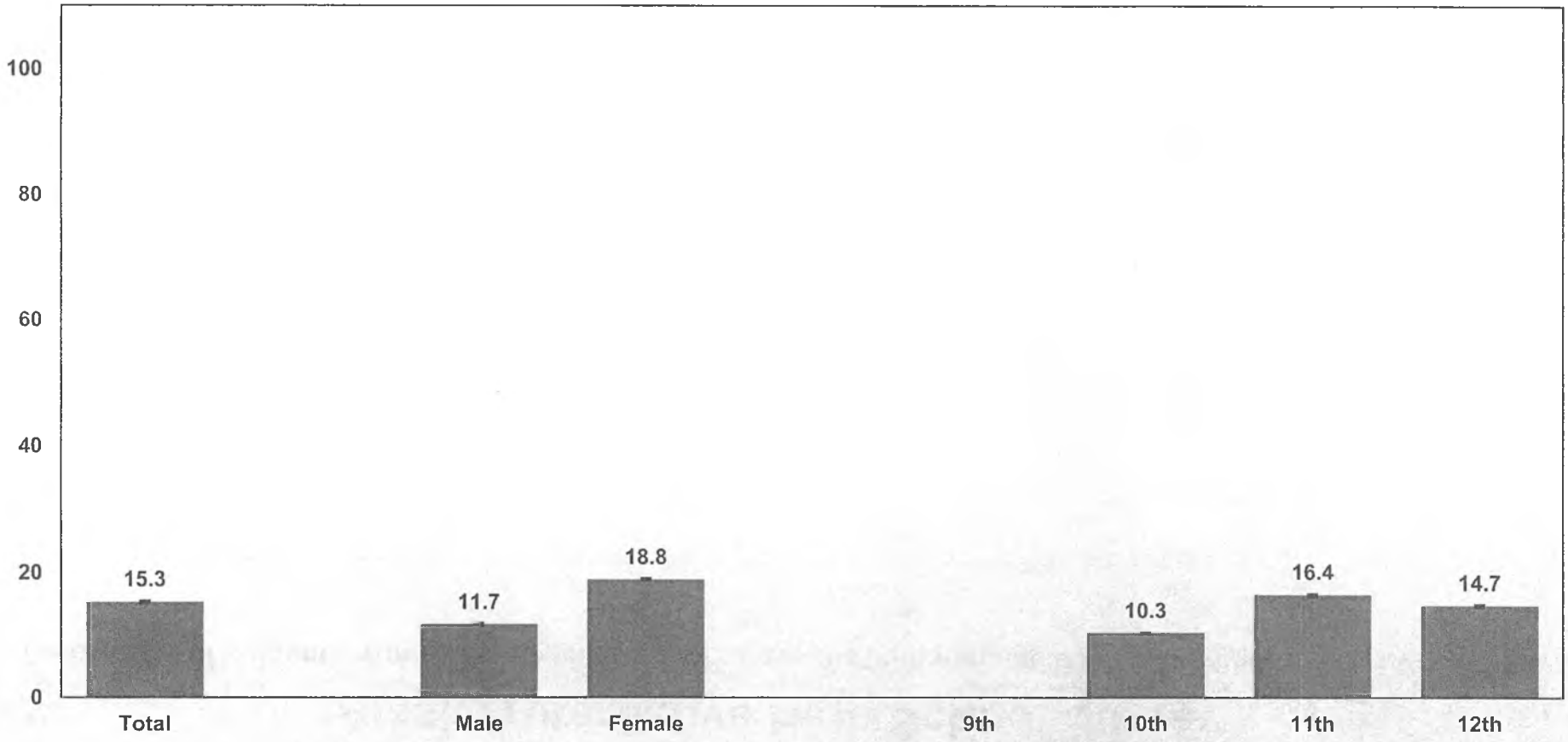


QNDUAL - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex)**

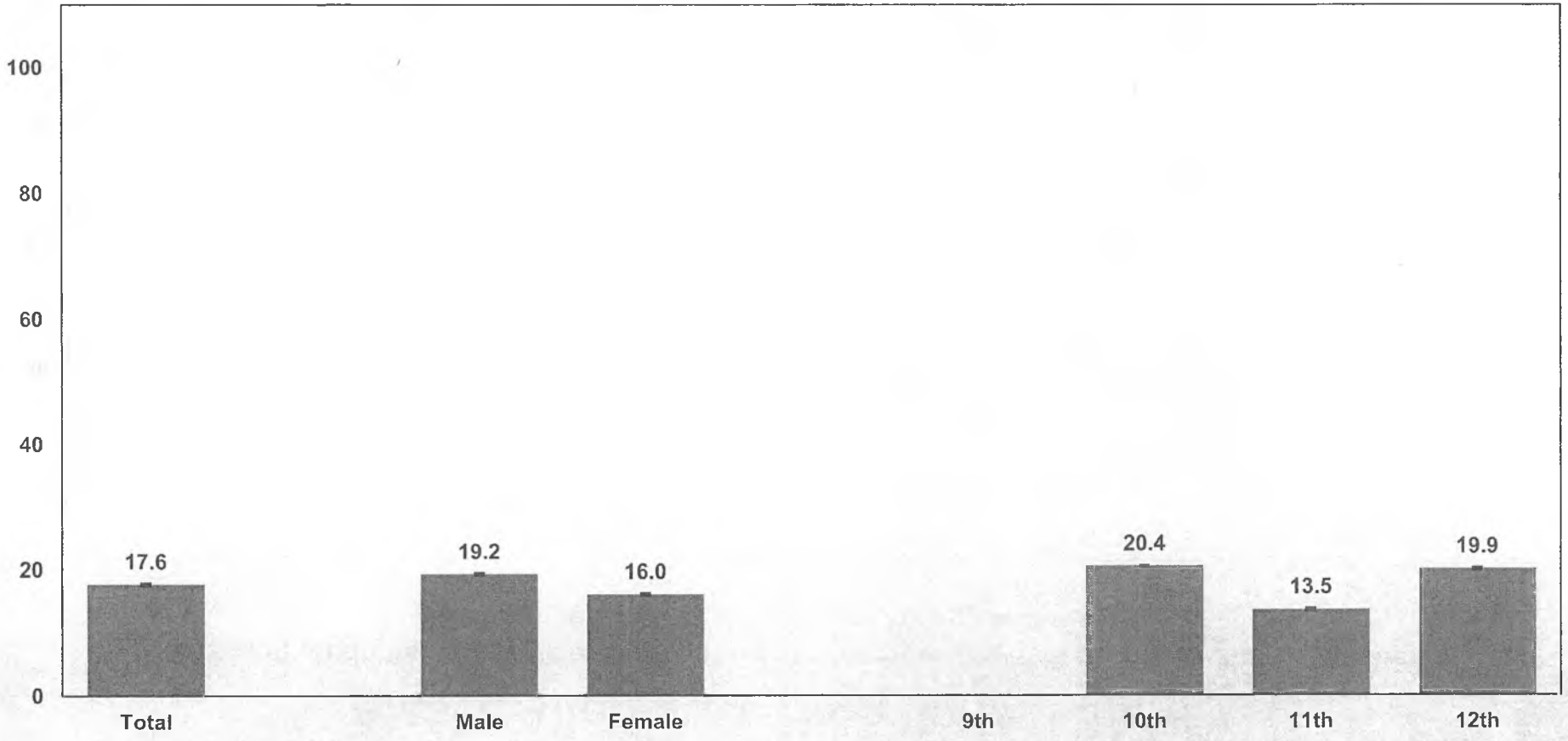


**QNOWT - Weighted Data - Based on reference data from the 2000 CDC Growth Charts.
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were obese (i.e., at or above the 95th percentile for body mass index, by age and sex)**

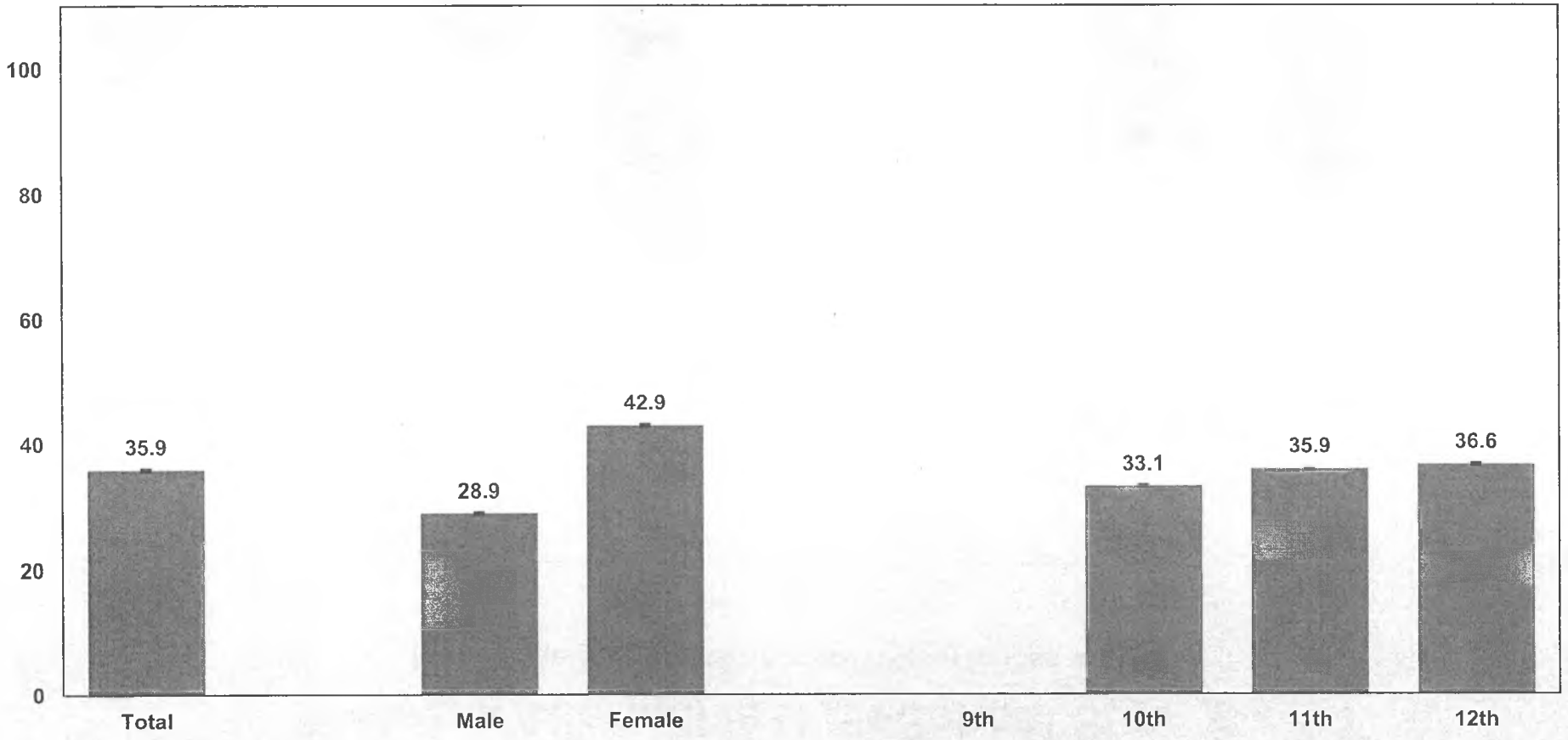


**QNOBESE - Weighted Data - Based on reference data from the 2000 CDC Growth Charts.
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who described themselves as slightly or very overweight

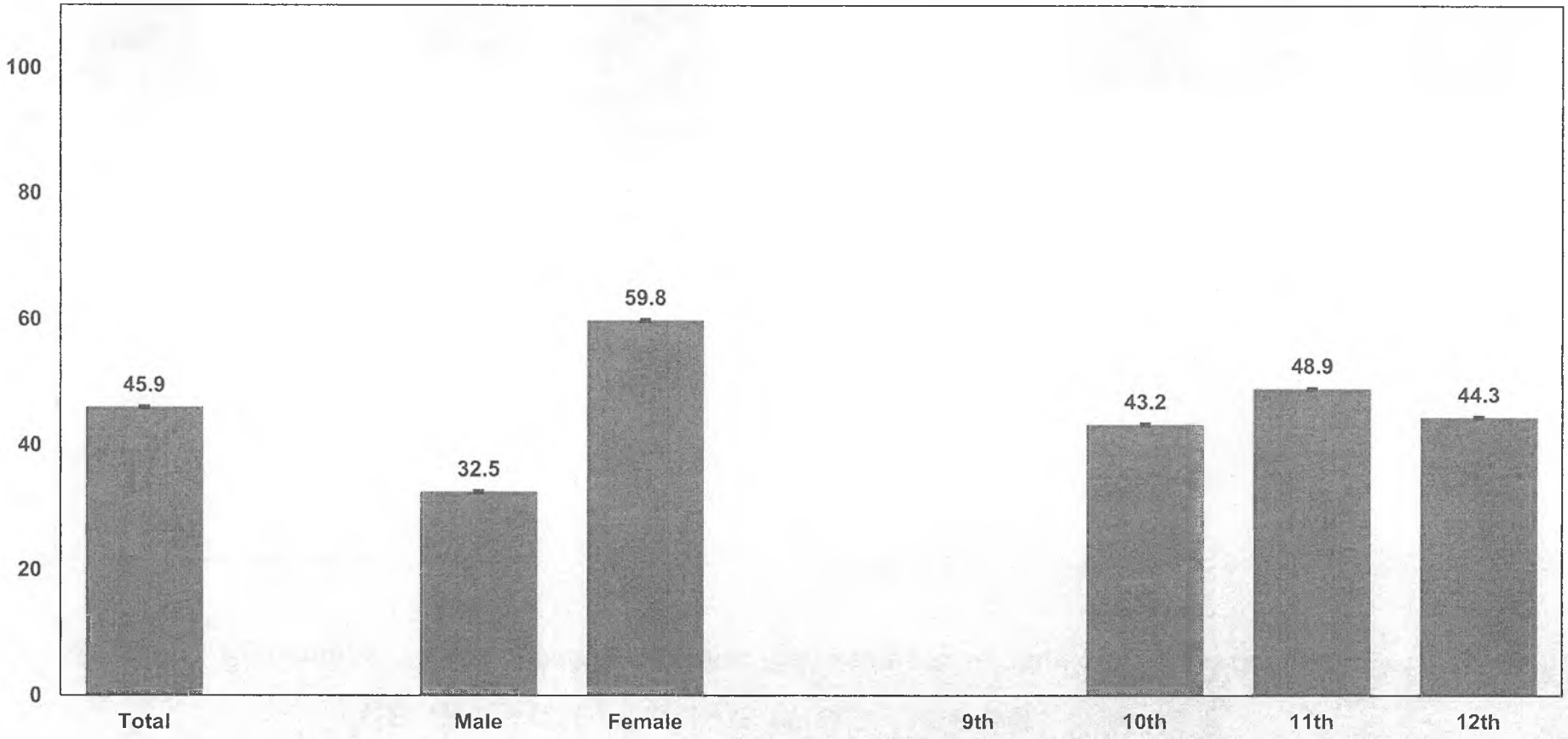


Q67 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were trying to lose weight

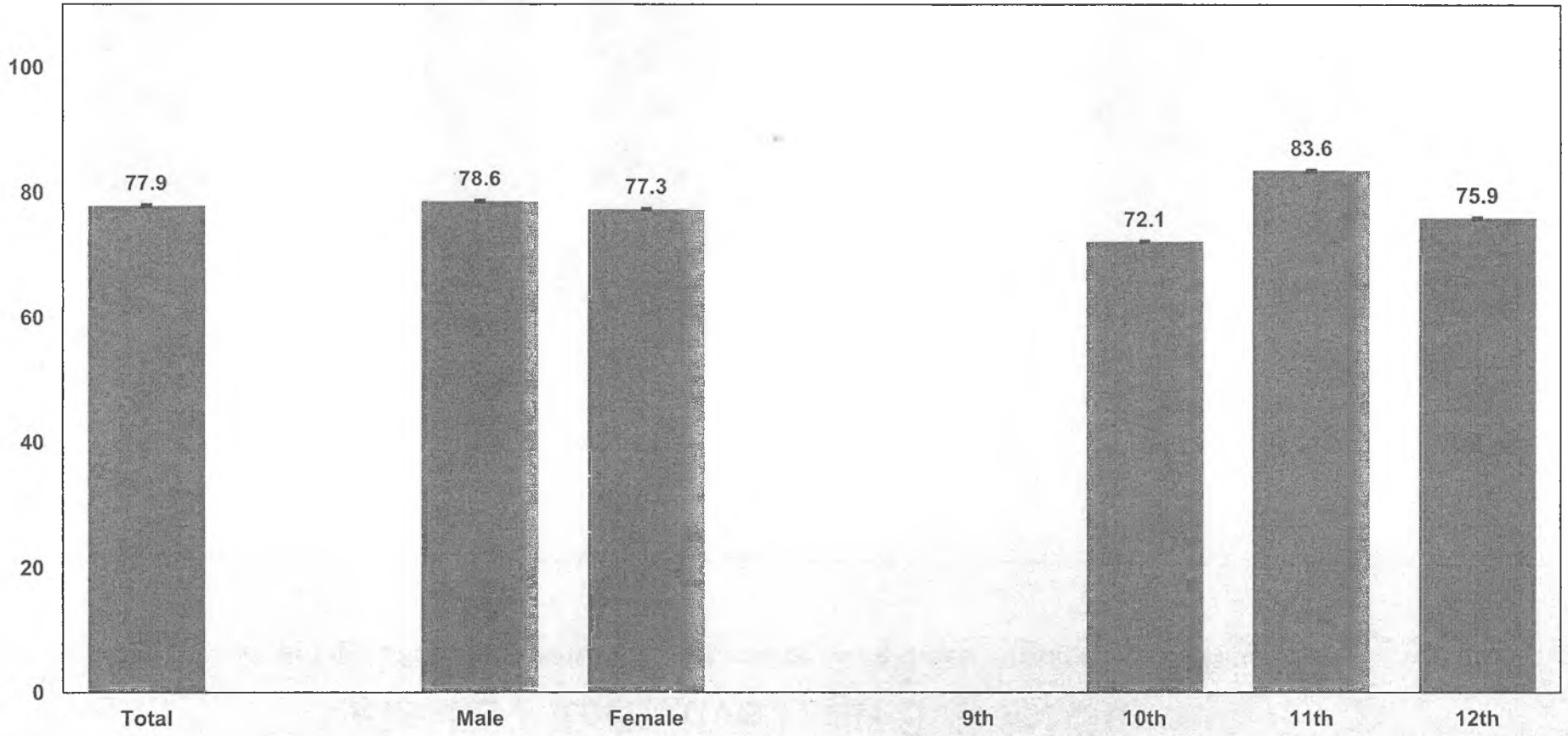


Q68 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who drank 100% fruit juices one or more times during the past seven days

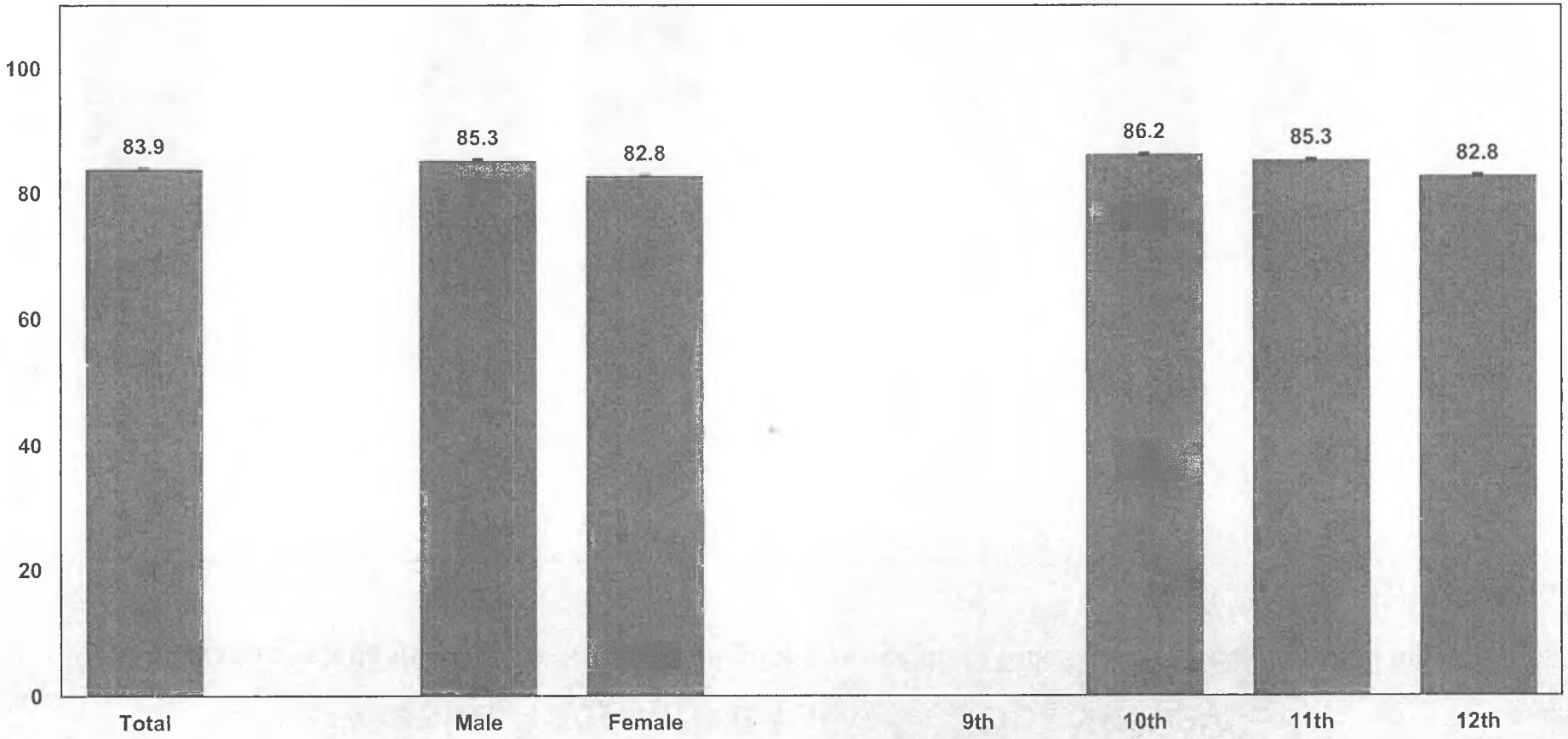


Q72 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate fruit one or more times during the past seven days

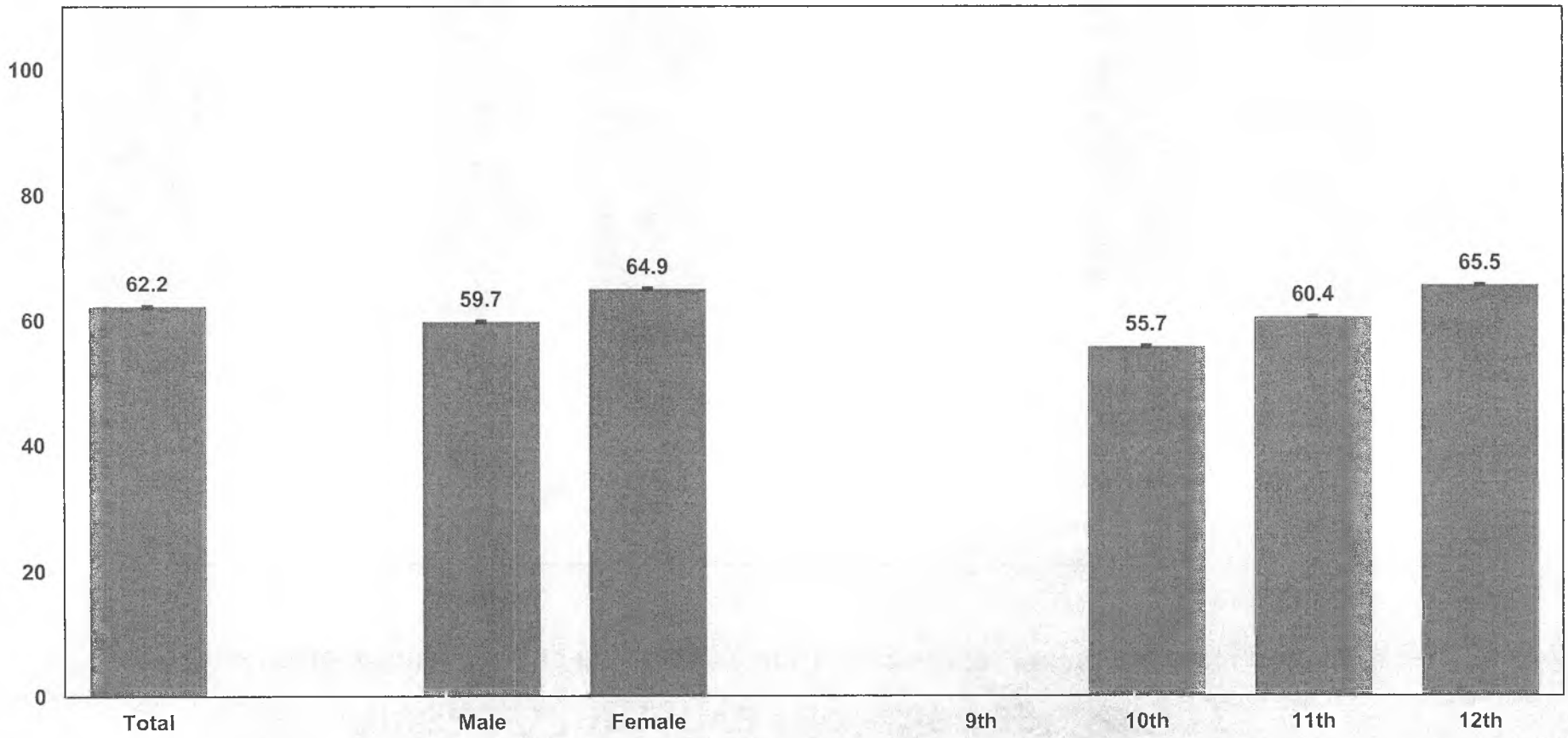


Q73 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate green salad one or more times during the past seven days

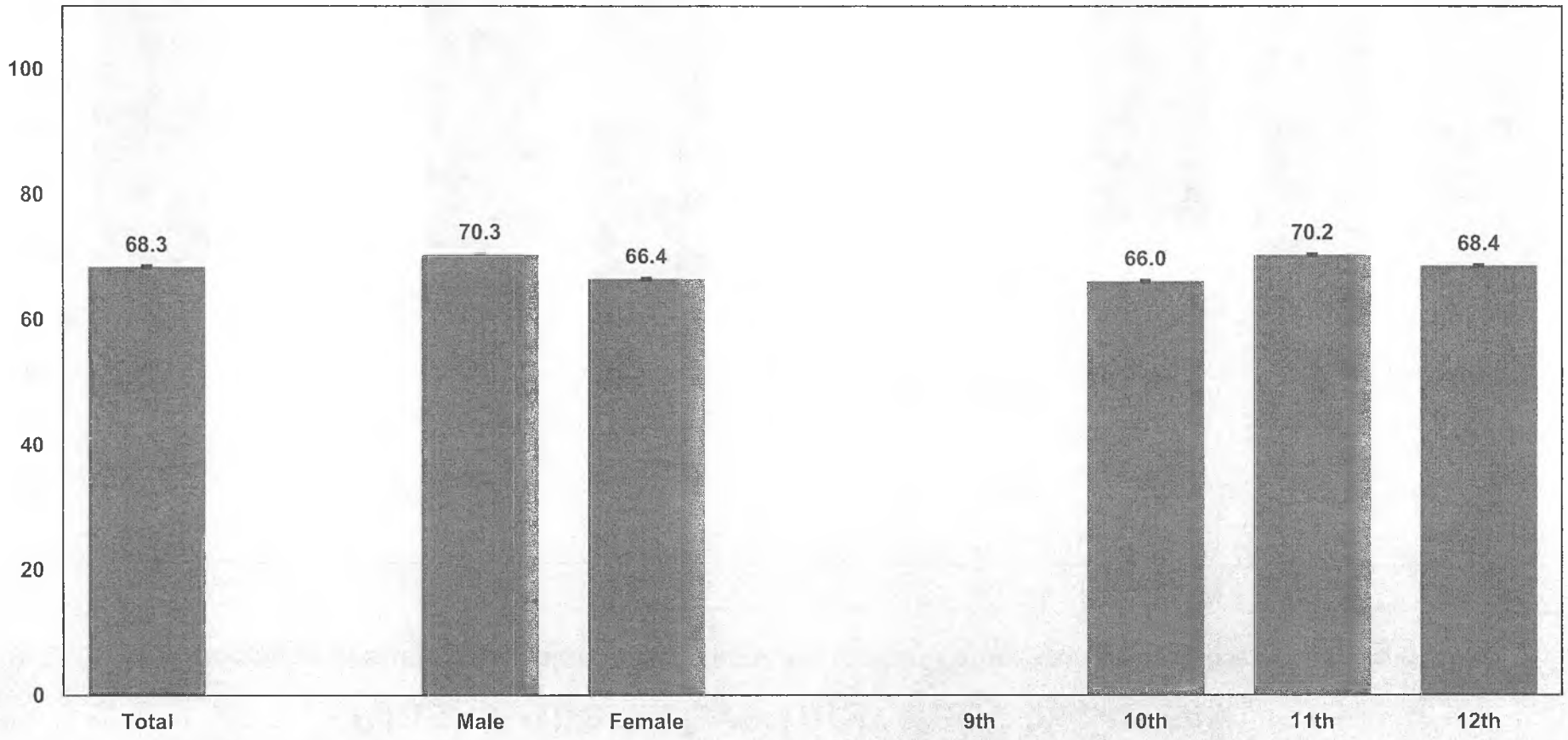


Q74 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate potatoes one or more times during the past seven days

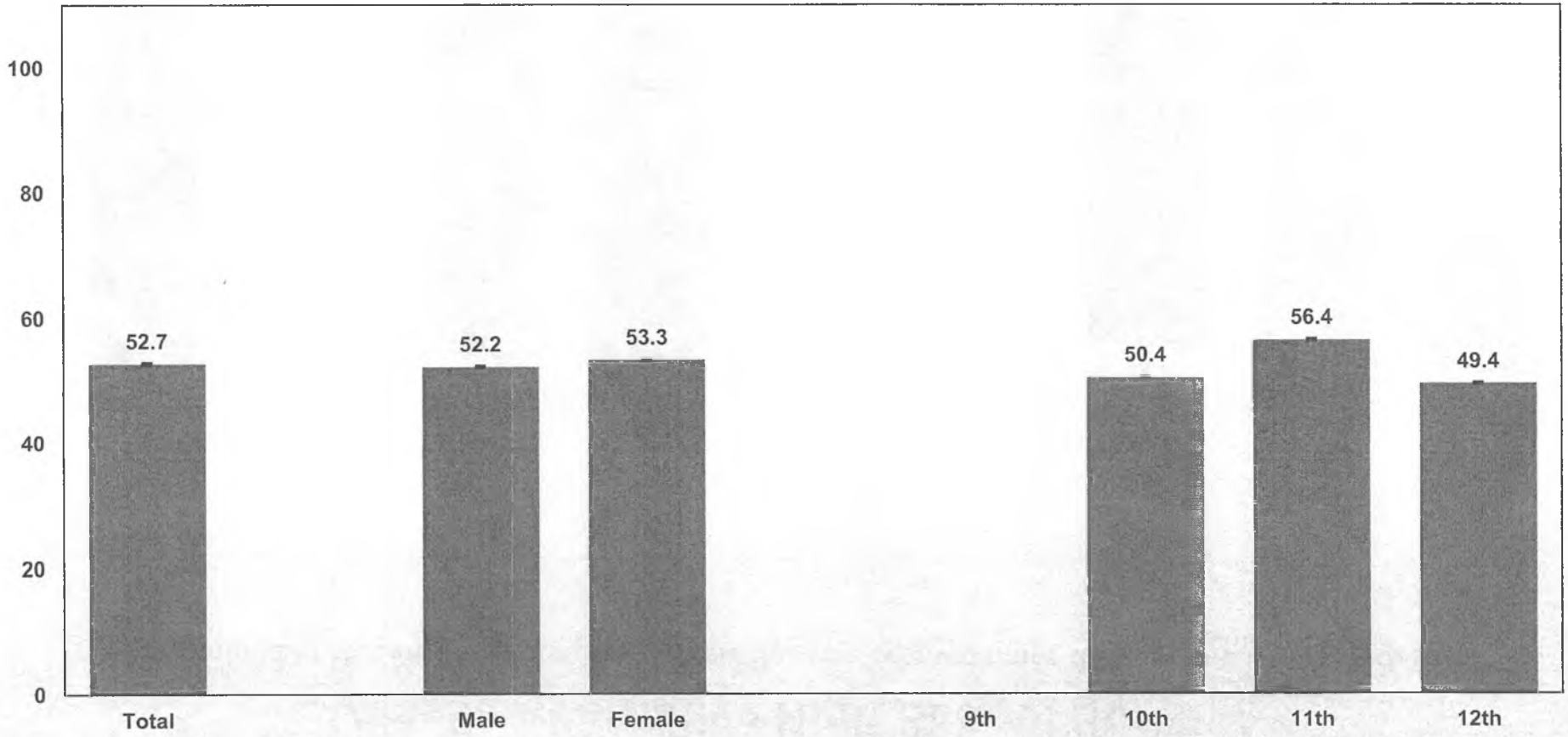


Q75 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate carrots one or more times during the past seven days

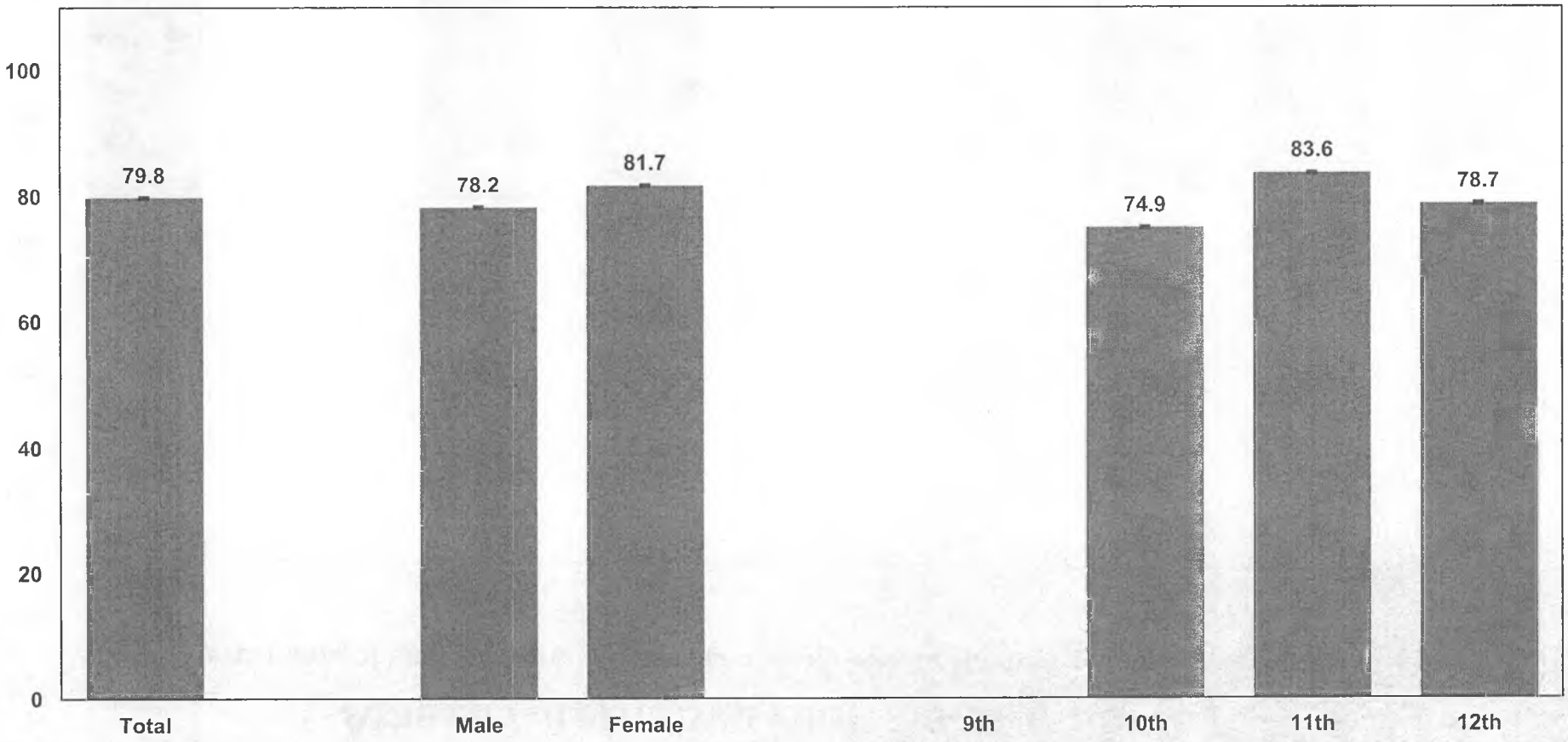


Q76 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate other vegetables one or more times during the past seven days

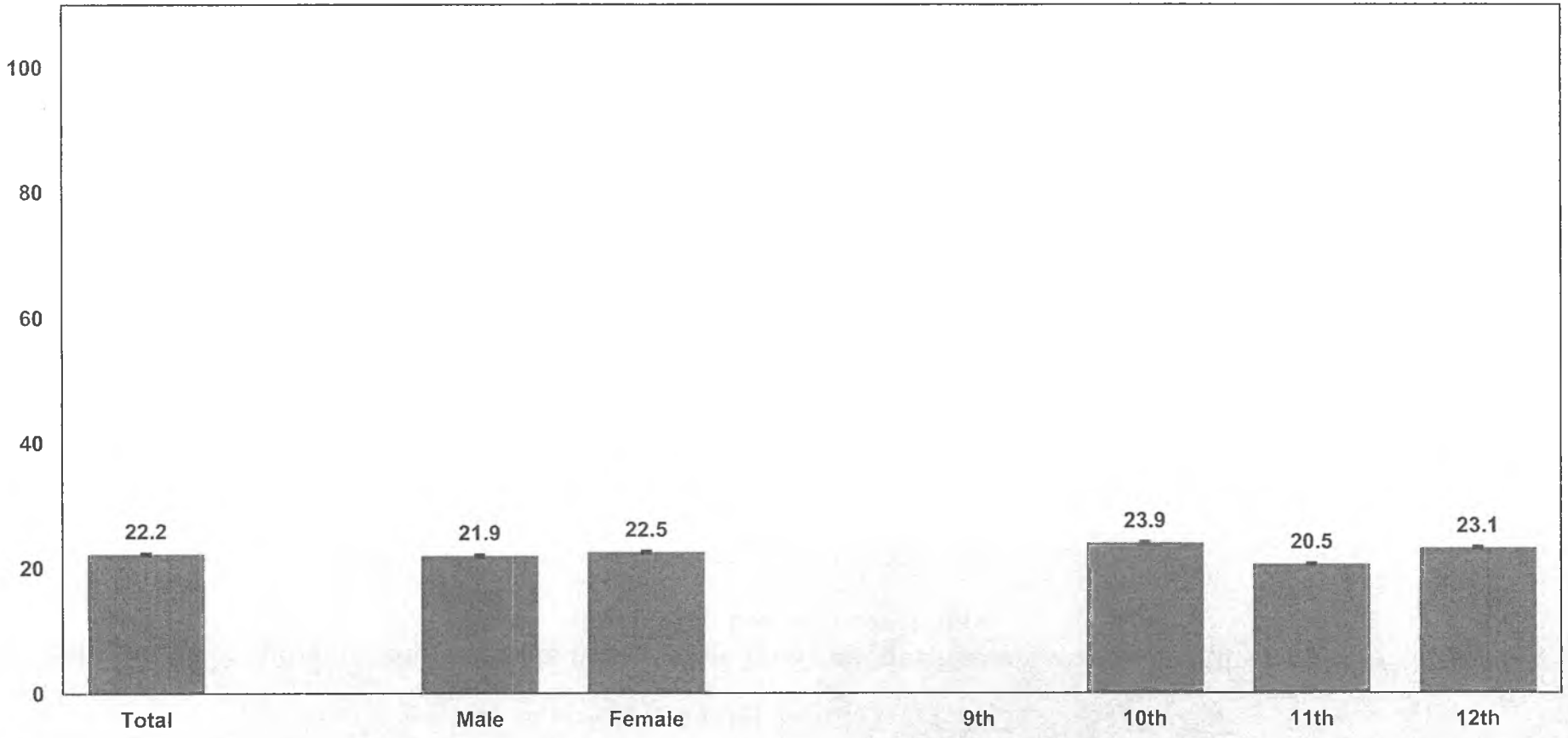


Q77 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate fruits and vegetables five or more times per day during the past seven days

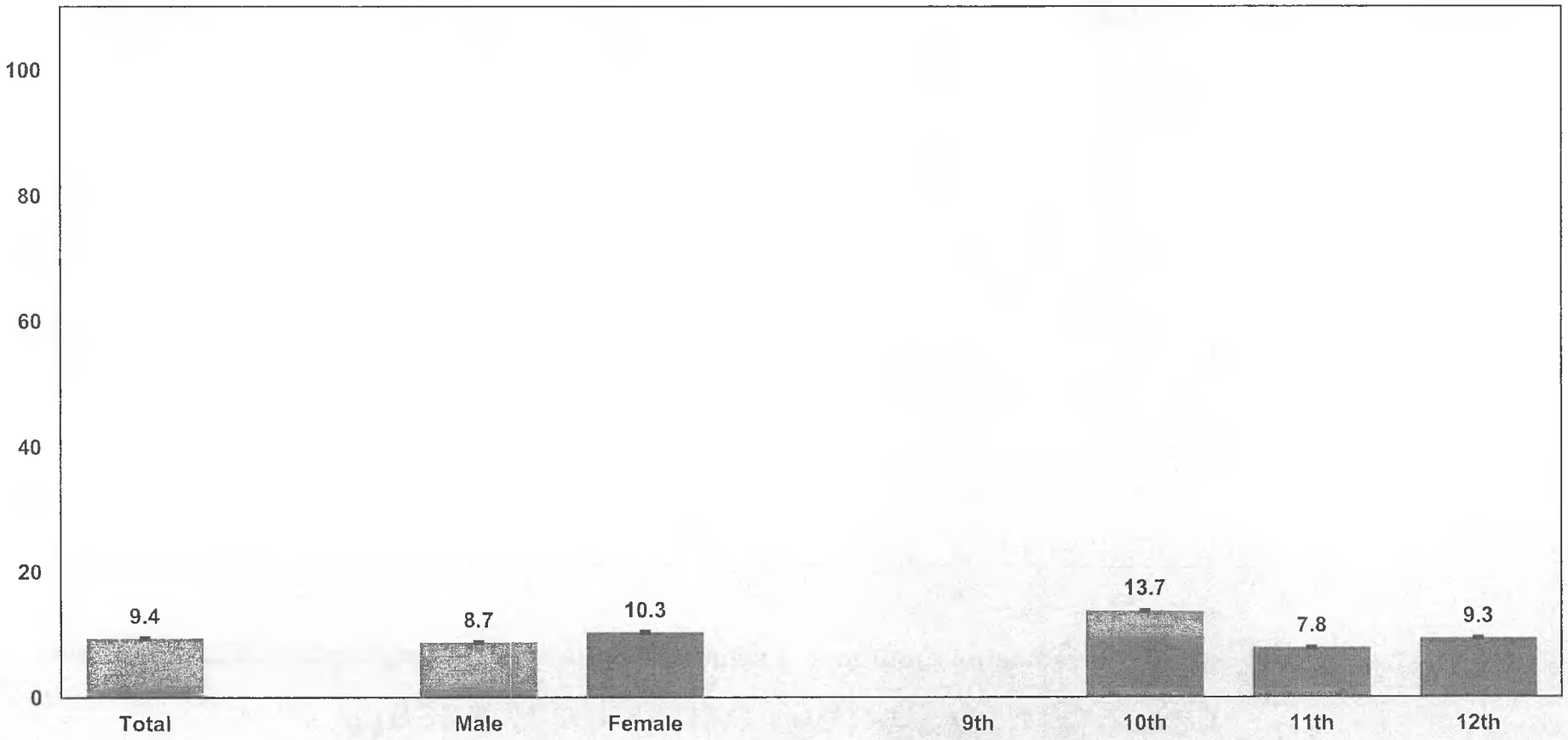


QNFRVG - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate fruits two or more times per day and ate vegetables three or more times per day during the past seven days

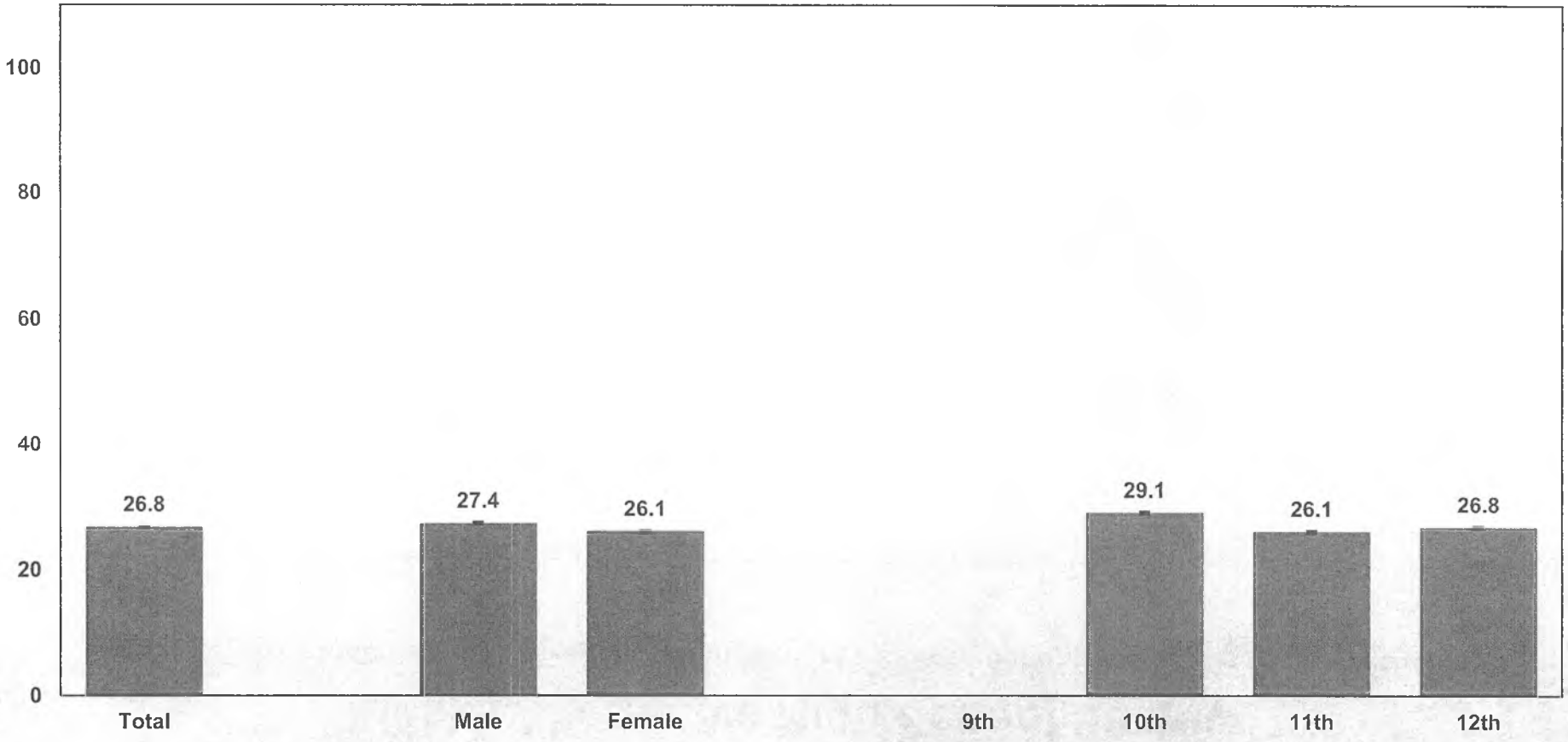


QNFRVG2 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate fruits two or more times per day during the past seven days

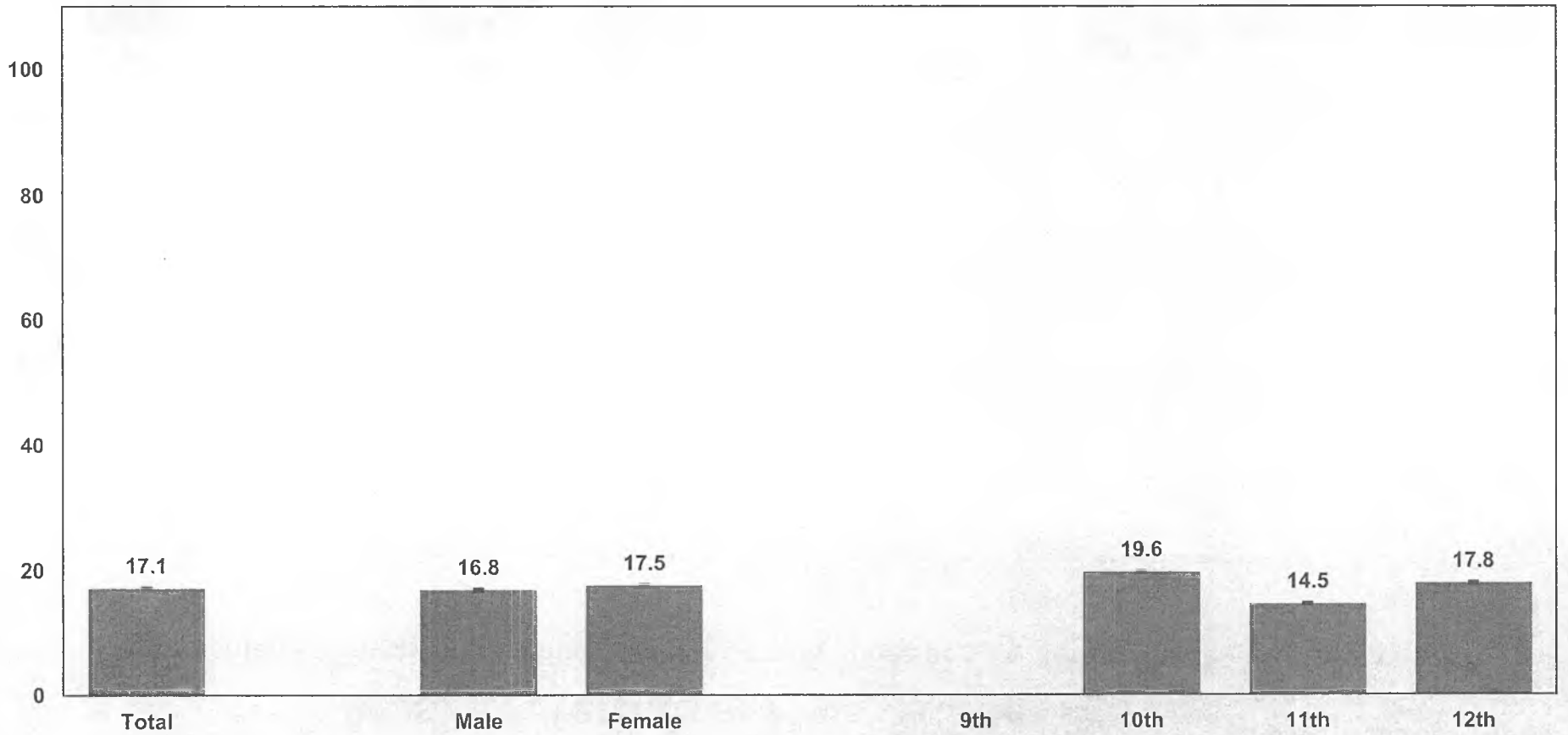


QNFRUIT - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who ate vegetables three or more times per day during the past seven days

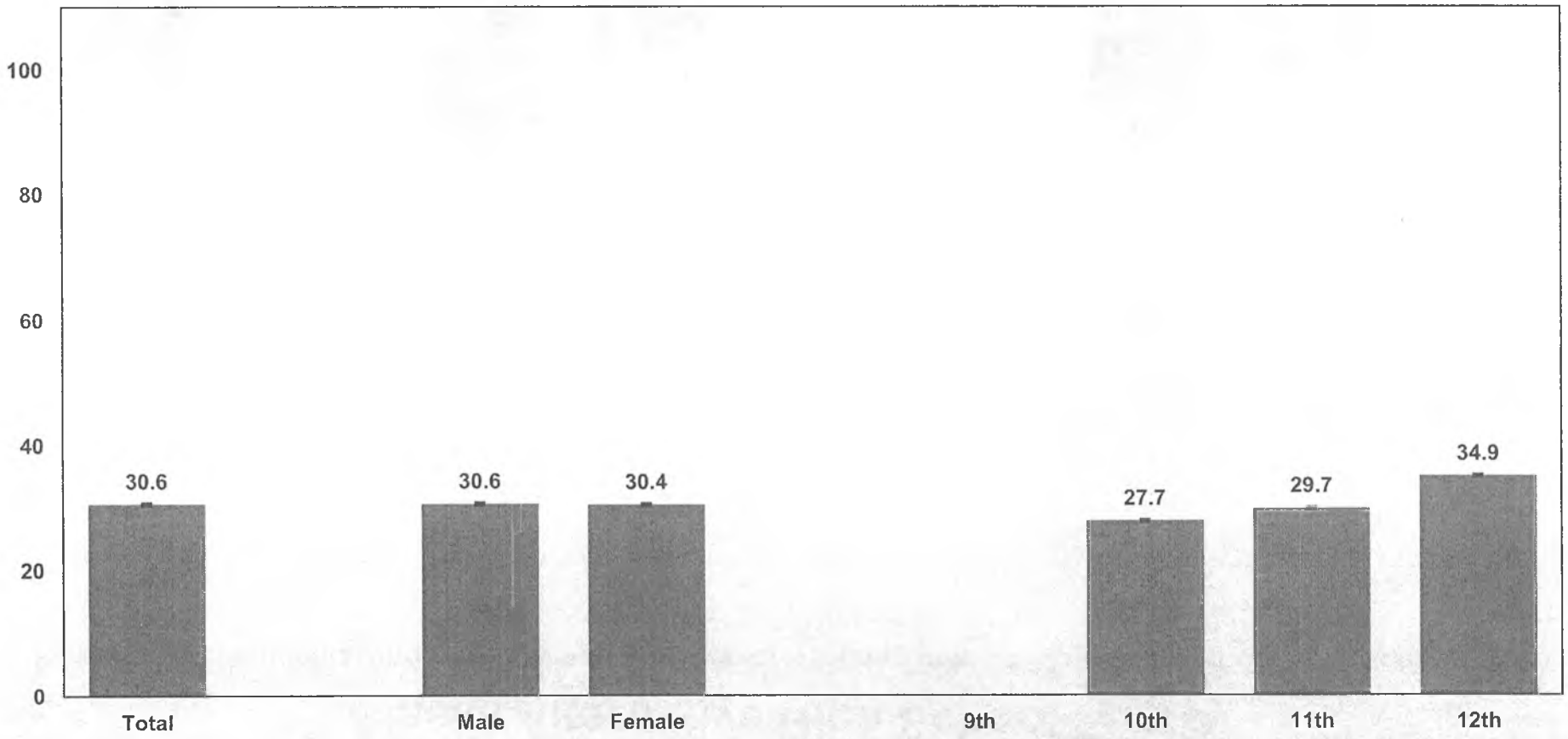


QNVEG - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who drank a can, bottle, or glass of soda or pop one or more times per day during the past seven days

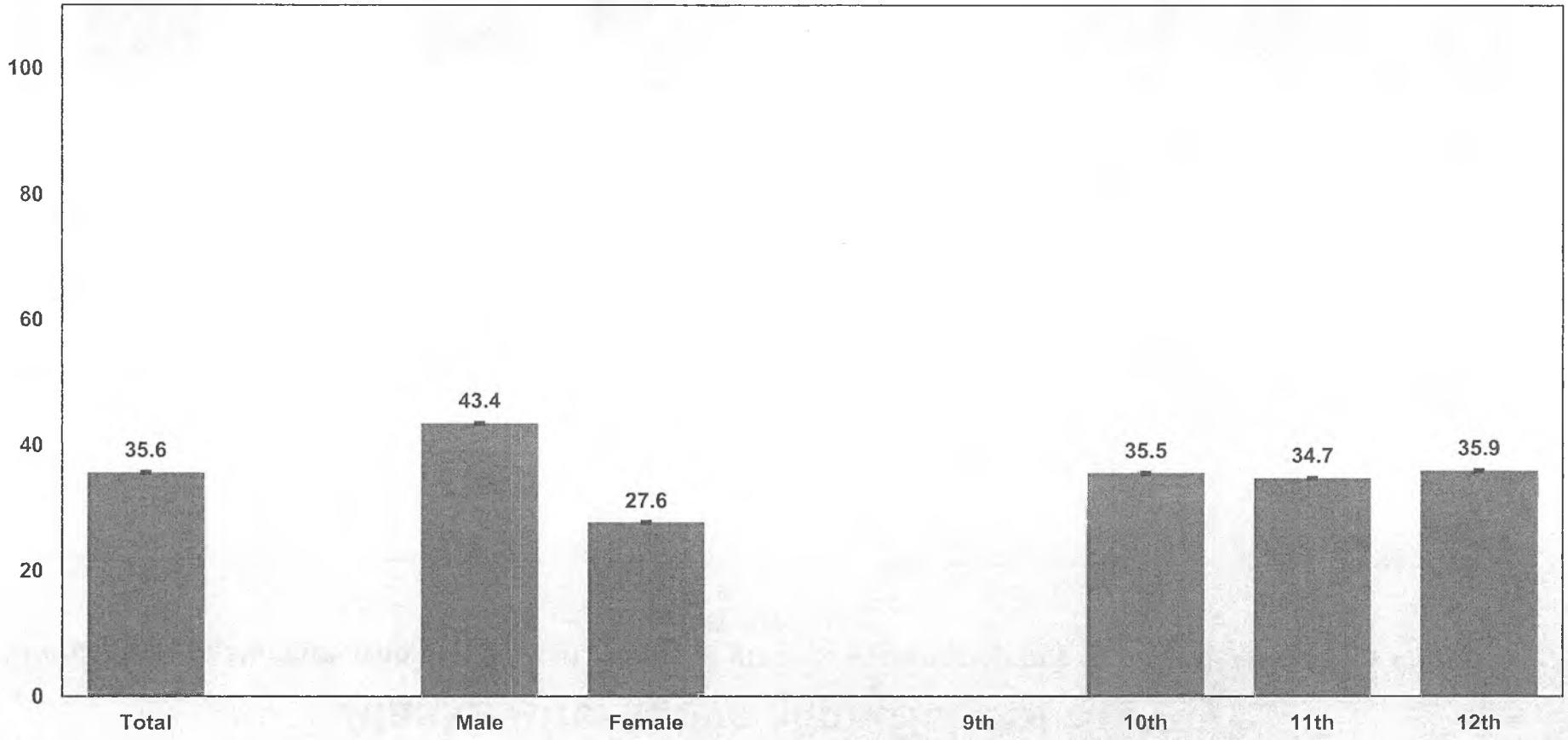


Q78 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days

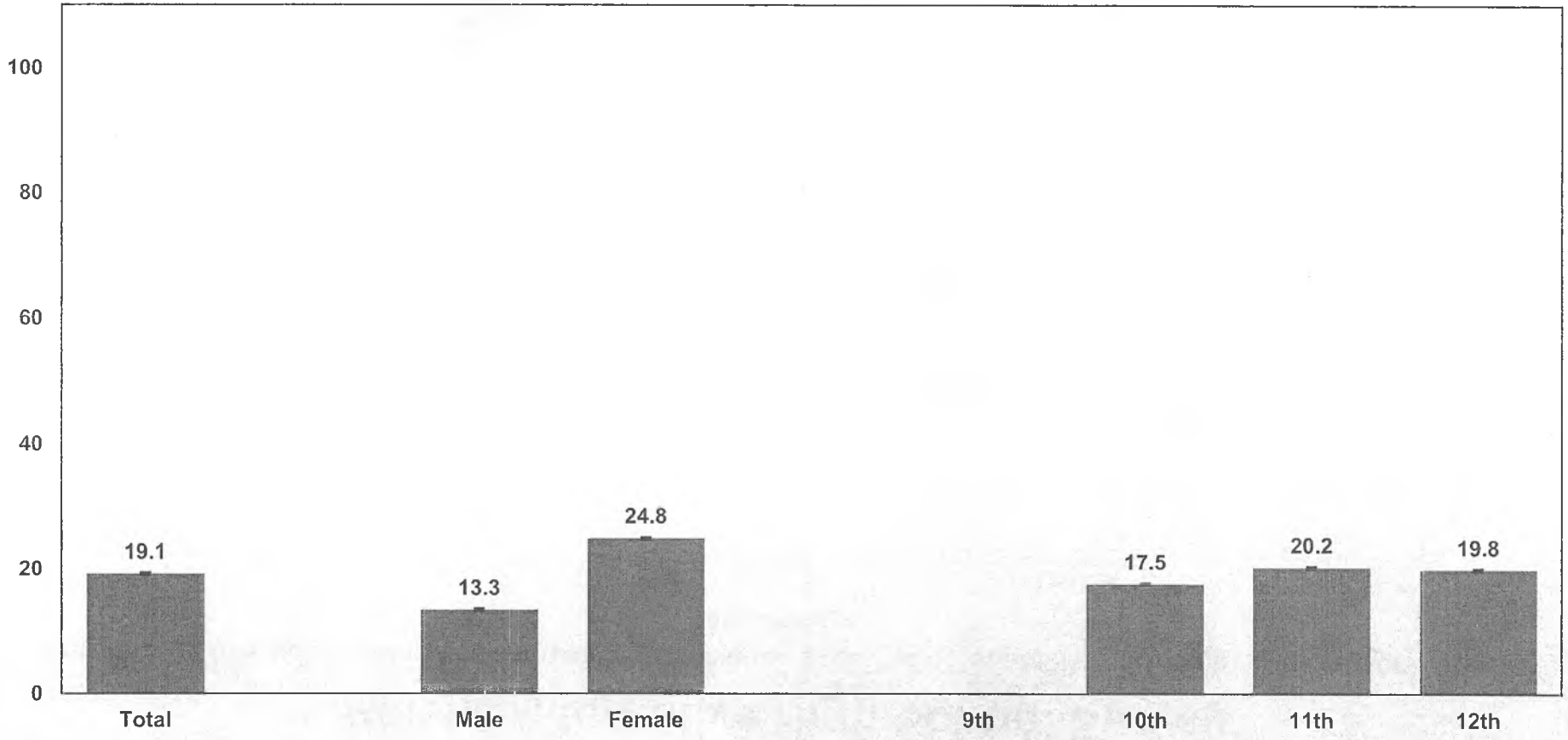


Q79 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were physically active for a total of at least 60 minutes per day on 0 of the past seven days

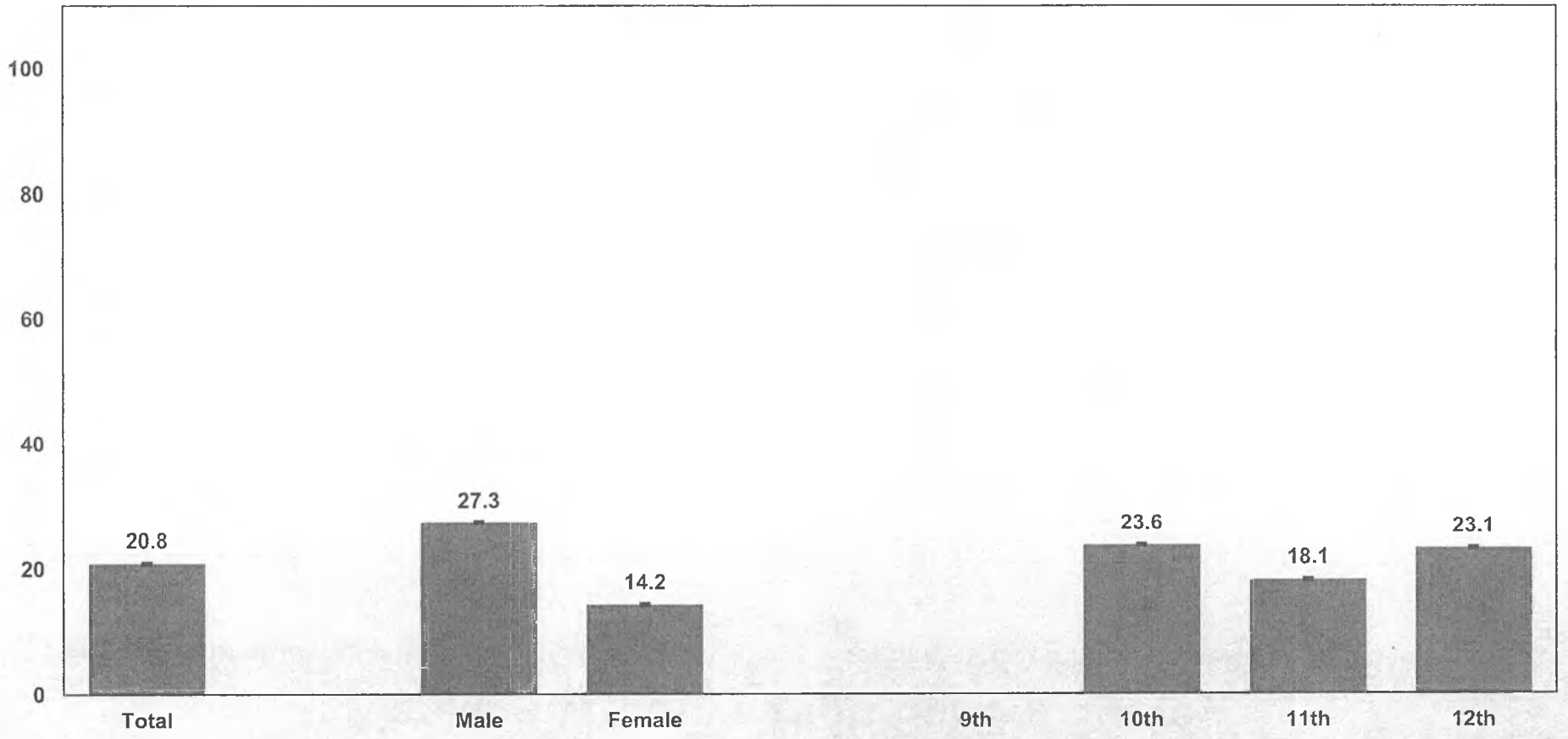


QNPA0DAY - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were physically active for a total of at least 60 minutes per day on 7 of the past seven days

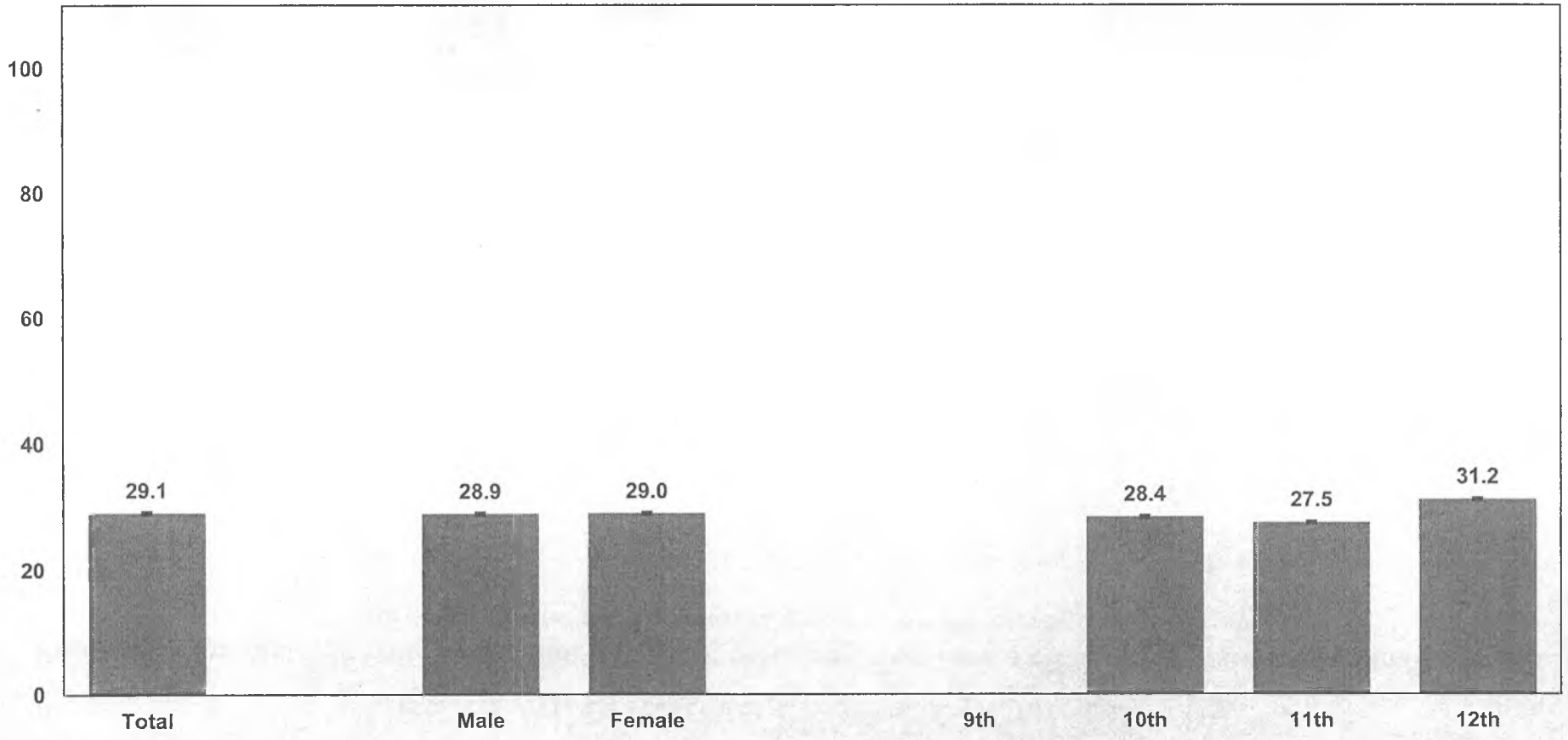


QNPA7DAY - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who watched three or more hours per day of TV on an average school day

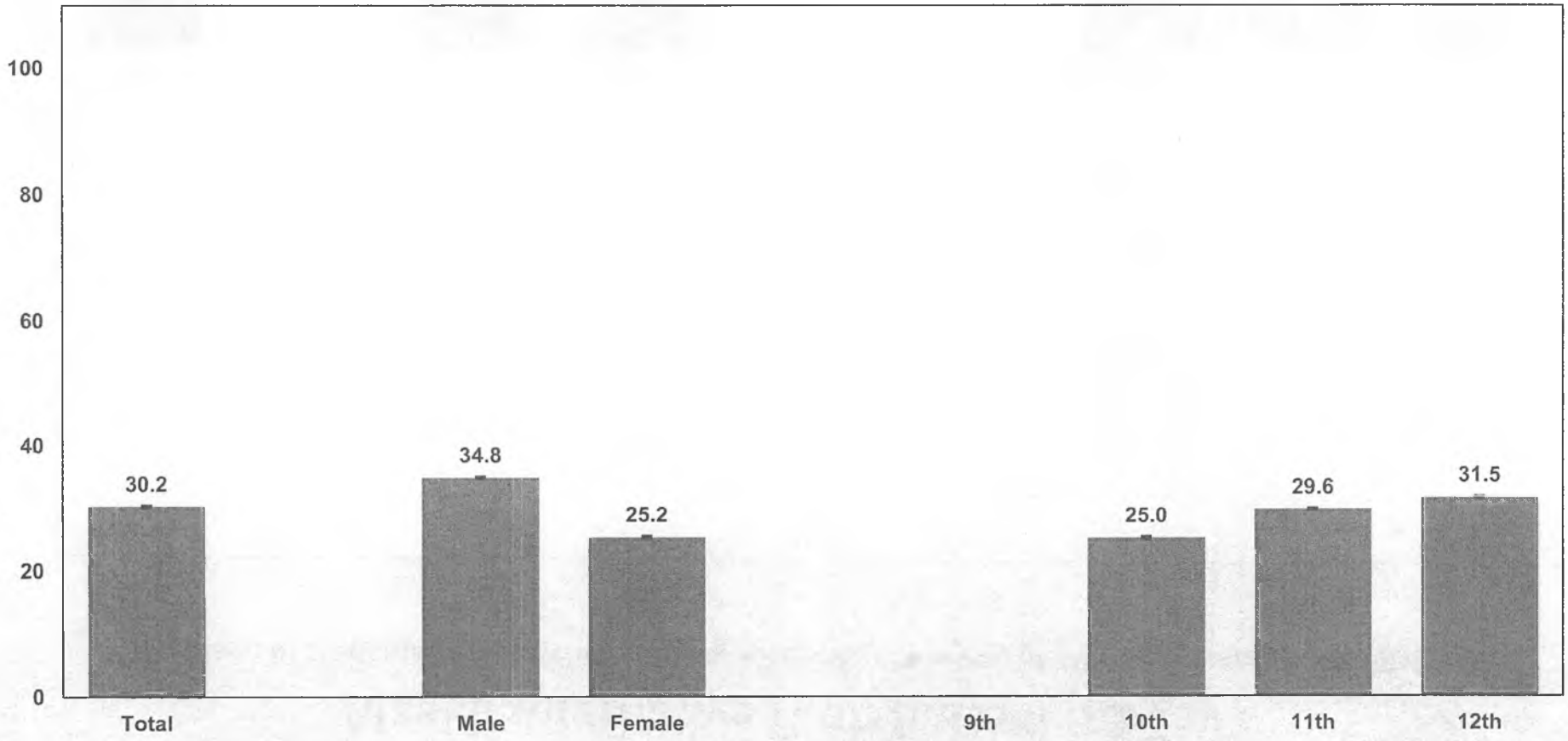


Q80 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day

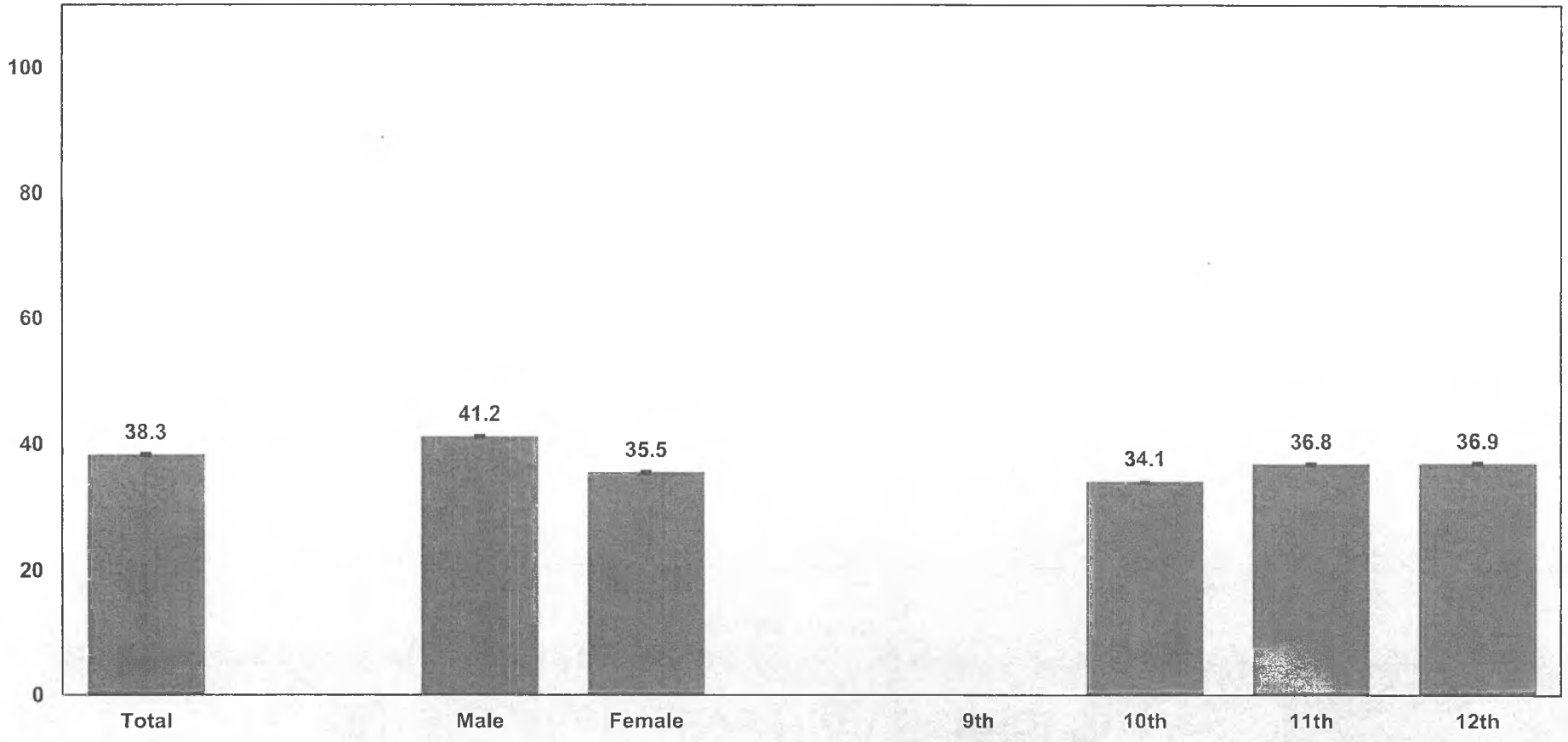


Q81 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who attended physical education (PE) classes on one or more days in an average week when they were in school

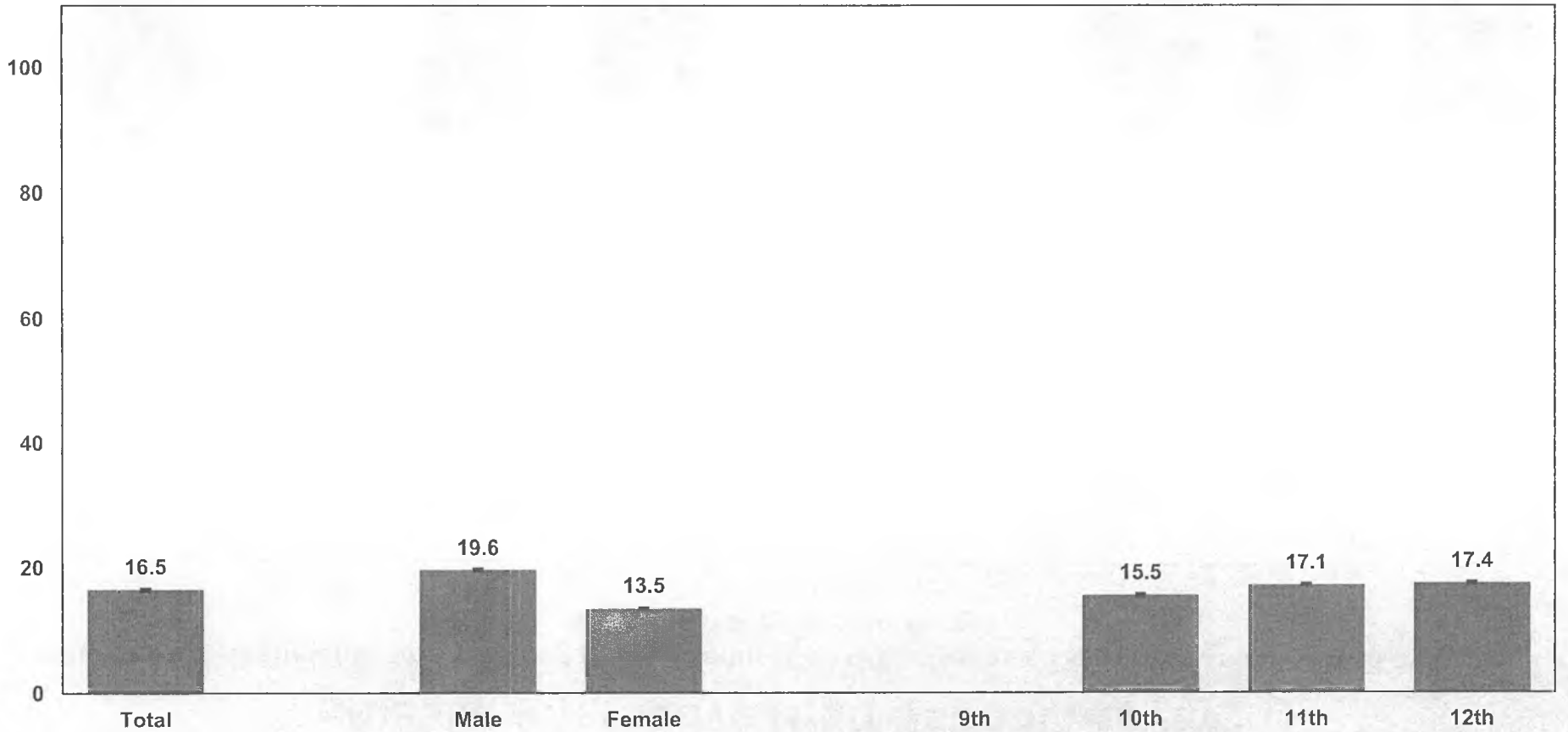


Q82 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who attended physical education (PE) classes daily in an average week when they were in school

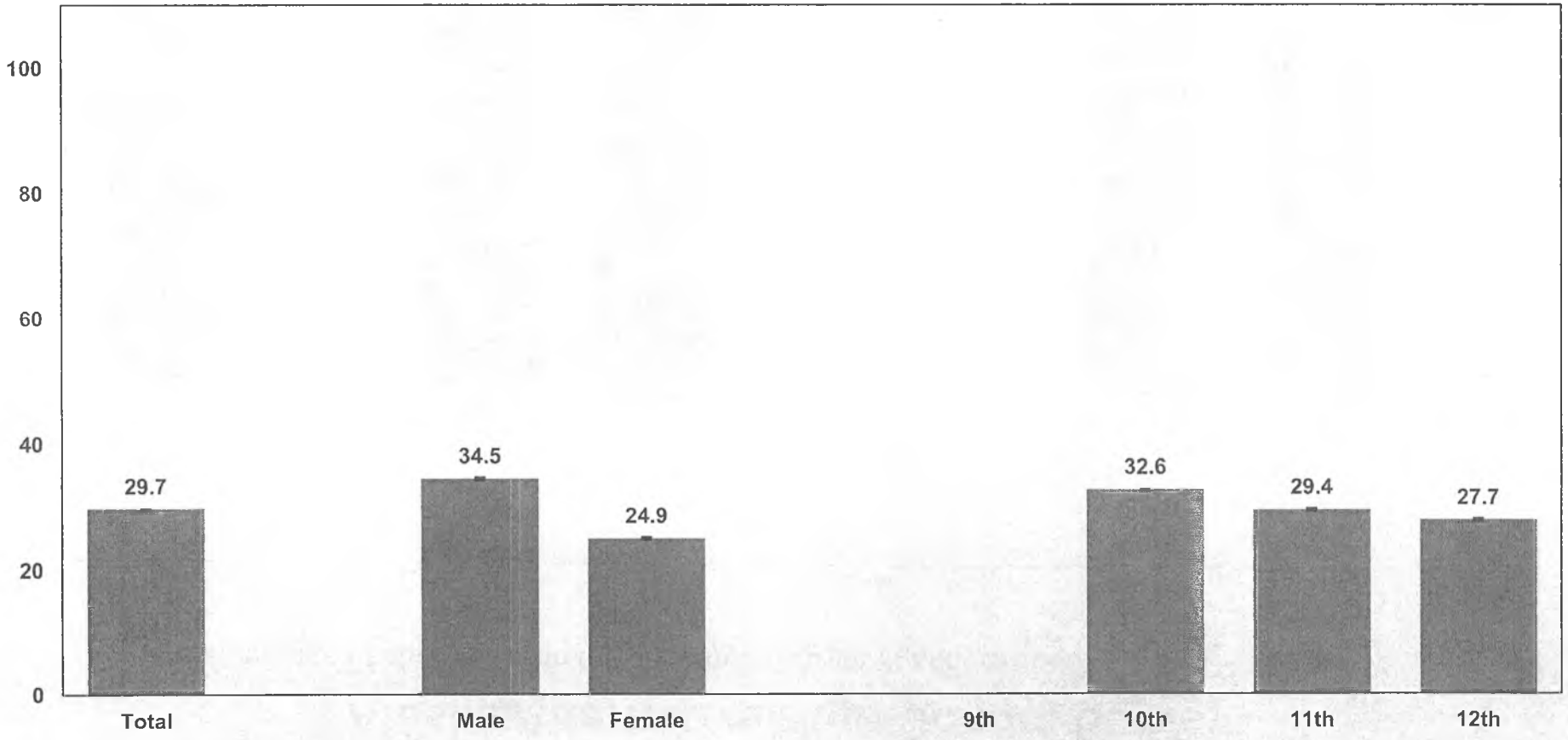


QNDLYPE - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who played on one or more sports teams during the past 12 months

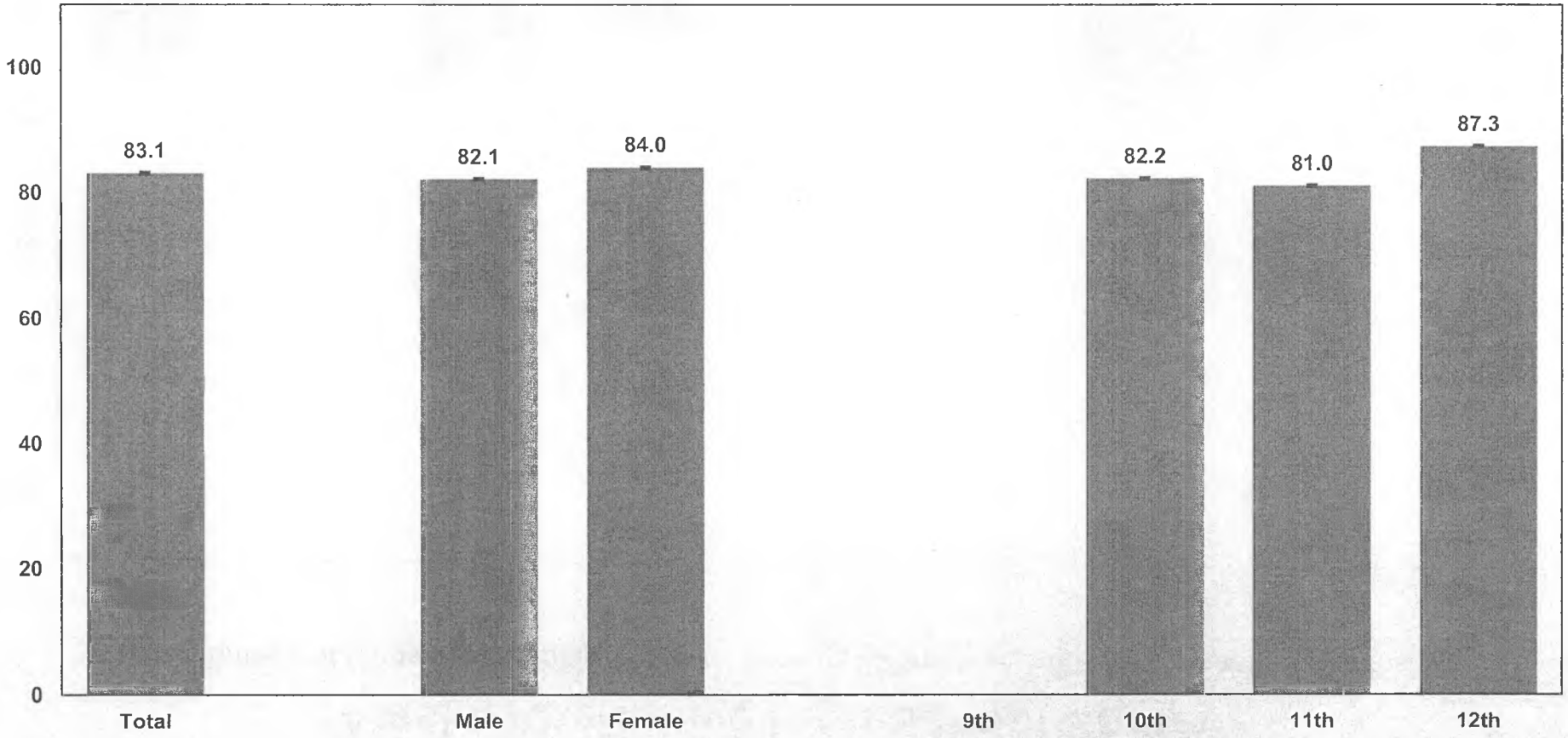


Q83 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had ever been taught in school about AIDS or HIV infection

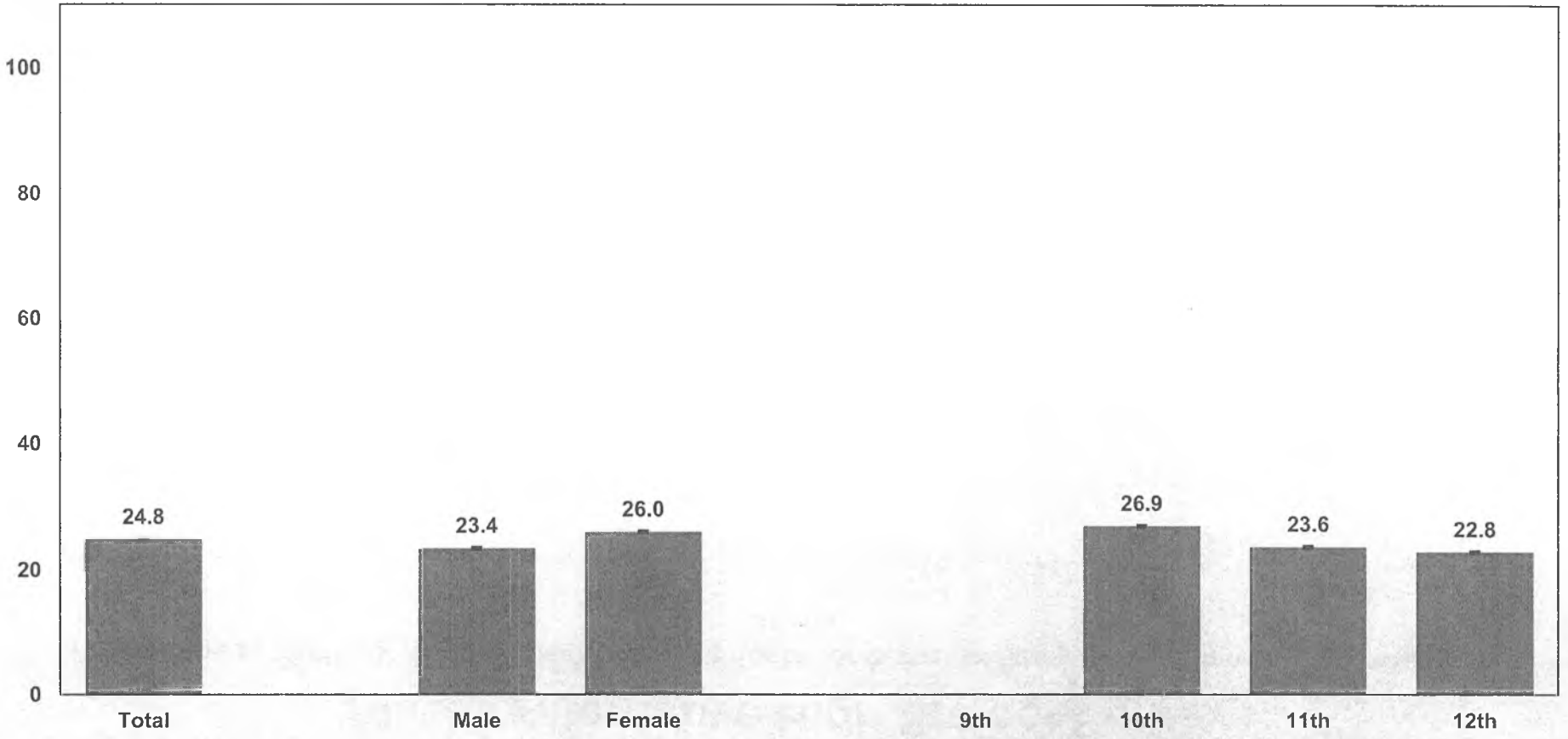


Q84 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had ever been told by a doctor or nurse that they had asthma

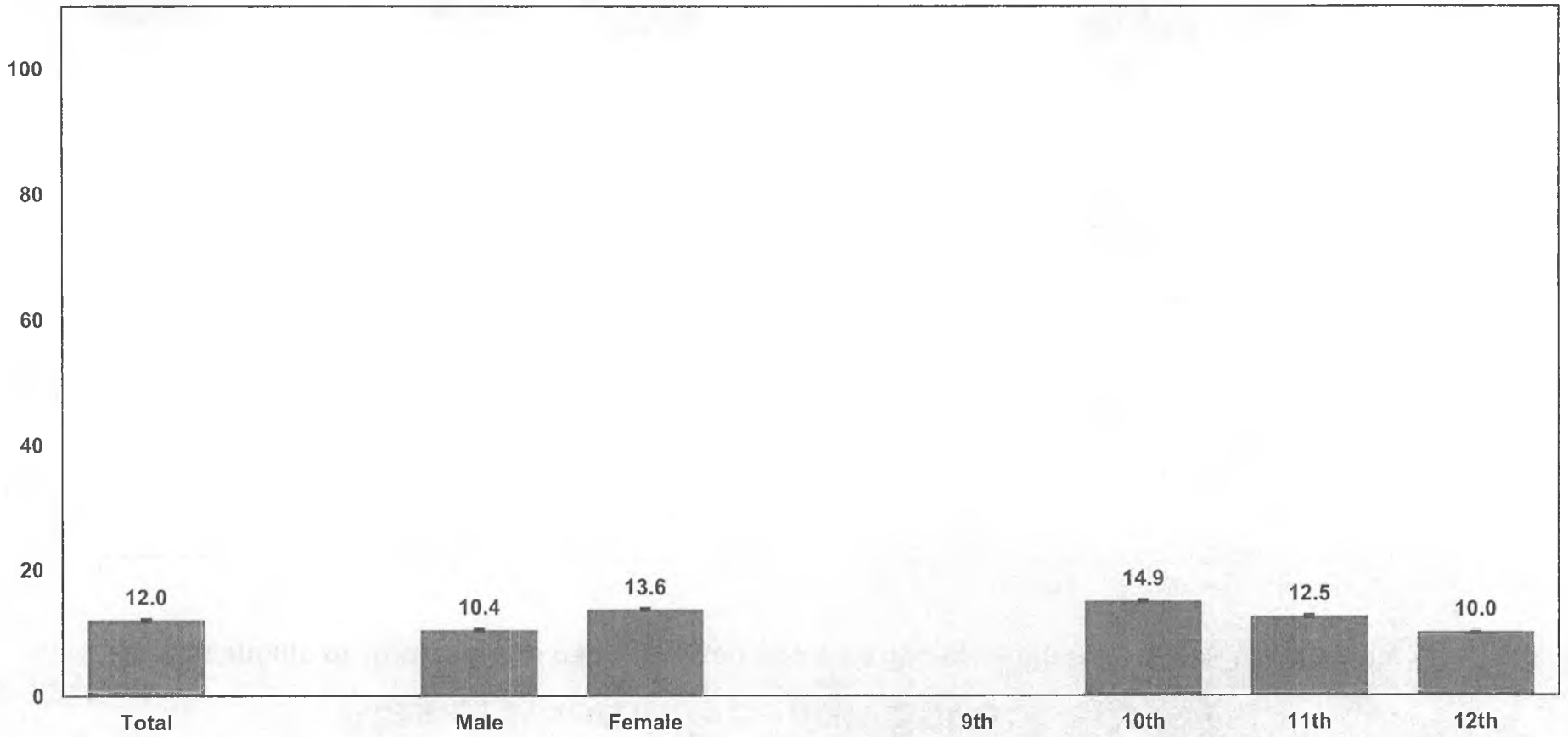


Q85 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who had been told by a doctor or nurse that they had asthma and who still have asthma

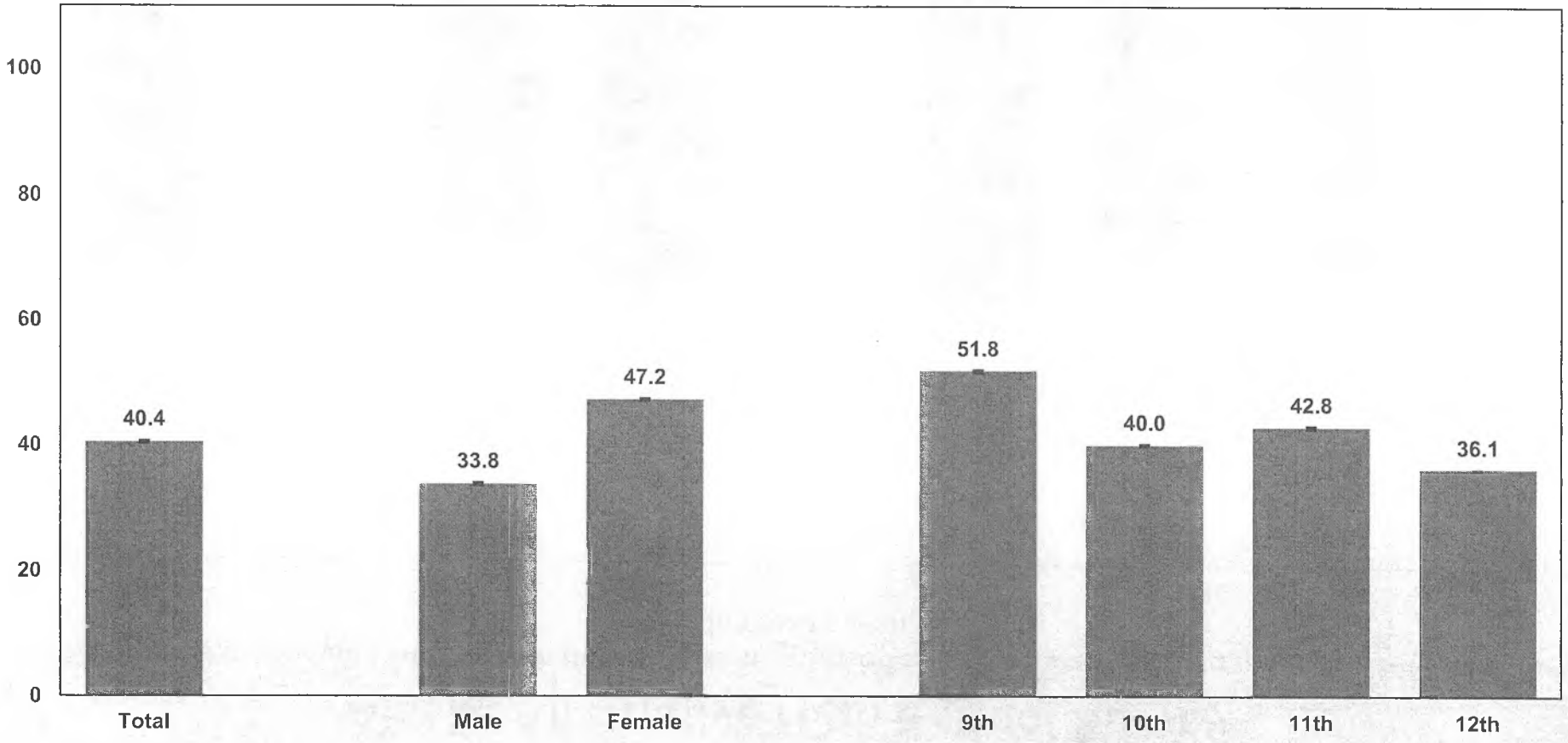


Q86 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who would describe their grades in school as mostly A's or B's during the past 12 months

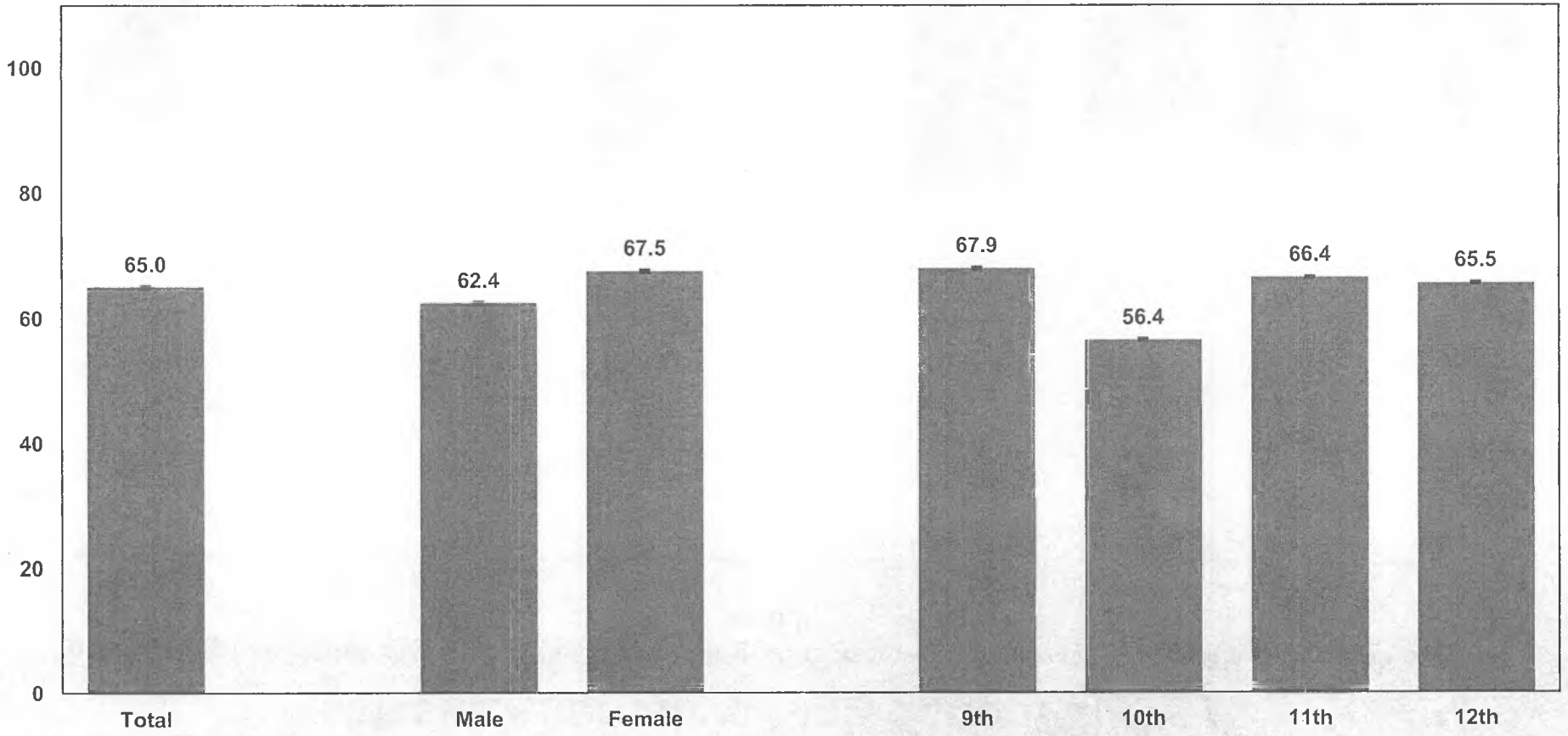


Q87 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who were in the same room with someone who was smoking cigarettes on one or more of the past seven days

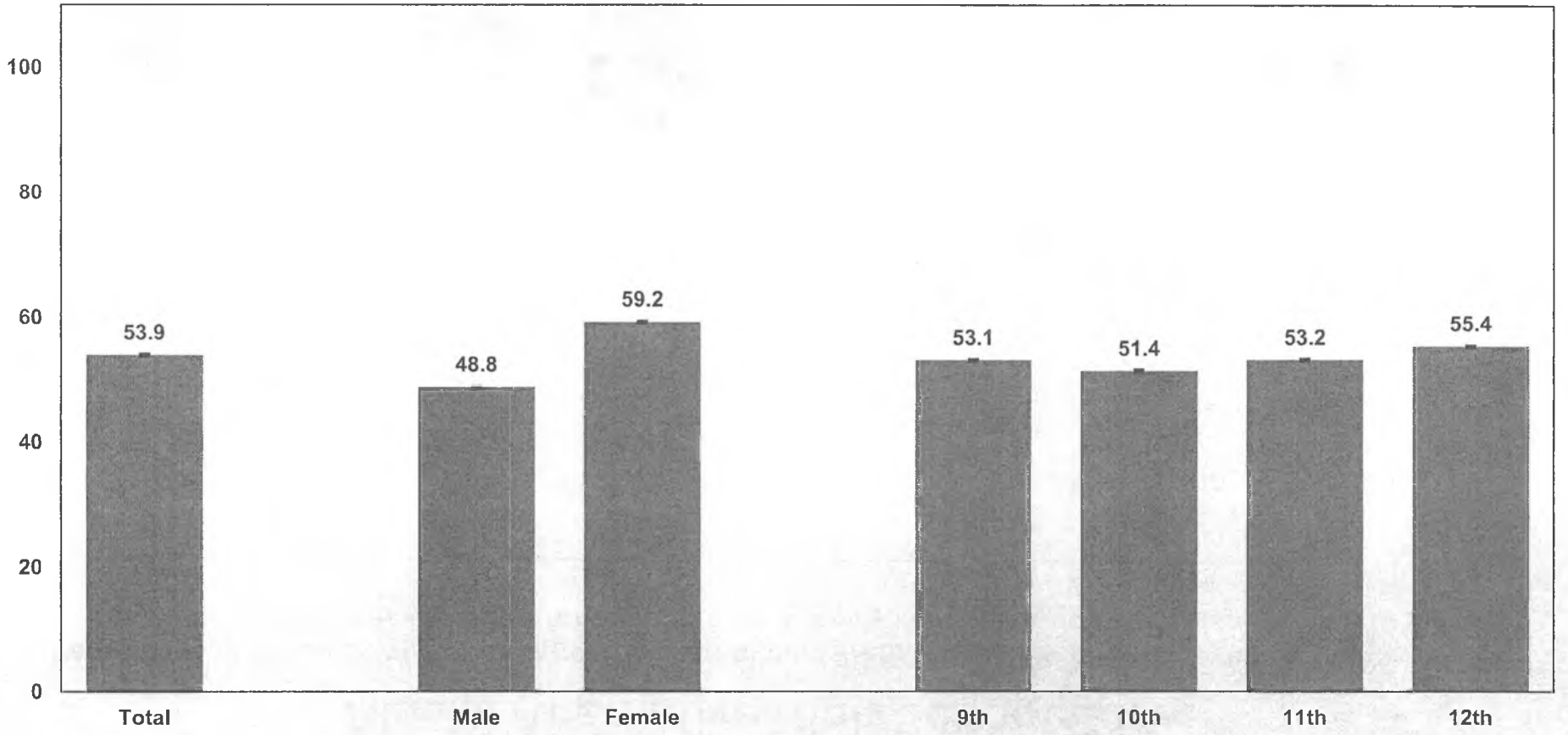


Q88 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who think people greatly risk harming themselves (physically or in other ways), if they smoke one or more packs of cigarettes per day

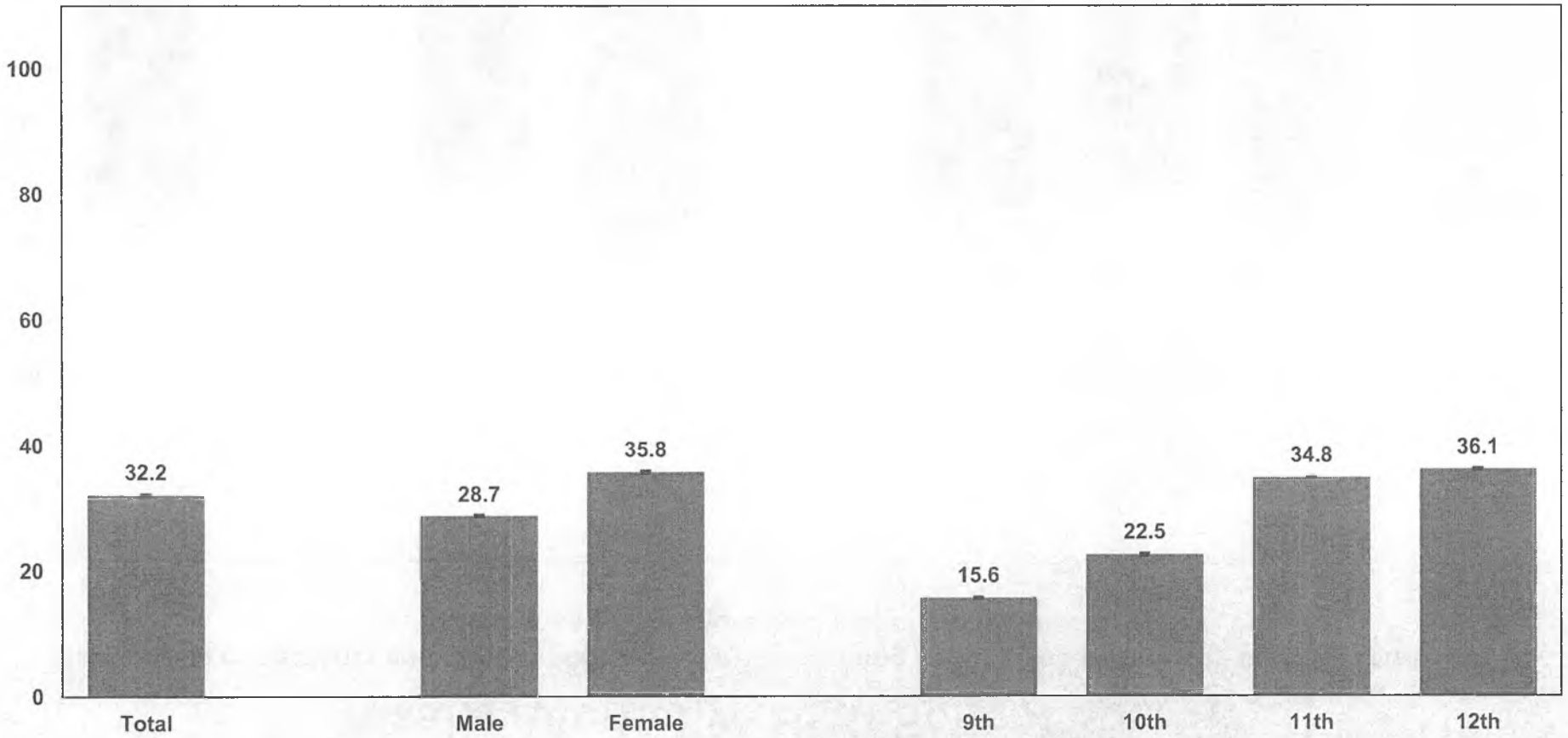


Q89 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who usually got the alcohol they drank during the past 30 days from someone else whom they gave money to buy it for them or from a family member or someone else giving it to them

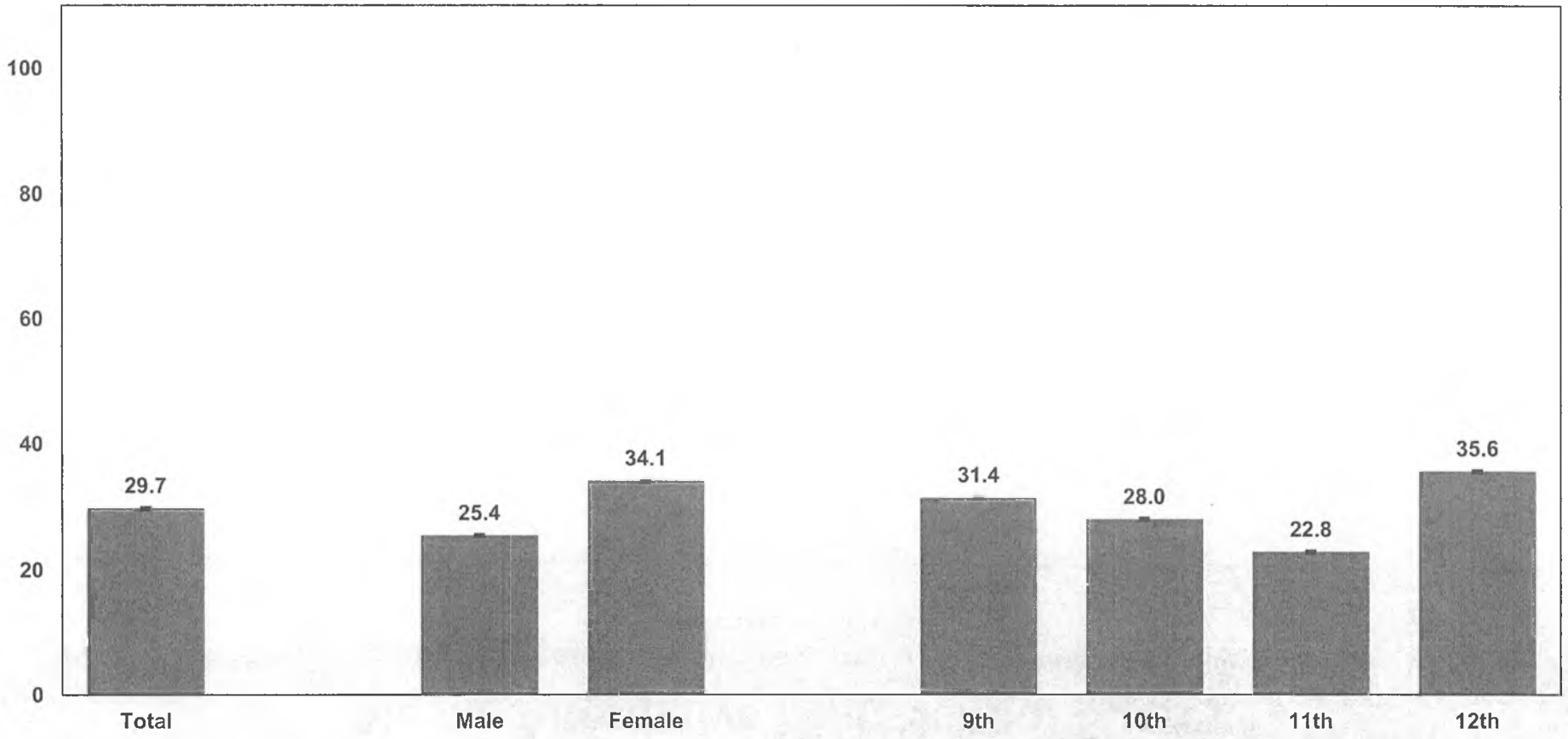


Q90 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who think people greatly risk harming themselves (physically or in other ways) if they have one or two drinks of an alcoholic beverage nearly every day

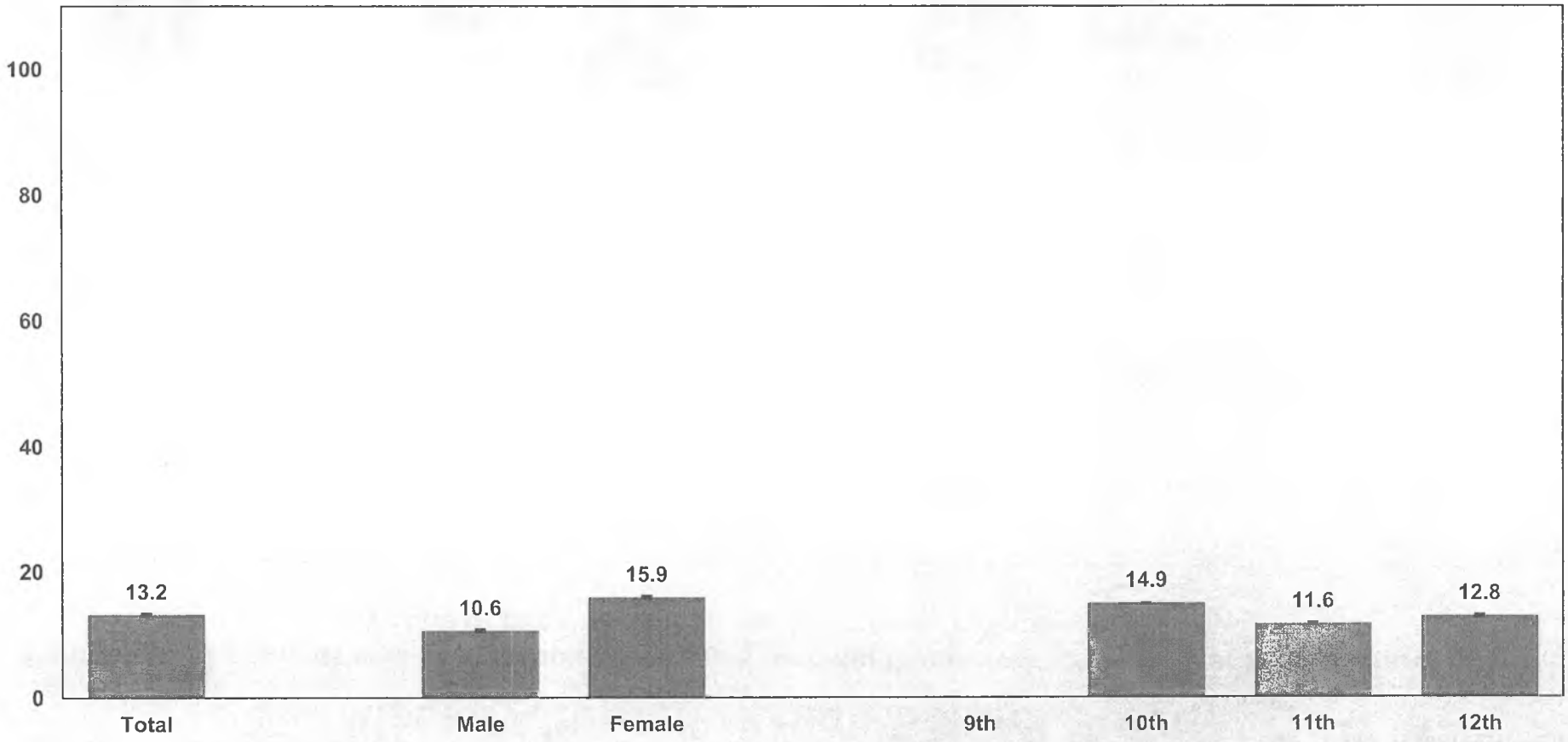


Q91 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who think people greatly risk harming themselves (physically or in other ways), if they use marijuana regularly

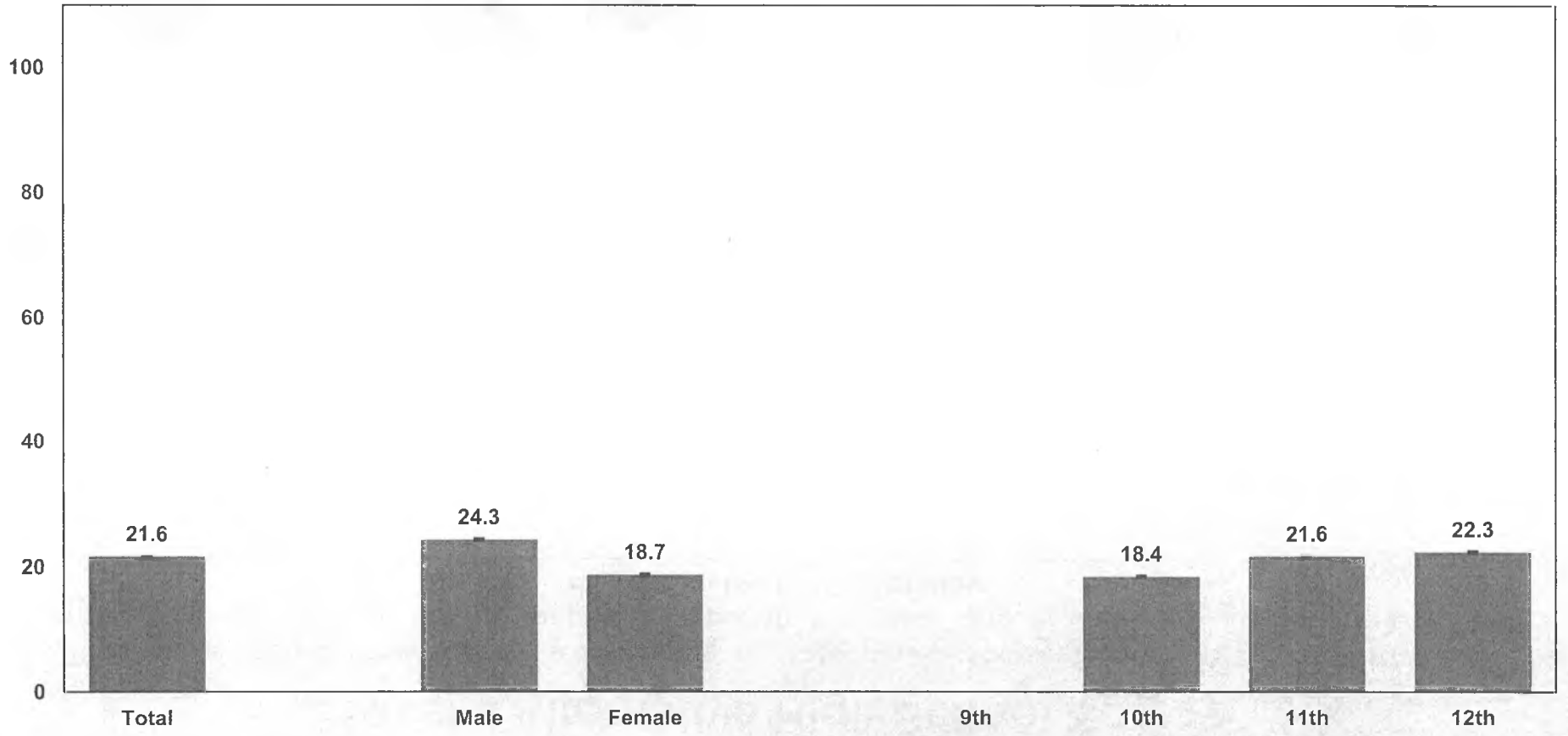


Q92 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who took a prescription drug without a doctor's prescription one or more times during the past 30 days

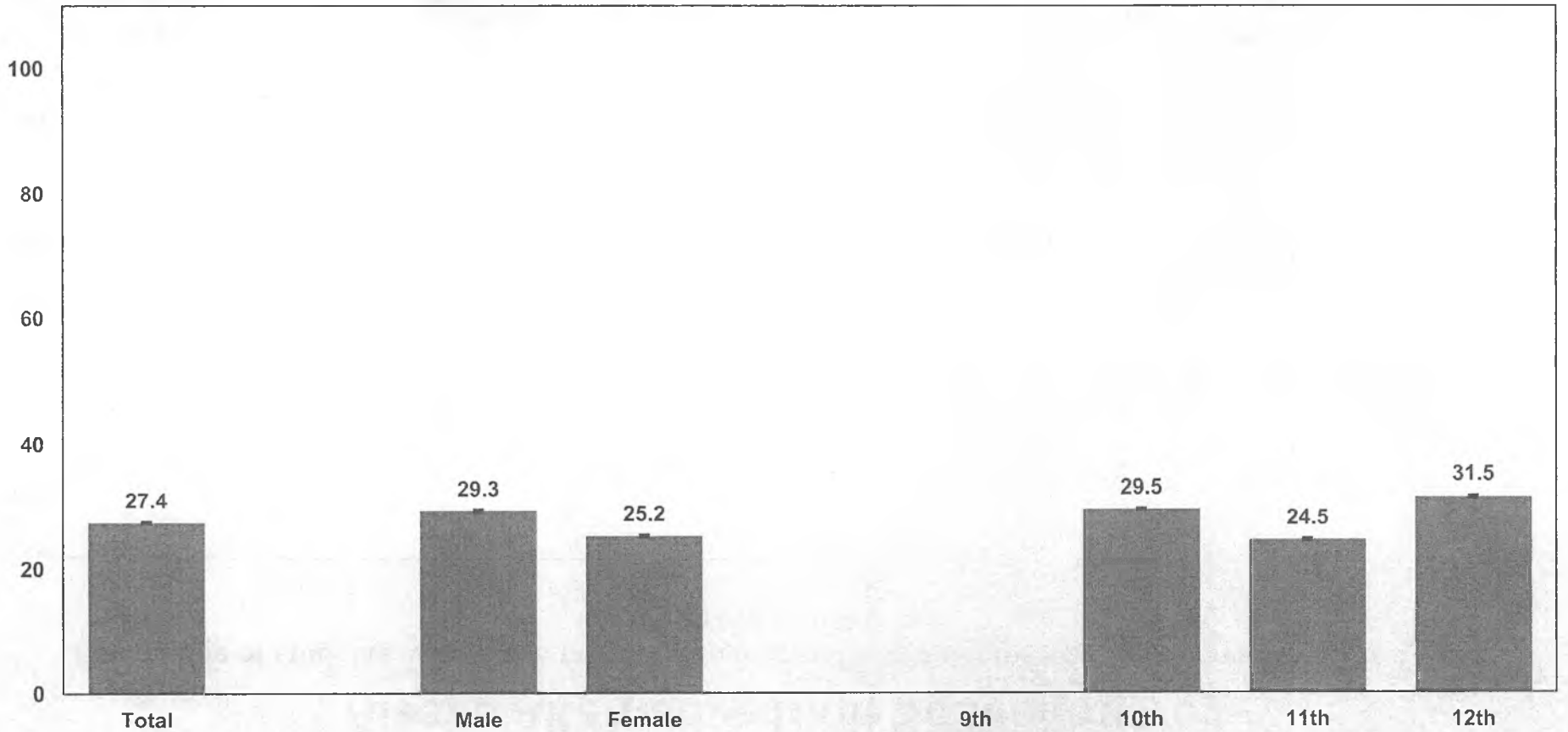


Q93 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who drank a can, bottle, or glass of a sugar-sweetened beverage such as sports drinks, sweetened energy drinks, Snapple, fruit punch, Kool-Aid, Tang, or Capri-Sun one or more times per day during the past seven days

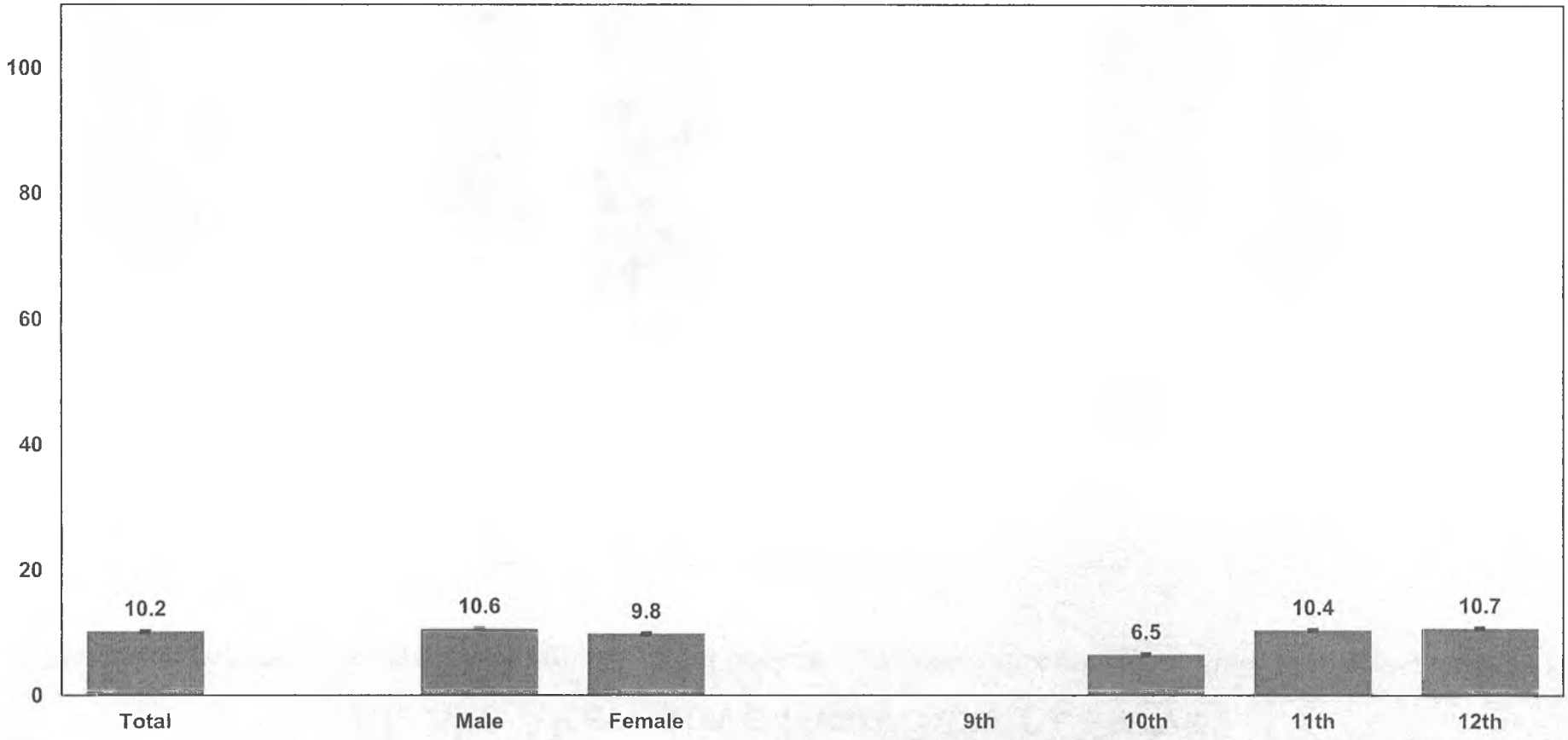


Q94 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who spend no more than 20 minutes actually exercising or playing sports during an average physical education (PE) class

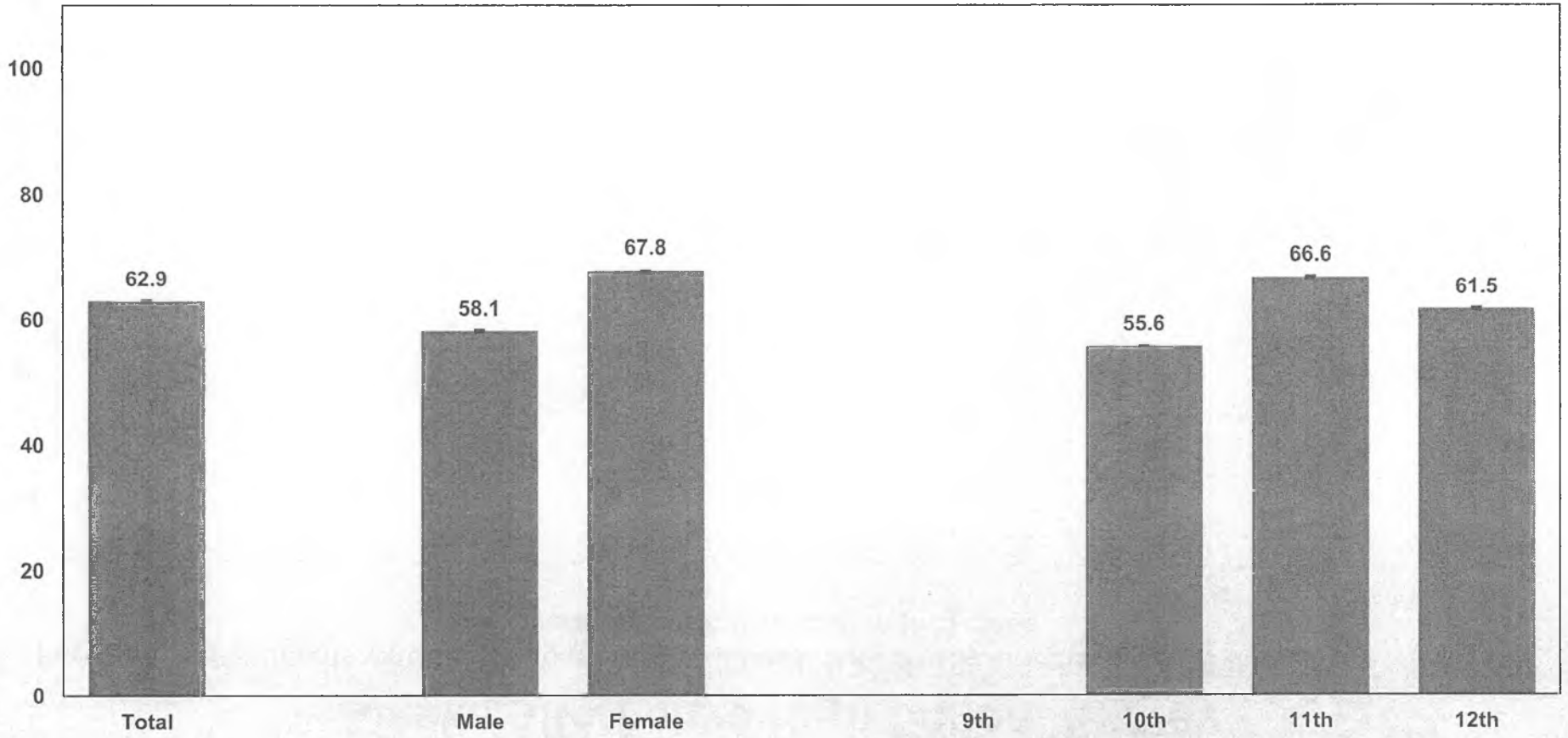


Q95 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who did not go to school because they were sick on one or more of the past 30 days

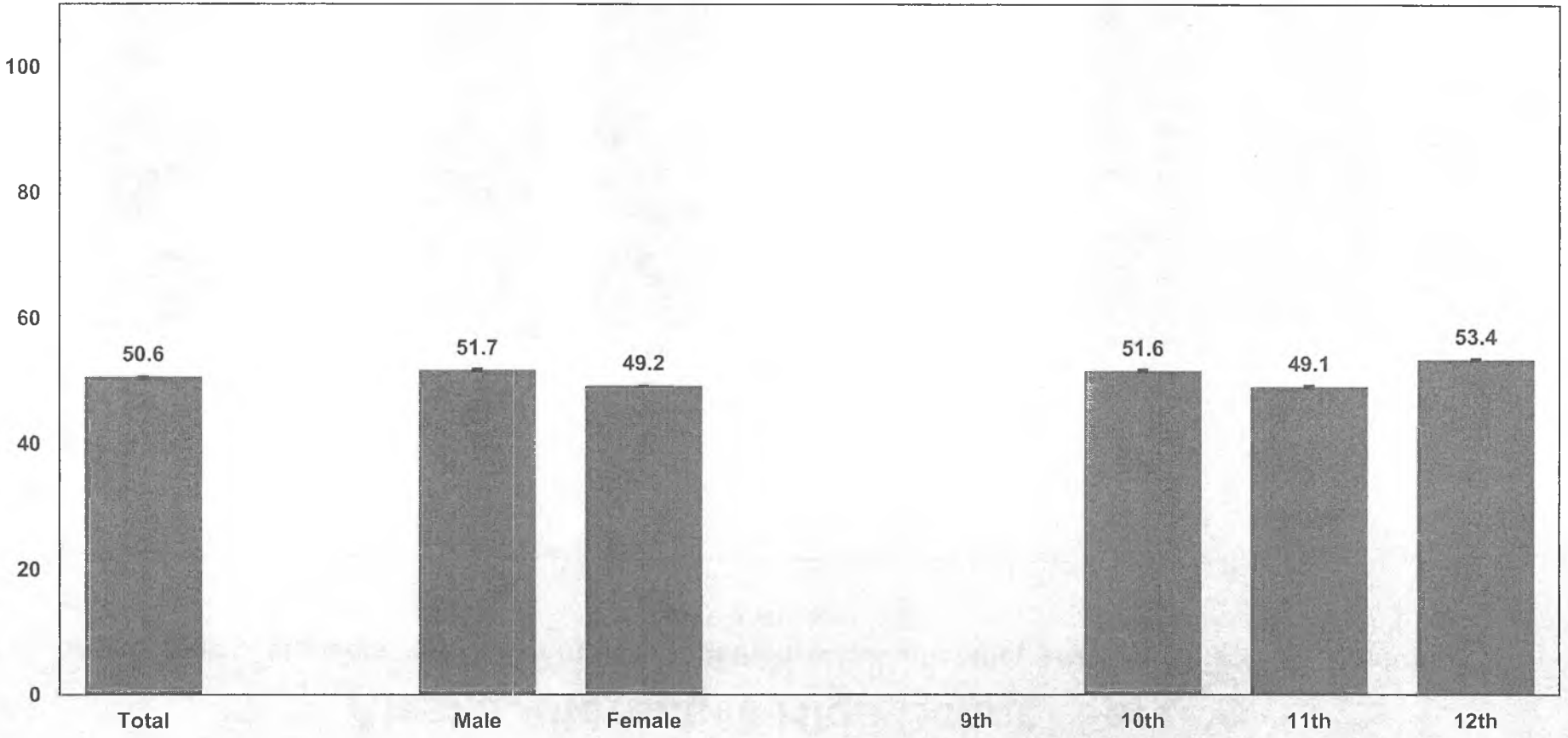


Q96 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who missed classes or school without permission on one or more of the past 30 days

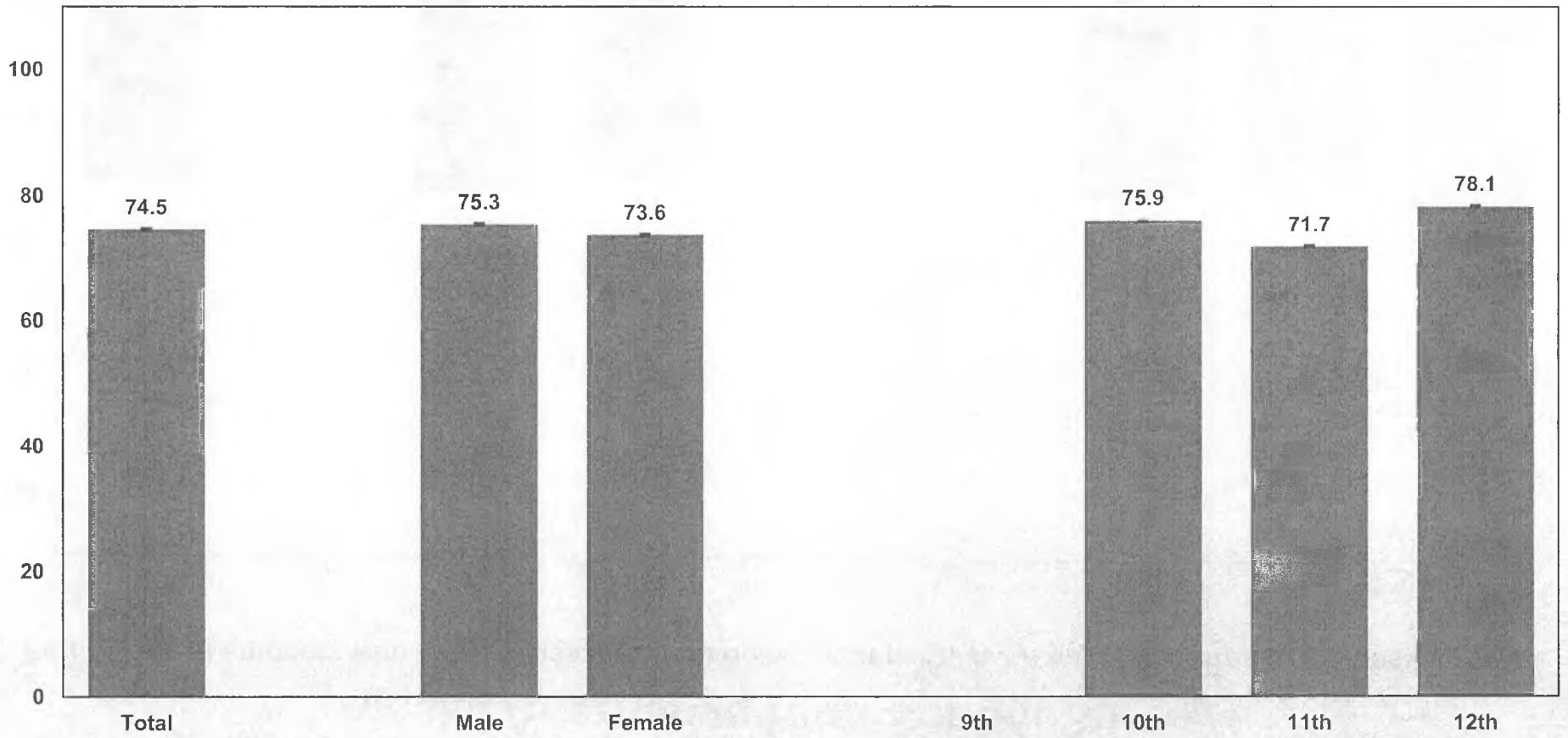


Q97 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students whose parent talks with them about what they are doing in school about once or twice a week or less

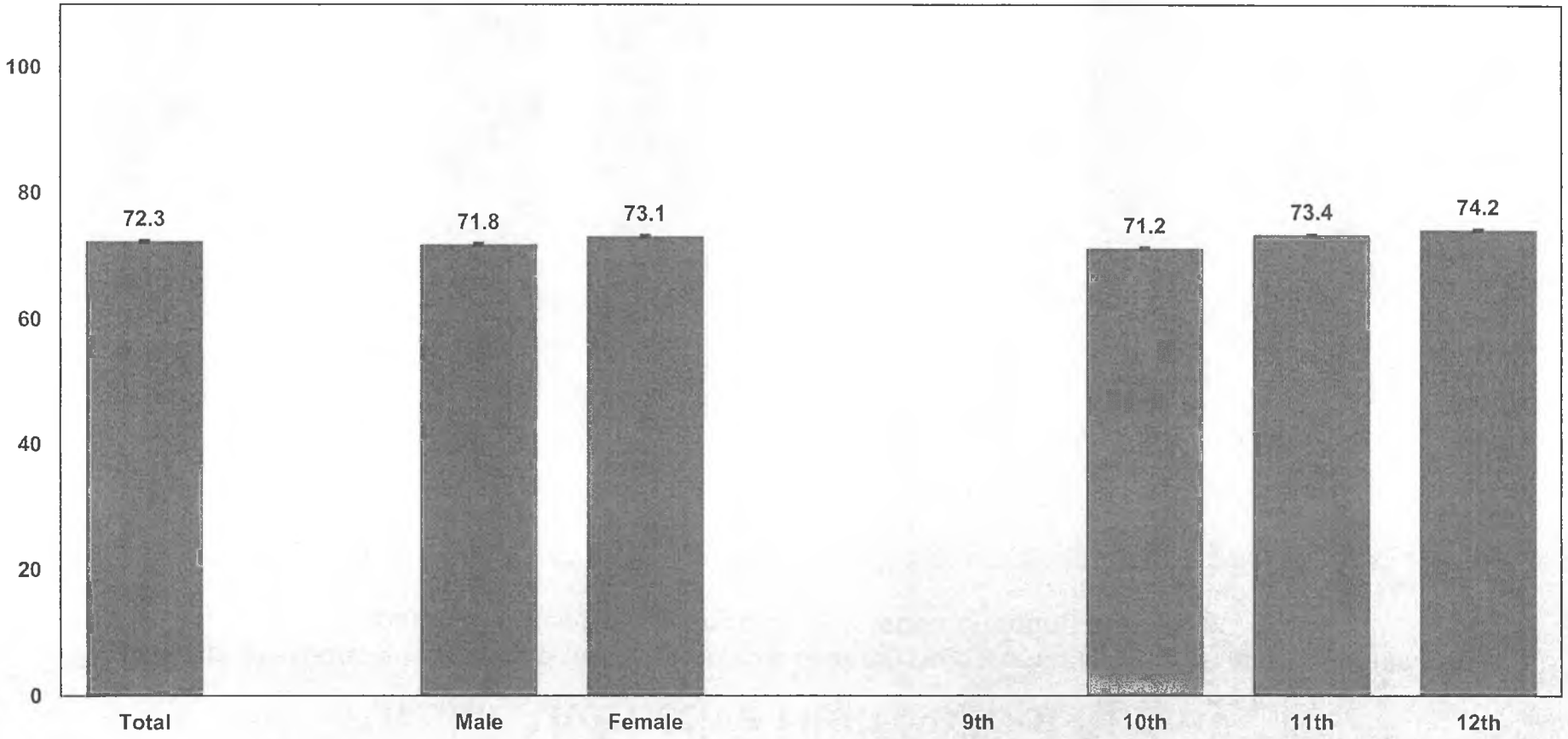


Q98 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who strongly agree or agree that their teachers really care about them and give them a lot of encouragement

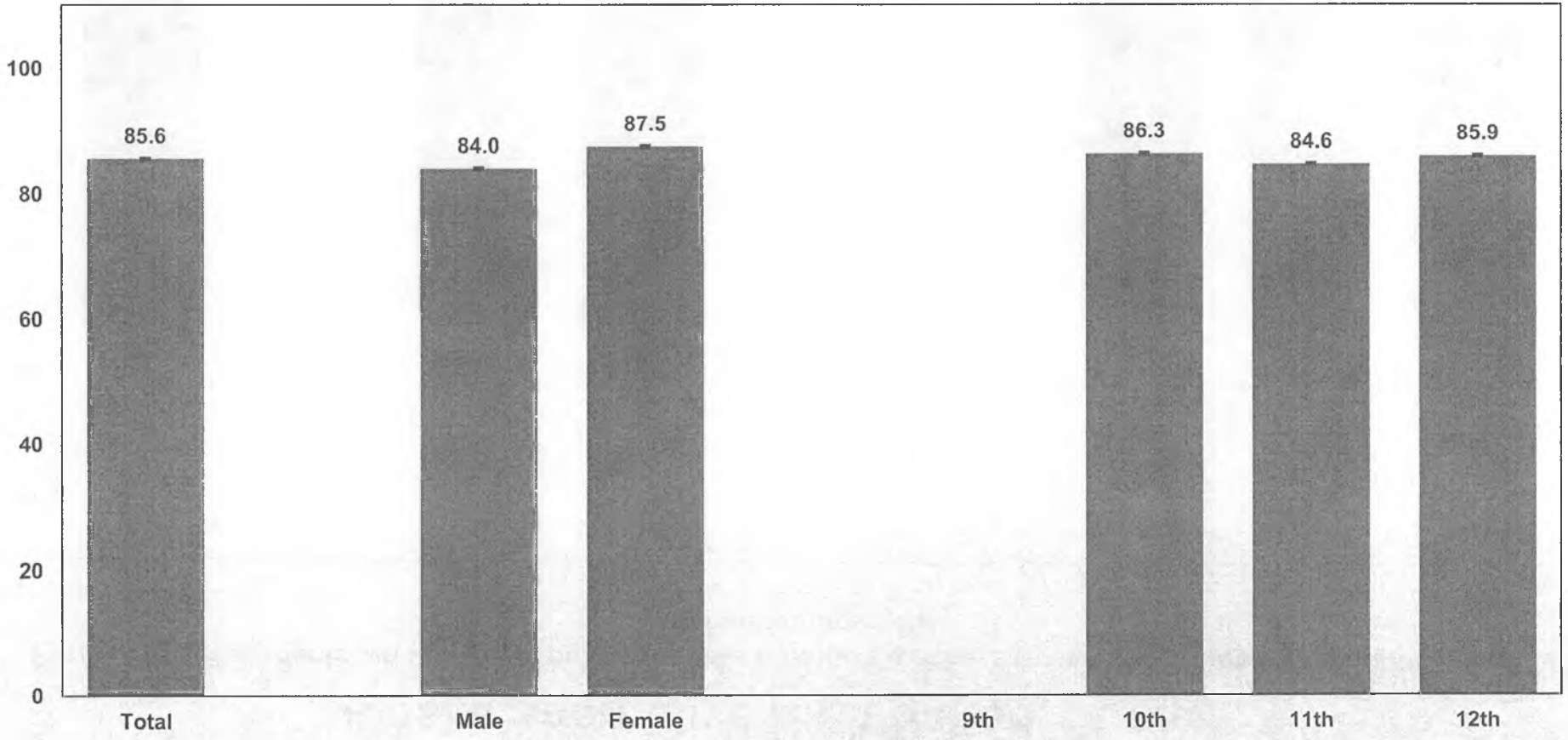


Q99 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who would feel comfortable seeking help from one or more adults besides their parents if they had an important question affecting their life

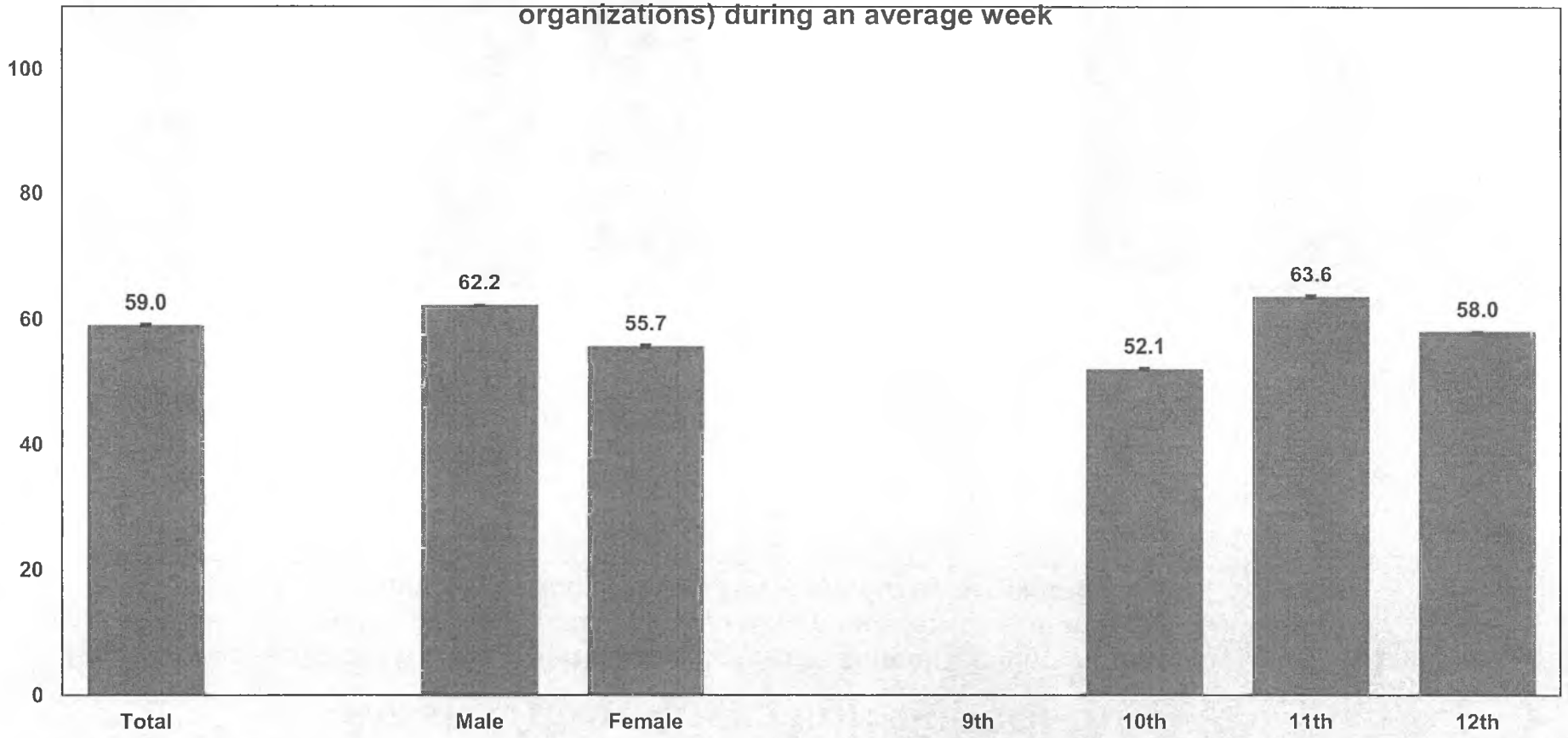


Q100 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who spend zero hours helping or volunteering at school or in the community (such as helping elders or neighbors; watching young children; teaching or tutoring; peer helping; mentoring; or helping out at local programs, health clinics, faith organizations, tribal organizations, or environmental organizations) during an average week

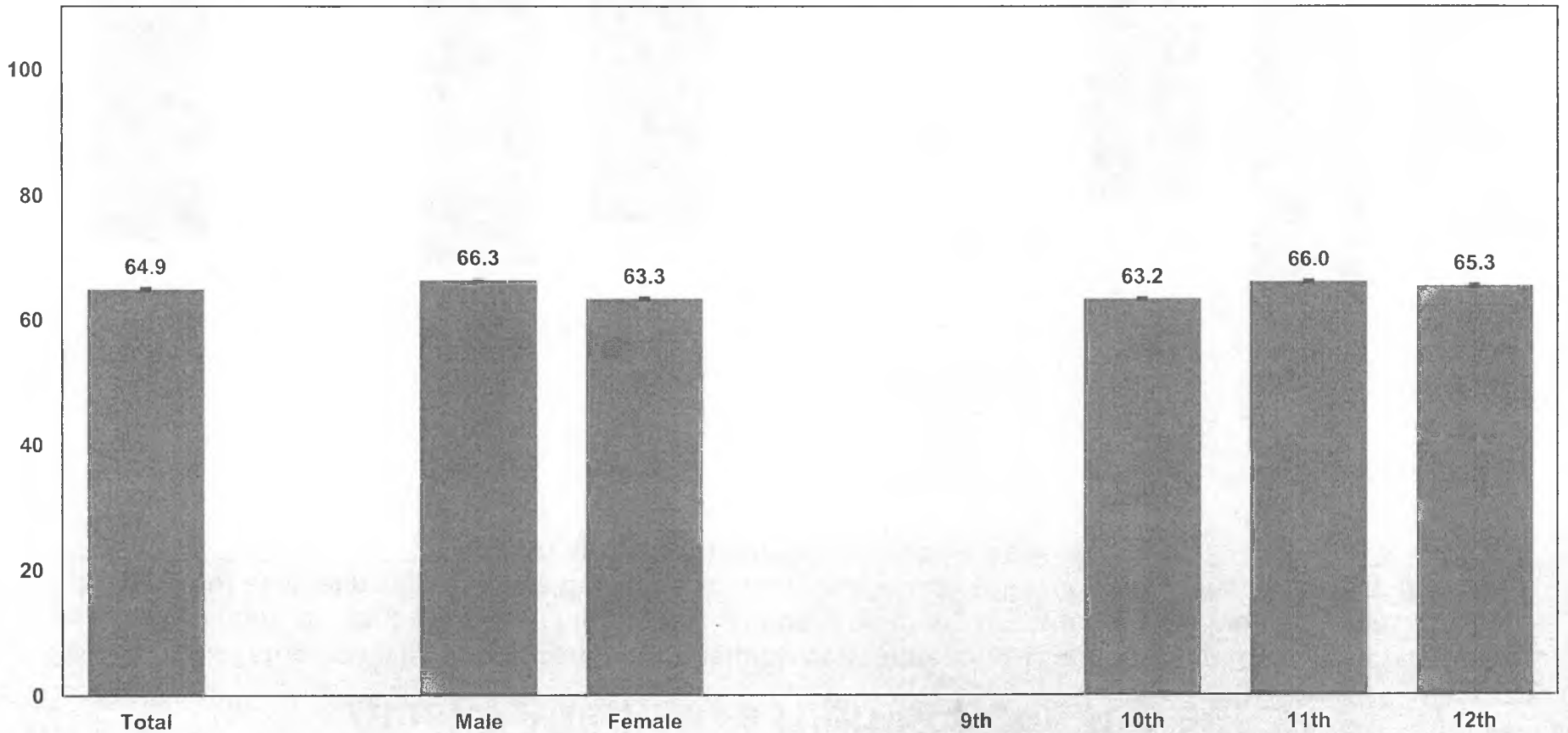


Q101 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who take part in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities) on zero days during an average week

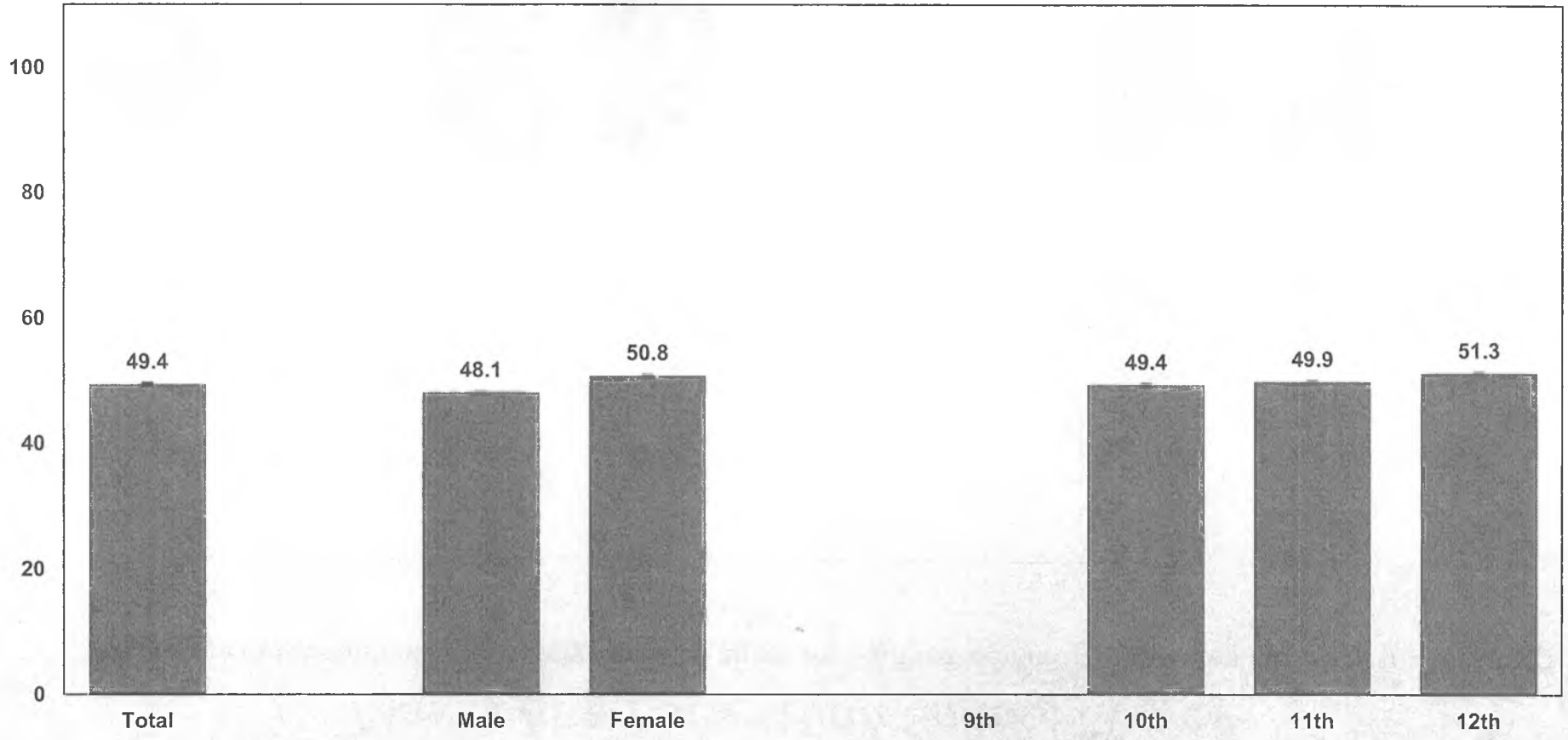


Q102 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who disagree or strongly disagree that they feel alone in their life

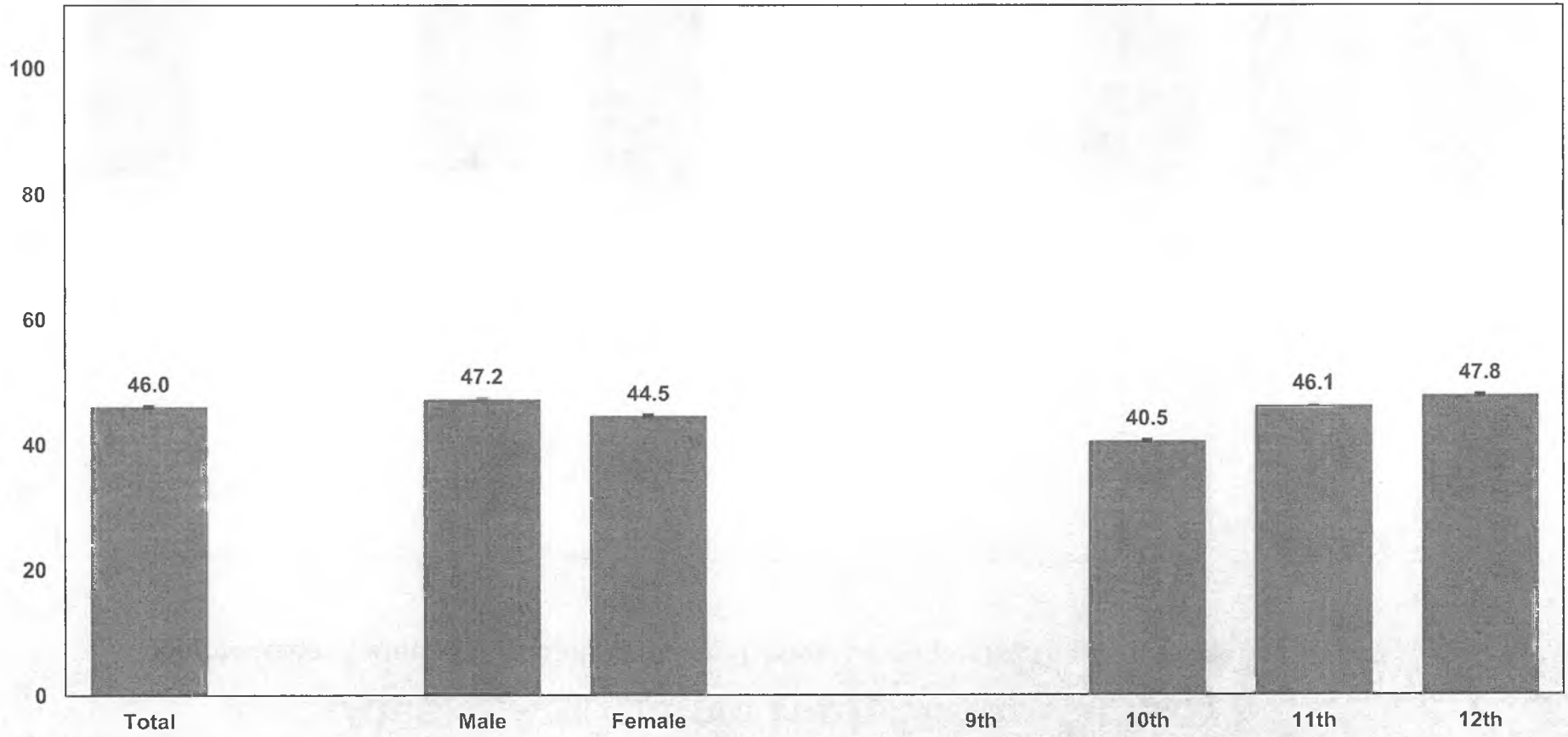


Q103 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who strongly agree or agree that in their community they feel like they matter to people

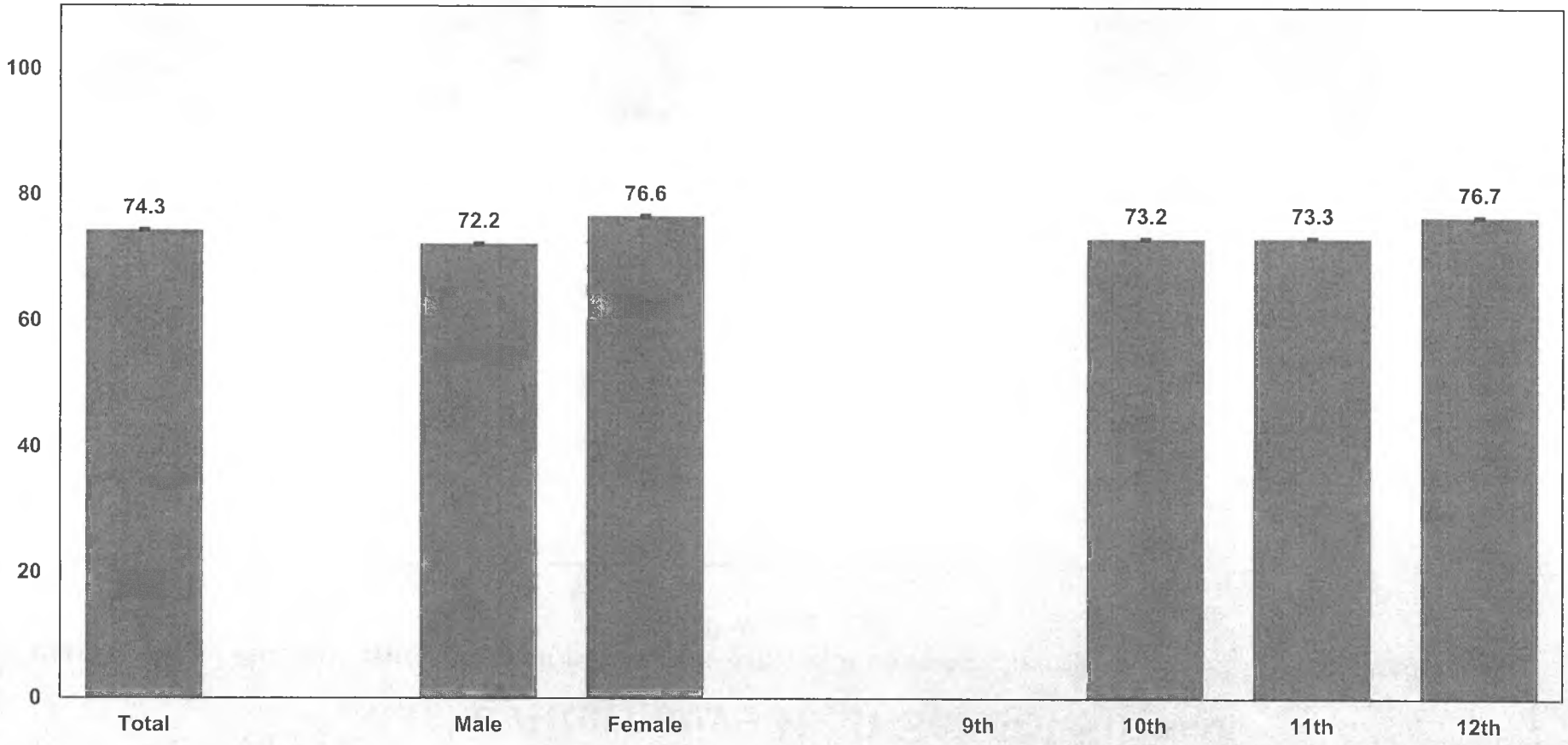


Q104 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who strongly agree or agree that their school has clear rules and consequences for behavior

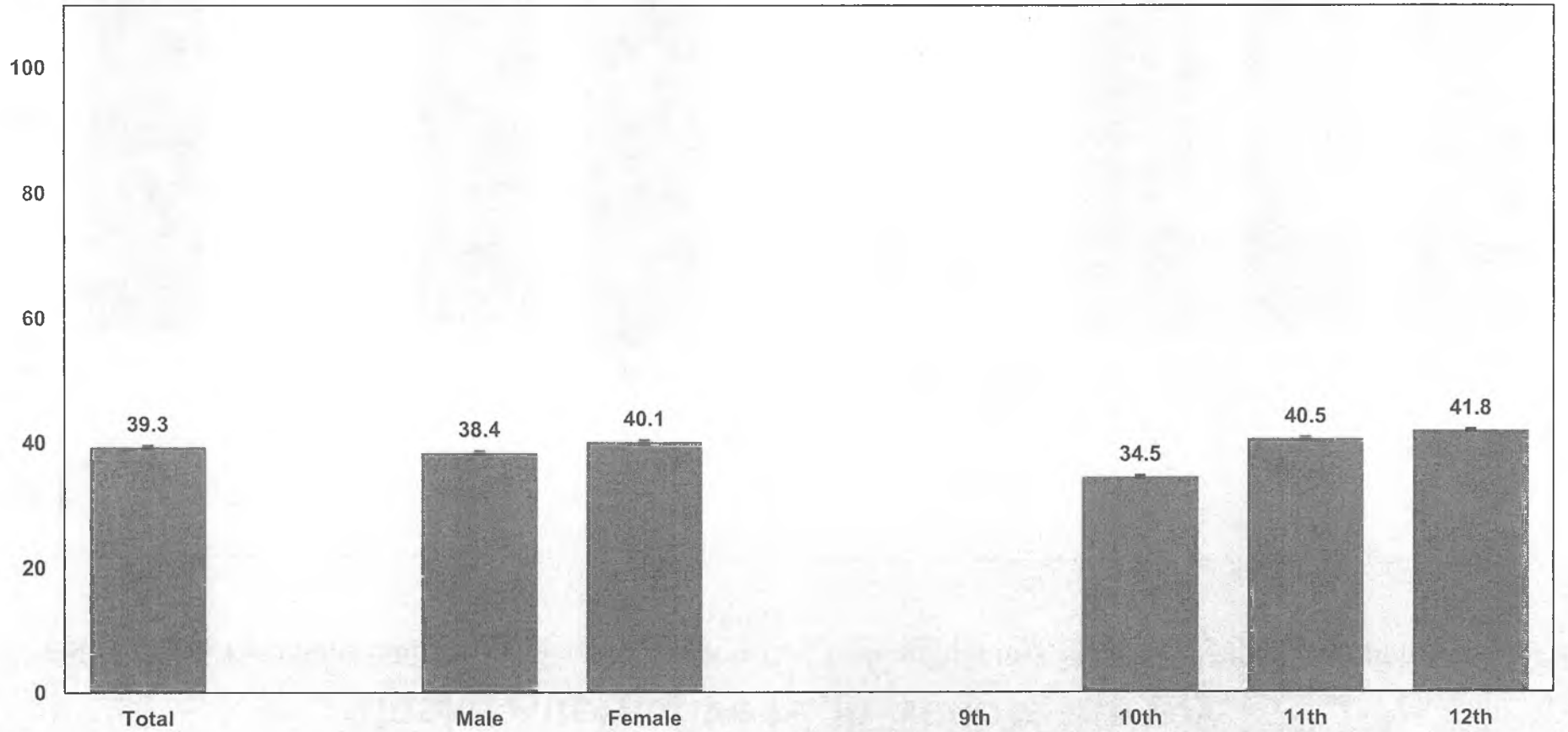


Q105 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who said their parents feel their child smoking marijuana is either a little bit wrong or not wrong at all

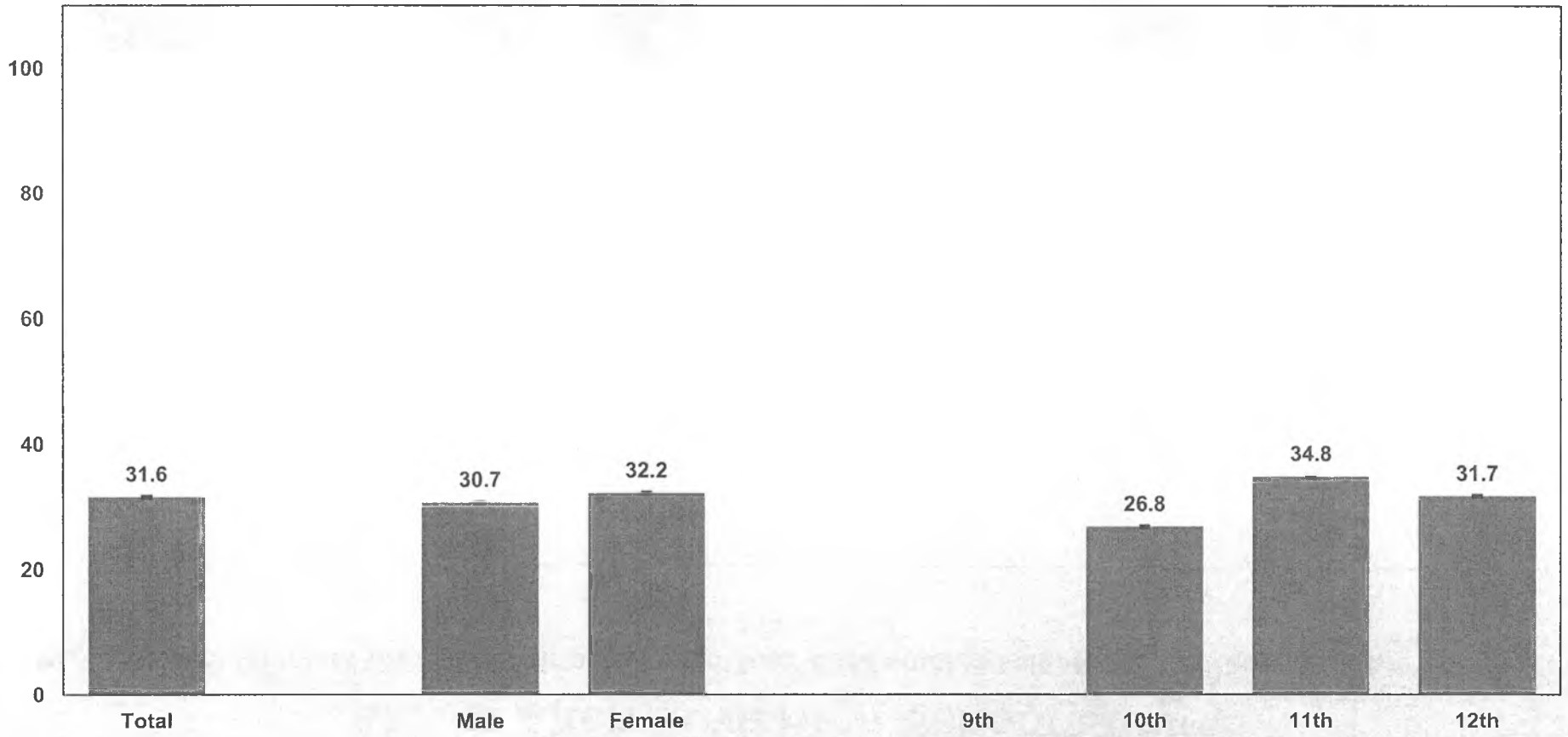


Q106 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who said their parents feel their child drinking alcohol regularly is either a little bit wrong or not wrong at all

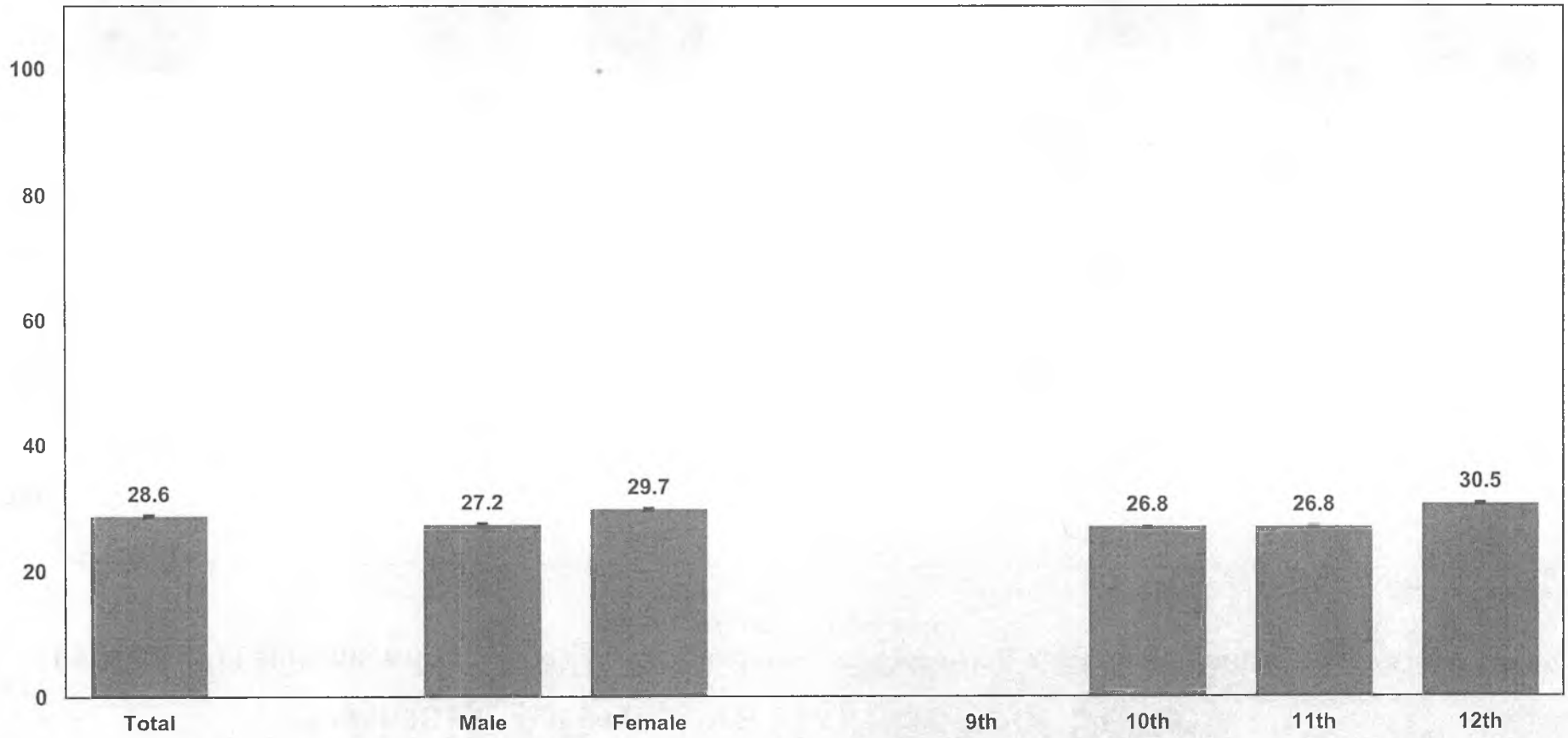


Q107 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who said their parents feel their child smoking cigarettes is either a little bit wrong or not wrong at all

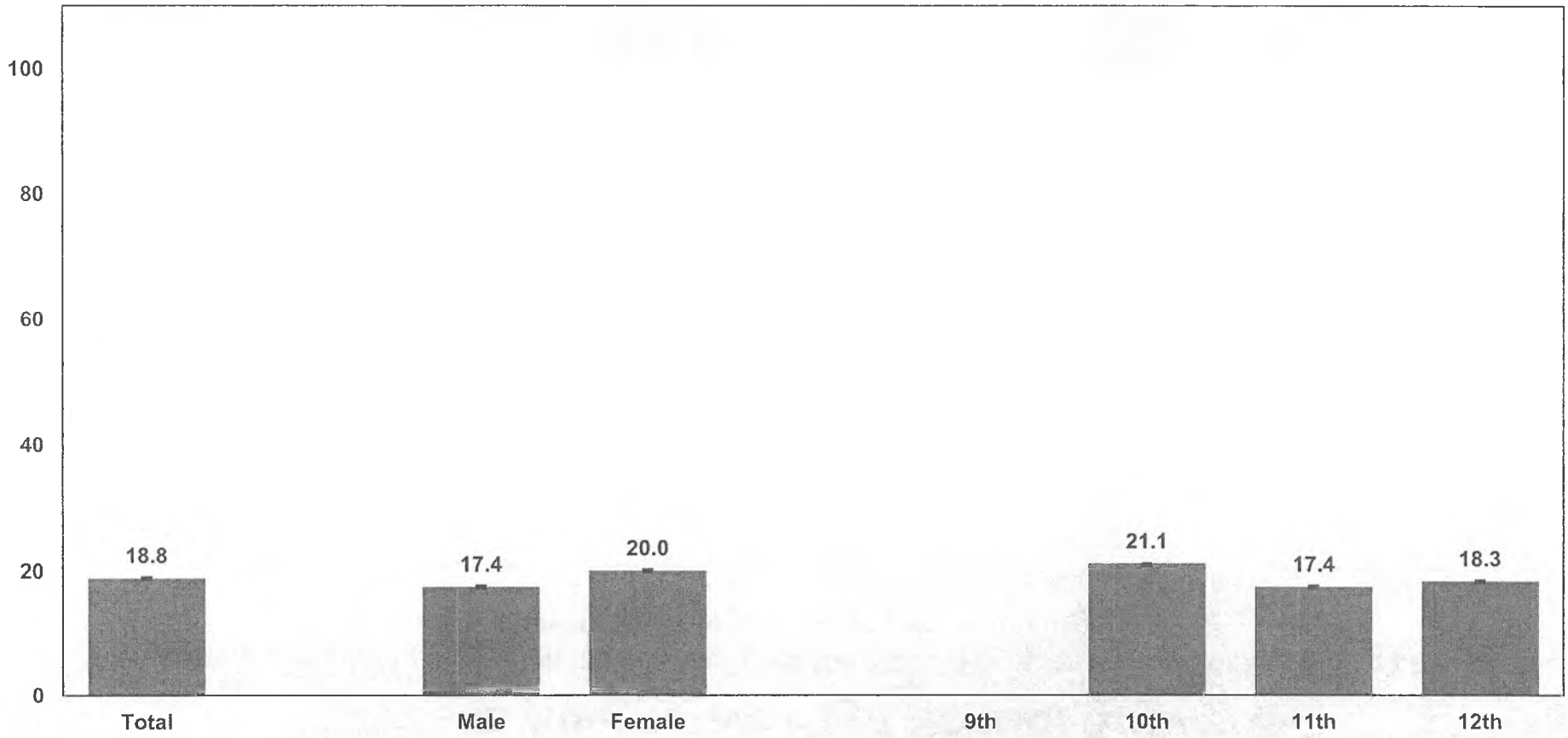


Q108 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who think there is a chance they would be seen as cool for smoking cigarettes

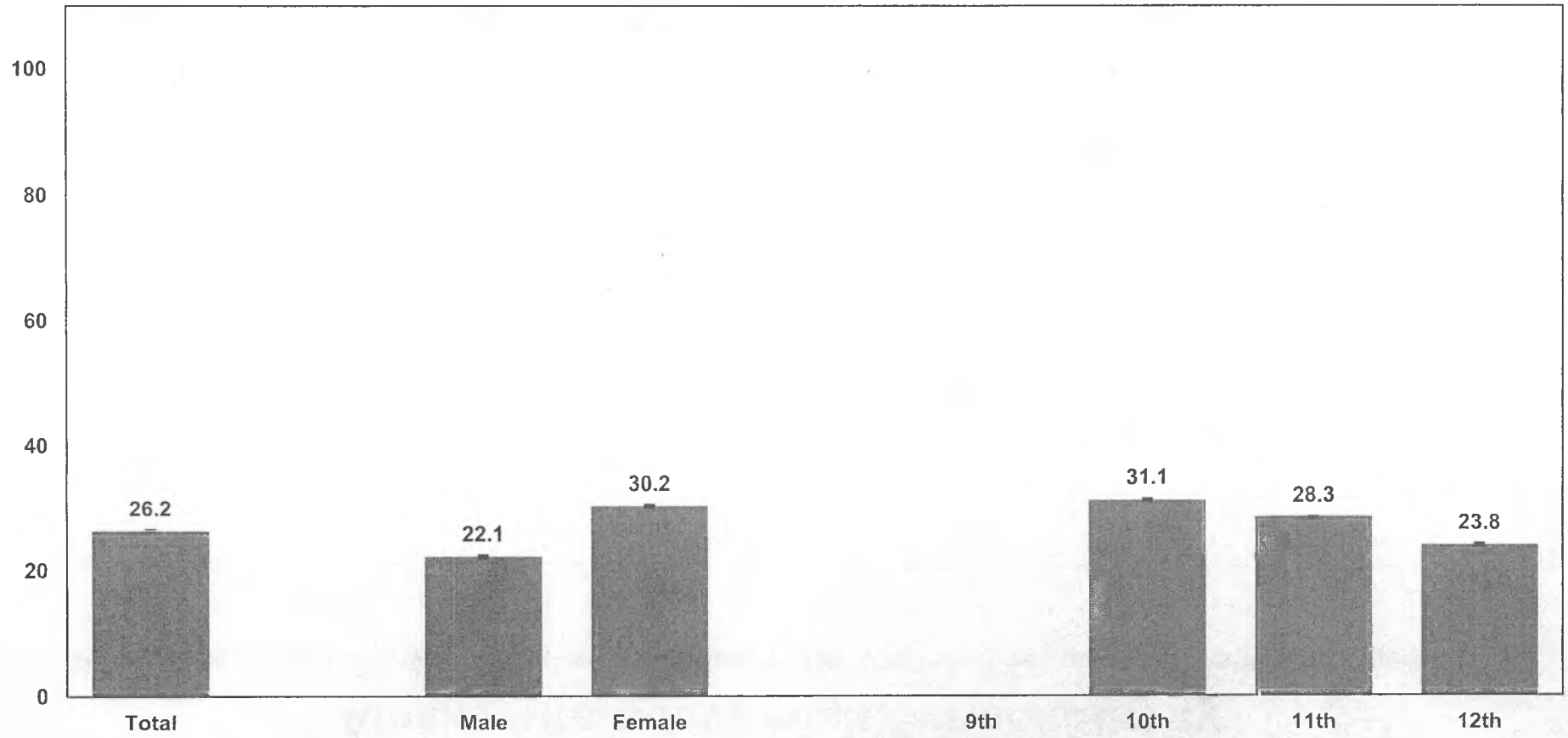


Q109 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who think there is a chance they would be seen as cool for drinking alcoholic beverages at least once or twice a month

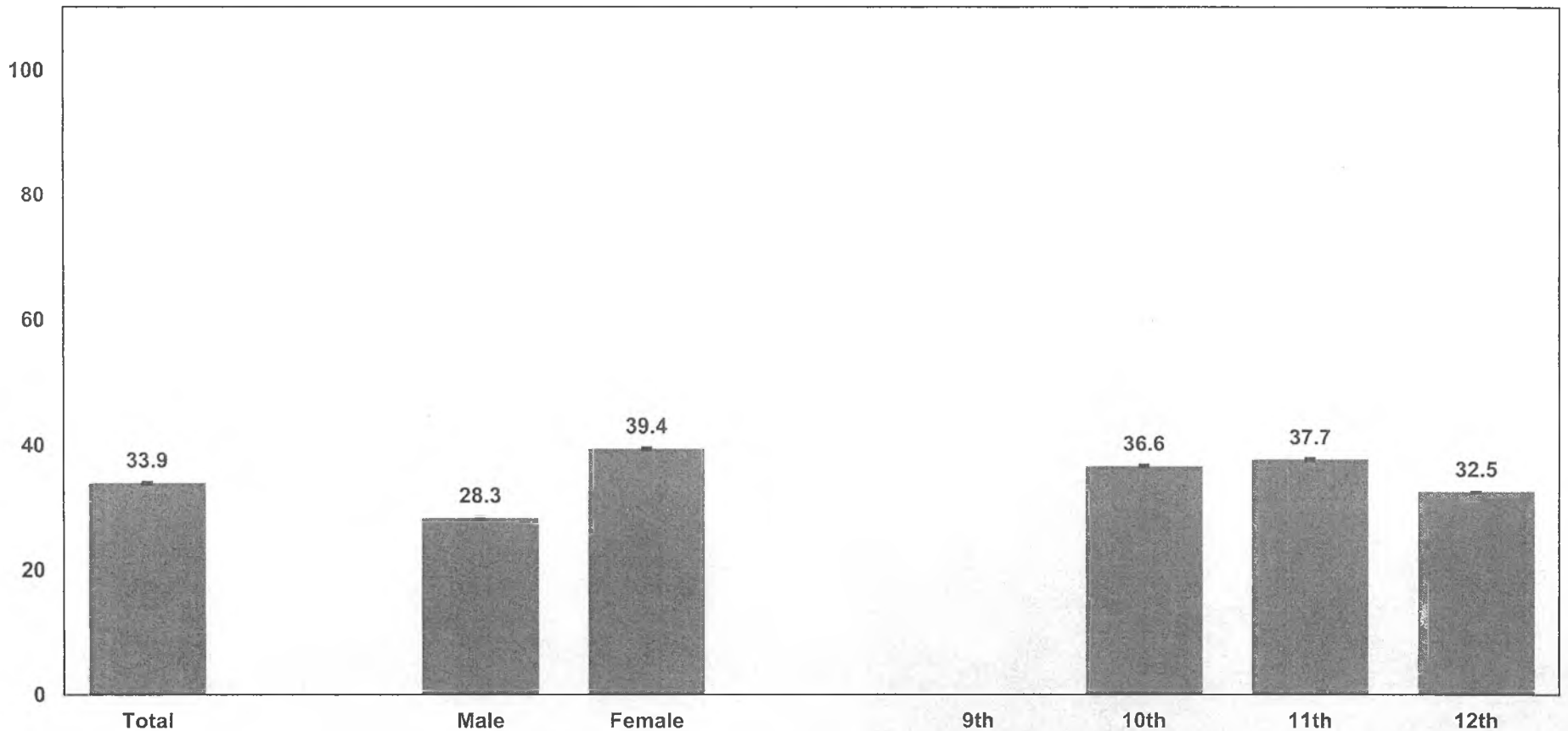


Q110 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

2011 Youth Risk Behavior Survey Results

Alaska Alternative High School Survey

Percentage of students who think there is a chance they would be seen as cool for smoking marijuana



Q111 - Weighted Data
*Non-Hispanic.
Missing bars indicate less than 100 students in the subgroup.

SB

83

<TARGET><BILL>SB 83</BILL><SUBJECT>SB
83</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPO'

(7)
Date Referred to Committee: March 12, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 4-9-11

The EDUCATION Committee considered: **CSSB 83(EDC)**

CS FOR SENATE BILL NO. 83(EDC)
"An Act providing for payment and loan incentives to public school teachers for national board certification."
SB 83-TEACHER BOARD CERTIFICATION INCENTIVES

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____(_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓
	EED	✓		

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	FEIGE	✓			
	KAUFFMAN	X			
	CISSNA	✓			
Chair:	Dick	X			
Chair:					

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: CSSB 83(EDC)
Fiscal Note Number: 4
(S) Publish Date: 2/3/12

Identifier (file name): SB083CS(EDC)-EED-TLS-12-5-11
Title: "An Act providing for payment and loan incentives to public school teachers for national board certification."
Sponsor: Senate Education Committee
Requester: Senate Finance

Dept. Affected: Education & Early Development
Appropriation: Teaching and Learning Support
Allocation: Teacher Certification
OMB Component Number: 1240

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	316.5		348.0	379.5	411.0	442.0	474.0
Miscellaneous							
TOTAL OPERATING	**316.5**	**0.0**	**348.0**	**379.5**	**411.0**	**442.0**	**474.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	316.5		348.0	379.5	411.0	442.0	474.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**316.5**	**0.0**	**348.0**	**379.5**	**411.0**	**442.0**	**474.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

FY13 Fiscal note form updated through FY18.

Prepared by: Cynthia Curran, Director — Phone: 465-2857
Division: Teaching and Learning Support — Date/Time: 12/5/11 3:36 PM
Approved by: Mike Hanley — Date: 12/5/2011
Commissioner

(Revised 8/17/2011 OMB)

COMMITTEE COPY

FISCAL NOTE #4

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSSB 83(EDC)

Analysis

SB83 provides for payments and loan incentives to public school teachers for national board certification. This includes a basic incentive payment of $1000 for teachers holding a current and valid national board certification and an additional $500 for teachers holding this certification in high poverty attendance areas that have received a low performance rating as determined by the department.

The count projects 162 teachers anticipated for FY13. The maximum incentive provided under this legislation if all teachers qualified for both incentives would be 162 teachers X $1,500 = $243,000. Each subsequent fiscal year projects an additional 21 teachers receiving the incentives to reflect the anticipated annual growth.

With an average growth rate of 21 teachers per year that would be actively seeking national board certification, not more than $1,000 would be provided annually to pay the national certification board on their behalf. 21 X $1,000 = $21,000. This projection is contained in each subsequent year through FY18.

Using the growth assumption/annual average of 21 teachers per year pursuing certification of professional teaching standards by a nationally recognized board, under the proposed Sec. 14.43.550-555 for the National Board Teacher Certification Loan Program, $2,500 would be provided as loans for eligible teachers. 21 X $2,500 = $52,500 per year.

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version: CSSB 83(EDC)
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Identifier (file name): SB083CS(EDC)-EED-ACPE-12-14-11
Title: Teacher Board Certification Incentives
Sponsor: (S)EDC
Requester: (S)FIN

Dept. Affected: Education
Appropriation: ACPE
Allocation: Program Administration & Operations
OMB Component Number: 2738

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

New Fiscal Note Form

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Alaska Commission on Postsecondary Education

Phone: 465-6740
Date/Time: 12/14/11 3:30 PM
Date: 12/14/2011

(Revised 11/28/2011 OMB)

COMMITTEE COPY

FISCAL NOTE #3

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSSB 83(EDC)

Analysis

This bill establishes payment and loan incentives intended to assist Alaska public school teachers seeking to earn national board certification. One component is the establishment and funding of a zero interest loan to otherwise eligible teachers who are actively pursuing national certification of professional teaching standards awarded by a nationally recognized board. The loan amount is set at $2,500 and the funds are to be paid directly to the national board from which the certification is being sought.

The Commission anticipates that, based on expected limited demand for the loan, servicing the loan can be accomplished with existing staff resources. Assuming the loans will be funded by an appropriation to the Department of Education and Early Development, no funding is requested for that purpose.

SB83 TESTIMONY
April 9, 2012
House Education Committee

Hello, my name is Dr. Deena M. Paramo, superintendent from MSBSD. I am testifying today in support of SB83.

Please know that I strongly believe:

1. The National Board Certification assists teachers in becoming more effective.
2. The National Board Certification improves student learning and engagement.

The National Board Certification is a rigorous process for which teachers engage to improve their instruction. A main focus of the National Board Certification process is on teacher reflection---specifically, reflection on a teacher's own skills and knowledge in teaching and his/her effectiveness.

In addition to the writing and research necessary for the certification, throughout the process, teachers must video tape classroom lessons to submit as entries to be scored. The National Board then analyzes various components of the lesson including lesson goals, evidence of student learning, and evidence of engagement to assist the teacher in seeing his/her teaching more objectively. The instructor him or herself, then learns to analyze his/her lesson with a critical eye.

Watching students' actions and reactions in various lessons also helps identify effective teaching strategies that increase critical thinking and engagement and those practices that diminish student achievement. This process of observing, identifying, and practicing helps continue to improve teaching approaches in the classroom to influence positive changes and increase success for students.

Overall, National Board is all about building & enduring, reflective practices that ultimately improve instruction and learning. MSBSD sees that SB83 is about honoring and placing value on effective teaching practices, not strictly tenure or experience.

MSBSD has 10 teachers (out of 1200) who currently hold certification through the National Board. MSBSD does award stipends for National Board Certification as well. I can attest that the MSBSD teachers who hold the certification get results in student achievement.

Chairman Dick and Members of the committee: I am Michelle Accardi and I am a National Board Certified Teacher. I certified in Exceptional Needs in 2005 while I was teaching in New Mexico. I am currently serving as the Director of State Policy for the National Board of Professional Teaching Standards. Thank you for the opportunity to testify before you today on Senate Bill 83, sponsored by Senator Joe Thomas. This bill supports Alaska's National Board program by providing a no-interest loan for teachers seeking National Board Certification and a salary supplement for National Board Certified Teachers. My comments today will focus on the efficacy of the National Board Certification process and why supporting this bill makes sense for Alaska.

For 25 years, the National Board for Professional Teaching Standards has been at the forefront in establishing the highest measure of teaching excellence. It is the highest recognition of excellence in professional educational practice in the United States. Yet, National Board Certification is not simply about rewarding high quality teaching. As in other professions, such as medicine and law, National Board Certification assures the public that the people who educate their children are *experts* in their fields and have the skills to help *all* students learn.

The National Board Certification process is sound—but does it work? The answer is an unqualified yes. In the 25 years since the National Board was founded, National Board Certification has become one of the most heavily researched areas in the teaching field.

On June 11, 2008, the National Research Council (NRC) of the National Academies completed an extensive, multi-year study of National Board Certification. In the most rigorous and comprehensive study to date, the highly respected NRC formally affirmed the National Board's positive impact on student achievement, teacher retention, and professional development. The findings from the NRC study:

- Showed that students taught by NBCTs make higher gains on achievement tests than those taught by teachers who have not applied and those who did not achieve certification
- Substantiated previous research showing that National Board Certification has a positive impact on teacher retention and that NBCTs are more likely to stay in teaching longer than other teachers
- Observed that the National Board Certification process is an effective professional development experience that positively affects teaching practices
- Acknowledged that NBPTS Standards and National Board Certification have taken the culture of teaching to a higher level

Several independent studies indicate that students of NBCTs do better on standardized tests than students of non-National Board Certified Teachers.

A study by L. Vandervoort of Arizona State University demonstrated that students of National Board Certified Teachers also showed learning gains equivalent to spending an extra month in school.
Other studies, demonstrate that students of NBCTs exhibit great comprehension of classroom instruction and better writing abilities and are able to apply knowledge more successfully than students of non-NBCTs.

We have evidence that NBCTs create more challenging curricula, present subject matter in greater depth and provide better feedback. They are also better able to adapt their teaching strategies to reach diverse student learning styles within their classrooms.

The Board Certification process is also a key strategy for helping save and create jobs for effective teachers. A recent report found that the nationwide cost of replacing public school teachers who have dropped out of the profession is $7.3 billion annually. However, research has shown that up to 90 percent of Board Certified Teachers stay in the classroom. The rigorous standards and assessments of the Board are also being used as a recruitment tool to evaluate the effectiveness of incoming teachers in school districts across the country.

As a recognized leader in defining educator effectiveness, National Board is strengthening its role as a force in school transformation at the national, state and local levels. NBPTS is working in a number of ways to leverage the best practices of National Board into successful school-wide reform, including the following examples:

- Implementing a $27 million Teacher Incentive Fund federal grant that NBPTS received in fall 2010 to reform teacher and principal evaluation and compensation systems in 23 high-need urban and rural schools in Richmond, Virginia and Maine. The key to this school transformation model is its unrelenting focus on infusing National Board best practices into all facets of building teacher and principal excellence – recruitment, development, evaluation, advancement and compensation.
- Collaborating with states and districts to implement current and future School Improvement Grants and Race to the Top grants using NBPTS whole school job-embedded professional development.
- Teaming up with the Bill & Melinda Gates Foundation to help define effective teaching.
- Launching an NBPTS Principal Certification program in 2013 to identify effective principals and inform the development of state and district principal evaluation systems.
- Developing a new NBPTS teacher evaluation framework to help states and districts improve their educator development and evaluation systems.
- Partnering with a number of business and philanthropic organizations, including Amgen, GlaxoSmithKline and Oracle, to specifically focus on enhancing the skills of math and science teachers.

Let me talk a little bit about the National Board program in Alaska. There are currently 135 National Board Certified Teachers in Alaska, with over 40 percent of the state's NBCTs teaching in Anchorage and about 20 percent teaching in Fairbanks. This number represents about 1.5

percent of the Alaska K-12 teaching force, compared to three percent of teachers nationwide. However, Alaska's growth rate last year was 11.6 percent, compared to the national growth rate of 6.9 percent. This is reflected in the new total numbers of NBCTs. In December 2011, fourteen new Alaska teachers earned National Board Certification, tying 2004 for the highest number recorded.

There are several reasons that account for this increase. Especially in a very rural state like Alaska, it is critical to provide high quality candidate support. The process is most impactful when cadres of teachers can pursue the process together. NEA-Alaska has immolated the very successful Jump Start program in Washington state that supports candidates for National Board Certification. Jump Start is a four-day course designed to familiarize participants with the National Board to better prepare them to be successful in the certification process. NEA-Alaska has invested almost $60,000 in 50 Jump Start attendees over the past three years.

The State Department of Education and Early Development recognizes the value of National Board Certification as one method of attaining an Alaska Master teaching certificate, and NBCTs are considered highly-qualified. So, Alaska has the foundation from which a strong National Board program can grow and flourish. Senate Bill 83 would put in place the policy to support that growth and to help sustain it.

National Board Certification is one of the most powerful tools to grow and sustain educational excellence in Alaska, but its full potential is far from realized. NBCTs can serve as a means for effective change. For all these reasons—effective teaching, improved learning, teacher retention—I ask you to support Senate Bill 83.

In closing, I want to underscore the *transformative nature* of the National Board Certification process. When asked what's so special about the National Board process, an NBCT I know replies that it is the professional equivalent of becoming a parent. Once you have a child you look at the world differently. In a similar fashion, when a teacher experiences the National Board Certification process, he or she looks at teaching with new eyes.

Thank you for your time. I am happy to answer any questions.

Mr Chairman, members of the committee, my name is Steve Atwater, I am the superintendent of the Kenai Peninsula Borough School District. I am calling in to testify in support of CS SB 83. I encourage you to pass this bill out of committee.

One of the expectations that I have for all the employees of the Kenai Peninsula Borough School District is that they will work to improve their job performance. On the Kenai we recognize the importance of professional development and have spent a lot of time refining our professional development processes. I am pleased to note that our teachers report that our work in this area is helping them better meet the learning needs of our 9,000 students. Representative Seaton's remarks this morning are evidence of this.

But as you know, much of a teacher's professional development is pursued independently of the home school district. And while teachers' PD work away from the districts is well intentioned, it does not always lead to the desired increase in student learning. I believe however, that our teachers who receive their national board certification consistently have excellent evaluations and good student results.

The five core propositions for national board certification include teachers working as a part of learning communities. It is well established that teachers who collaborate with one another are more effective than those who do not. I mention this because increasing the level of Teacher collaboration is one of our district goals. Adding board certified teachers will thus allow a district to reap benefits beyond the immediate teacher's classroom, it will lead to other teachers learning from the board certified teacher. It is fair then to assume, that the addition of board certified teachers to a district will help several other teachers improve their craft.

As you know, there is a lot of conversation about raising standards as a way to do improve education. And while this is a necessary part of the school improvement equation, in itself, it is not enough. We must also improve our teachers' pedagogical skills. I believe that the rigorous national board certification process is an excellent way to do this. I know that it will help our teachers meet our student's learning needs.

In closing, I am convinced that increasing the number of board certified teachers in Alaska will lead to a higher level of achievement for our state's students, I encourage you to pass this bill.

Finally, I want to end my testimony with a comment from one of our board certified teachers

The certification process is what makes a person a better teacher, not the certificate. Teachers that start the certification process are good teachers, but the process helps them analyze and articulate their teaching. To name a few things: I found myself having to articulate how I knew a student was engaged during a classroom lecture, I had to analyze how I assessed all students, how I accounted for diversity, I had to show that I was an active member in my profession, I had to video tape several lessons, analyze them and speak to the lessons. All this reflection and analyzing made me look at what it was about my teaching that made me a good teacher. Many times teachers work at a level of unconscious competence, where they do things very well but maybe don't even have to think about what it is they do. This process requires a teacher to be conscious of this and reflect on what it is that they do well and not so well. This process also made me very aware of areas I am weak in and had to improve upon. The time required to complete this process is immense but the benefits are tremendous.

National Board Certified teachers seem to be very involved in their profession, through committees, inservices, trainings, education, etc... These teachers do not do this to be recognized or to be certified they do it because it is a vital part of how they view education and their role in the education process. However, it would be nice if someone stepped in and recognized all the extra effort that most NBCT's put in and incentive pay would be a nice gesture of appreciation.

The certification process is what makes a person a better teacher, not the certificate. Teachers that start the certification process are good teachers, but the process helps them analyze and articulate their teaching. To name a few things: I found myself having to articulate how I knew a student was engaged during a classroom lecture, I had to analyze how I assessed all students, how I accounted for diversity, I had to show that I was an active member in my profession, I had to video tape several lessons, analyze them and speak to the lessons. All this reflection and analyzing made me look at what it was about my teaching that made me a good teacher. Many times teachers work at a level of unconscious competence, where they do things very well but maybe don't even have to think about what it is they do. This process requires a teacher to be conscious of this and reflect on what it is that they do well and not so well. This process also made me very aware of areas I am weak in and had to improve upon. The time required to complete this process is immense but the benefits are tremendous. I wish I had the time to do this every year or every other year but that is not realistic. Following the initial certification I do find that I go through parts of the certification process on a continuous basis and that definitely makes me a better teacher.

It is hard to say how long it took to complete the coursework. I hate to try and put a number on it, but I think a conservative rough estimate would be 100+ hours (and it would not surprise me if I spent closer to 200 hours) scattered over 2-3 months time. This 100+ hours includes: spending nearly every free moment and many very late nights of that last two weeks editing the papers, organizing my course work, and putting the final touches on the papers, spending hours watching and analyzing video of my classroom, spending hours writing around 50 pages of text (for a math guy that is a lot). On top of the 100+ hours I had to demonstrate involvement in my profession and course specific education over a five year period, this meant I had attended conferences, kept up on current topics in math, led inservices, sat on committees, etc.... I am currently finishing up my recertification, which occurs every ten years. I would say I have spent around 50 hours so far and I could see another 50 before I am done on April 30th, doing similar tasks as I did the first time around but on a smaller scale.

Our district currently provides an additional $2,000 per year for those who have National Board Certification. I think the piece in the email that is important is the state stipend would be in addition to the district stipend. We have so very few nationally board certified teachers in this district. This bill might provide a great incentive for teachers to consider this.
I was in Juneau last year and attended a hearing on this.
I know NEA-AK is in favor of this.
Is that enough info?
Thanks for asking

ALASKA STATE SENATE

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SENATE EDUCATION COMMITTEE

Senators Kevin Meyer & Joe Thomas, Co-Chairs

Senate Bill 83

"An Act providing for payment and loan incentives to public school teachers for national board certification."

...teaching is work of the most demanding sort, for teachers must make dozens of decisions daily, command a wide body of knowledge and skill, learn to react instantly, and be disposed to act wisely in difficult situations. And while there are principles and precepts, skills and techniques, to guide the work, teaching is also an activity with artistic aspects, a craft calling for reflection and judgment.

----From *What Teachers Should Know and Be Able to Do*

Teaching is one of the most difficult and important jobs we have in our society. In order to have good schools, we must have good teachers.

Senate Bill 83 provides an incentive for teachers to ramp up their professional knowledge and skills by becoming nationally certified by the National Board of Professional Teaching Standards. Teachers would be provided with zero interest loans designed to pay the expense of enrolling in the program. Once certified they would receive a $1,000 annual stipend for the duration of their certification period (ten years).

If the teacher is serving in a low performing, high poverty area they would receive a $1,000 stipend for enrolling in the program, and $1,500 loan for the rest of the expense. They would also receive an additional $500 annually as long as they remained in a low performing, high poverty area.

Becoming nationally certified is a rigorous and demanding process, and can take up to three years. There are 25 different areas of certification (see page 7 of the packet), and teachers specialize in their specific subject area. The certification process focuses on five aspects of teaching: Students and their learning, the subjects being taught and how to teach them, managing and monitoring student learning, thinking systematically about the practice of teaching, and being members of the learning community.

We appreciate your support on this important bill.

NBPTS
National Board for Professional Teaching Standards

Fields of Certification

NBPTS offers the following 25 certificate areas that cover 16 subject areas and are classified into seven student age categories. As a candidate you can opt for a generalist certificate or one that is subject-specific.

Certificates Currently Available

Art

- Early and Middle Childhood
- Early Adolescence through Young Adulthood

Career and Technical Education

- Early Adolescence through Young Adulthood

English as a New Language

- Early and Middle Childhood
- Early Adolescence through Young Adulthood

English Language Arts

- Early Adolescence
- Adolescence and Young Adulthood

Exceptional Needs Specialist

- Early Childhood through Young Adulthood

Generalist

- Early Childhood
- Middle Childhood

Health

- Early Adolescence through Young Adulthood

Library Media

- Early Childhood through Young Adulthood

Literacy: Reading – Language Arts

- Early and Middle Childhood

Mathematics

- Early Adolescence
- Adolescence and Young Adulthood

Music

- Early and Middle Childhood
- Early Adolescence through Young Adulthood

Physical Education

- Early and Middle Childhood
- Early Adolescence through Young Adulthood

School Counseling

Early Childhood through Young Adulthood

Science

Early Adolescence

Adolescence and Young Adulthood

Social Studies – History

Early Adolescence

Adolescence and Young Adulthood

World Languages Other than English

Early Adolescence through Young Adulthood

Age Categories

- Early Childhood (Ages 3-8)
- Middle Childhood (Ages 7-12)
- Early & Middle Childhood (Ages 3-12)
- Early Childhood through Young Adulthood (Ages 3-18+)
- Early Adolescence (Ages 11-15)
- Adolescence and Young Adulthood (Ages 14-18+)
- Early Adolescence through Young Adulthood (Ages 11-18+)

NBPTS
National Board for Professional Teaching Standards

What is National Board Certification?

What Is National Board Certification?

National Board Certification is an advanced teaching credential. It complements, but does not replace, a state's teacher license. It is valid for 10 years, and renewal candidates must begin the renewal process during their eighth or ninth years as NBCTs.

National Board Certification is achieved upon successful completion of a voluntary assessment program designed to recognize effective and accomplished teachers who meet high standards based on what teachers should know and be able to do. National Board Certification is available nationwide for most preK–12 teachers. As part of the certification process, candidates complete 10 assessments that are reviewed by trained teachers in their certificate areas. The assessments include four portfolio entries that feature teaching practice and six constructed response exercises that assess content knowledge.

Why Standards for Accomplished Teaching?

Every child deserves an accomplished teacher — one who is qualified to equip students with the skills to succeed in the 21st century global community. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. NBPTS Standards are based on the Five Core Propositions that form the foundation for what all accomplished teachers should know and be able to do and provide a reference that helps educators link teaching standards to teaching practice.

Five Core Propositions

Teachers are committed to students and their learning.
Teachers know the subjects they teach and how to teach those subjects to students.
Teachers are responsible for managing and monitoring student learning.
Teachers think systematically about their practice and learn from experience.
Teachers are members of learning communities.

What Are the Standards and Certificate Areas?

NBPTS developed standards for accomplished teaching in 16 different subject areas with students at various developmental levels. These standards were developed and validated by representative committees comprised of master teachers, disciplinary organizations and other education experts. Many school systems use the standards as the basis for ongoing teacher and school counselor professional development, and many colleges and universities incorporate them into their undergraduate and graduate teacher-education programs.

Based on these standards, NBPTS offers 25 certificates that are applicable to most teachers in American schools. For more information, see the chart at nbpts.org/certificates.

NBPTS
National Board for Professional Teaching Standards

The Five Core Propositions

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

1 Proposition 1: Teachers are Committed to Students and Their Learning

- ✓ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- ✓ They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- ✓ NBCTs understand how students develop and learn.
- ✓ They respect the cultural and family differences students bring to their classroom.
- ✓ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- ✓ NBCTs are also concerned with the development of character and civic responsibility.

2 Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- ✓ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- ✓ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- ✓ They are able to use diverse instructional strategies to teach for understanding.

3 Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- ✓ NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- ✓ They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- ✓ NBCTs know how to assess the progress of individual students as well as the class as a whole.
- ✓ They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

4 Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- ✓ NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- ✓ They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- ✓ They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

5 Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.
They are leaders and actively know how to seek and build partnerships with community groups and businesses.
They work with other professionals on instructional policy, curriculum development and staff development.
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
They know how to work collaboratively with parents to engage them productively in the work of the school.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Introduction

In 1983, public concern about the state of American education was sharply heightened by the issuance of a federal report titled *A Nation at Risk*. The report provoked a wave of reform initiatives that engulfed the education community. Most of these programs, however, left out a critical element of the education equation: the classroom teacher.

If America is to have world-class schools, it must have a world-class teaching force. Many excellent teachers already work in the schools, but their work often goes unrecognized and unrewarded. As a consequence, many first-rate practitioners leave the schools, and others who could be exceptional teachers never consider teaching. Worse still, the knowledge and skills of the fine teachers who remain are often underutilized, their positive influence allowed only modest scope.

Three years after *A Nation at Risk*, in 1986, the Carnegie Task Force on Teaching as a Profession issued a pivotal report, *A Nation Prepared: Teachers for the 21st Century*. Its leading recommendation called for the establishment of a National Board for Professional Teaching Standards. The following year, this unique institution in the history of American education was born.

The National Board's mission is to advance the quality of teaching and learning by:

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- providing a national voluntary system certifying teachers who meet these standards, and
- advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

National Board Certification®, developed by teachers, with teachers, and for teachers, is a symbol of professional teaching excellence. Offered on a voluntary basis, it complements, not replaces, state licensing. While state licensing systems set entry-level standards for beginning teachers, National Board Certification has established advanced standards for experienced teachers.

Linked to these standards is a new generation of fair and trustworthy assessment processes that honor the complexities and demands of teaching. They focus on teacher work and the difficult issues that accomplished teachers confront on a regular basis. The NBPTS assessments for National Board Certification include having teachers construct a portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.

At the time the National Board was founded in 1987, it was understood that a critical first task was the development of a policy that would spell out the National Board's vision of accomplished practice. In 1989, it issued its policy statement, *What Teachers Should Know And Be Able To Do*, which has served as a basis for all of the standards development work NBPTS has conducted. To this day, it remains the cornerstone of the system of National Board Certification and has served as a guide to school districts, states, colleges, universities and others with a strong interest in strengthening the initial and ongoing education of America's teachers. It also holds the promise of being a stimulus to self-reflection on the part of teachers at all levels of accomplishment as well as a catalyst for healthy debate and the forging of a new professional consensus on accomplished practice in each field of teaching.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

What Teachers Should Know and Be Able to Do

In this policy, the National Board presents its view of what teachers should know and be able to do--its convictions about what it values and believes should be honored in teaching. This expression of ideals guides all of the National Board's standards and assessment processes.

The fundamental requirements for proficient teaching are relatively clear: a broad grounding in the liberal arts and sciences; knowledge of the subjects to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content; knowledge of general and subject-specific methods for teaching and for evaluating student learning; knowledge of students and human development; skills in effectively teaching students from racially, ethnically, and socioeconomically diverse backgrounds; and the skills, capacities and dispositions to employ such knowledge wisely in the interest of students.

This enumeration suggests the broad base for expertise in teaching but conceals the complexities, uncertainties and dilemmas of the work. The formal knowledge teachers rely on accumulates steadily, yet provides insufficient guidance in many situations. Teaching ultimately requires judgment, improvisation, and conversation about means and ends. Human qualities, expert knowledge and skill, and professional commitment together compose excellence in this craft.

The National Board has led the vanguard effort to develop professional standards for elementary and secondary school teaching. The National Board Certified Teachers® stand for professionalism in the schools. The National Board's responsibility is not only to ensure that teachers who become National Board Certified meet its professional standards of commitment and competence, but also to maintain standards and assessments that are so well regarded that America's accomplished teachers will decide to seek National Board Certification.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Policy Position (Five Core Propositions)

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students - curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Supporting Statement

We each remember the great teachers who touched our lives, kindled our interest and pressed us to do our best. We hold powerful images of such teachers. They exhibited a deep caring and love for children. They conveyed a passion for the subjects they taught, captivating their students with that passion. They approached their work with creativity and imagination, striving constantly to improve. As committed professionals, they were proud to be teachers.

The images of teaching that we share are deceptive as well as compelling. They emphasize teaching's external aspects, not its inner workings. If we fondly recall the great teachers of our past, we also typically see teaching as a humble undertaking. It concerns itself with the least powerful age group in society. It involves such seemingly routine activities as arranging seatwork, lecturing, reviewing and responding to students' efforts, and disciplining their behavior.

Historically, there is an enduring constancy in the organization of schools, of classrooms and of teaching itself. Self-contained classrooms, whole-group, textbook-centered instruction, teaching as telling, learning as the passive acquisition of facts, standardized testing – these patterns of schooling are as familiar as chalk dust. They constitute an unintended national curriculum that, as an unrelieved diet, does not adequately serve the educational needs of a diverse and dynamic society. Good teachers, of course, depart in many ways from these routines.

These pervasive images underestimate teaching's complexities and freeze the enterprise into forms that overlook its non-routine nature and the importance of independent professional judgment in the life of the accomplished teacher. But teaching is work of the most demanding sort, for teachers must make dozens of decisions daily, command a wide body of knowledge and skill, learn to react instantly, and be disposed to act wisely in difficult situations. And while there are principles and precepts, skills and techniques, to guide the work, teaching is also an activity with artistic aspects, a craft calling for reflection and judgment.

Although complicated, teaching nonetheless evokes simple, reductionist analysis. Much of the discourse on teaching and learning pulls apart what must be joined in practice. Chroniclers of teaching, for example, often assign the teacher's primary loyalty to the student or to the subject, with elementary teachers often characterized as "student-centered" and secondary teachers seen as "subject-centered." This dichotomy is false. Sound teaching merges commitment to students with allegiance to knowledge at all grade levels. All teachers must uphold the claims of knowledge, yet strive to build spacious avenues from such knowledge to students' understanding.

There is likewise a tendency to frame teaching either in terms of imparting valuable knowledge or as encouraging the acquisition of skills. But knowledge and skill are not disjoint. Knowledge – in the form of specific facts and organizing principles – is necessary to the exercise of most skills, just as a range of skills is necessary to the acquisition and construction of knowledge. Knowledge and skill cannot be pulled apart, nor can one assume pride of place over the other.

Another commonplace fallacy is to distinguish "basic" from "higher-order" skills, and to regard mastery of the basics as a precondition to advanced forms of reasoning and functioning. Accomplished teachers realize that higher-order thinking is the hallmark of successful learning at all levels. Students, for example, cannot become good writers without engaging in complex problem-solving processes, nor can they effectively learn basic mathematics simply by memorizing rules for manipulating numbers. There can be no neat division of teaching labor along a basic-to-

advanced skills continuum. All teachers must concern themselves with higher-order skills, with the executive functions of reasoning, and with students' capacities to monitor their own learning.

To unify these dichotomies in practice however, requires skill, wisdom and judgment. Accomplished teachers constantly assess and adjust their practice to maintain fidelity to students and to subjects, to knowledge and to skills, and to basic and advanced functions. Professionalism in teaching entails the ongoing pursuit of these unities. Hence, teachers regularly find themselves confronting hard choices -- sometimes sacrificing one goal for another, sometimes making compromises.

While teaching demands crisp reasoning and few settings yield to only a single approach, teachers do not have free rein to select any approach that strikes them as felicitous. Rather, their choices are anchored in their own experience and in the settled ground of the knowledge base that defines both efficacious and flawed practice. Being able to apply steady, disciplined judgment and reflective scrutiny within the bounds set by this constantly expanding body of knowledge is the hallmark of professionalism in teaching. As such, these values will be found at the heart of the standards the National Board will promulgate.

On the Commitment to Professionalism in Teaching

As its title indicates, the National Board is committed to professional standards for teaching. The term "professional" is an honorific in our society, and denotes occupations characterized by certain attributes. Chief among these are a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients. The knowledge base typically provides substantial, but not complete, guidance for professional practice. Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty.

Professionals deal with urgent human problems: matters of life and death, justice, hope and opportunity. Essential to their work is the trust of clients. What warrants such trust is the obligation, upheld within the community of professionals, to pursue an ethic of service and to employ special knowledge and expertise in the interests of their clients.

These general observations apply to teaching, but with important distinctions. While teachers employ their knowledge and skill on students, they also strive to empower students to continue the quest for understanding, so that one day the pupil may surpass the instructor. In this regard, teaching is the most democratic of professions. It aims to place within the hands, head and hearts of students the means for them to teach themselves.

The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers. Practicing

with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional teaching ought, therefore, to emphasize its ethical nature.

What the National Board Will Value in Teaching

The rich amalgam of knowledge, skills, dispositions and beliefs that will characterize National Board Certified teachers are clustered under the five core propositions presented above. What follows is an elaboration of these principles that go to the heart of the National Board's perspective on accomplished teaching.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Proposition #1: Teachers are Committed to Students and Their Learning

Fundamental to the teacher's credo is the belief that all students can learn. Furthermore, they act on that belief. Accomplished teachers like young people and are dedicated to and skilled at making knowledge accessible to all students, even as they acknowledge their distinctive traits and talents. Success depends on teachers' belief in the dignity and worth of all human beings and in the potential that exists within each child. Teachers typically do not work one-on-one with students for extended periods of time because they are responsible for groups. But within this constraint, they are attentive to human variability and its influence on learning.

Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly

To respond effectively to individual differences, teachers must know many things about the particular students they teach: Alex has a stutter, Maria loves science fiction, Toby is anxious about mathematics, Marcus is captivated by jazz. But accomplished teachers know much more -- whom their students go home to at night, how they have previously performed on standardized tests, what sparks their interest. This kind of specific understanding is not trivial, for teachers use it constantly to decide how best to tailor instruction.

As diagnosticians of students' interests, abilities and prior knowledge, skillful teachers learn to "read" their students. When planning a unit on aging, for example, they will anticipate what concepts and activities certain students may find problematic. Watching a student work on a computer, they will look for signs of progress. By keeping a finger on the pulse of the class, teachers decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations or activities.

Proficient teachers learn from their experiences. They learn from listening to their students, from watching them interact with peers, and from reading what they write. The information they acquire about students in the course of instruction subsequently becomes part of their general knowledge of education. Such monitoring and learning is no easy feat. What teachers are able to see, hear and learn is colored by their own prior knowledge and experience. Thus teachers must, in their efforts to work with children different than themselves, monitor both what they see and hear, and what is not so close to the surface. They must strive to acquire a deep understanding of their students and the communities from which they come that shape students' outlooks, values and orientations toward schooling.

Teachers Have an Understanding of How Students Develop and Learn

In addition to particular knowledge of their students, teachers use their understanding of individual and social learning theory, and of child and adolescent development theory, to form their decisions about how to teach. They are familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. Moreover, they integrate such knowledge with their personal theories of learning and development generated from their own practice. For example, accomplished teachers know that old theories of a monolithic intelligence have given way to more complex theories of multiple intelligences. Current thinking no longer casts "intelligence" as a context-free, one-dimensional trait. Instead, it recognizes different kinds of intelligence - linguistic, musical, mathematical, spatial, kinesthetic, personal. This perspective also holds that there are variations in the sources of intelligence (e.g., practical experience versus formal study) and the forms of intelligence (e.g., procedural skills versus propositional knowledge).

Both their knowledge of these theories and their experiences in classrooms have taught teachers that each student has different strengths, perhaps even gifts. Teachers think about how to capitalize on these assets as they consider how best to nurture additional abilities and aptitudes.

Moreover, teachers recognize that behavior always takes place within a particular setting that, to some extent, defines the behavior. They know, for instance, that students who cannot flawlessly recite multiplication tables may still be able to multiply in other contexts (e.g., in calculating whether they have enough money for items at the grocery store). Accomplished teachers are aware that school settings sometimes obscure a clear vision of students' aptitudes and intelligences. Therefore, they strive to provide multiple contexts in which to promote and evaluate those abilities.

They also recognize the ways in which intelligence is culturally defined. That is, what is considered intelligent behavior is largely determined by the values and beliefs of the culture in which that behavior is being judged. Accomplished teachers recognize that in a multicultural nation students bring to the schools a plethora of abilities and aptitudes that are valued differently by the community, the school and the family. The knowledge, skills, abilities and dispositions that are nurtured in a Native American community in the state of Washington will differ from those valued in an Hispanic community in Florida. Likewise, those cultivated by a suburban community in Utah will differ from those developed in urban New York. Thus, teachers are attuned to the diversity that is found among students and develop an array of strategies for working with it. This includes providing educational experiences which capitalize on and enlarge the repertoires of learning and thinking that students bring to school.

Teachers Treat Students Equitably

As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers are careful to counter potential inequities and avoid favoritism. This requires a well-tuned alertness to such matters and is difficult, as we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences.

Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students

Teachers are concerned with their students' self-concept, with their motivation, with the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues. These aspects of the student - important as they are in their own right - are also essential to intellectual development. Proficient teachers consider students' potential in this broader sense when making decisions about what and how to teach.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Proposition #2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

If one cardinal precept of teaching is a commitment to the welfare and education of young people, the other is a commitment to subject matter. Accomplished teachers are dedicated to exposing students to the social, cultural, ethical and physical worlds in which they live, and they use the subjects they teach as entrees into those worlds. Thus, elementary teachers know about geography and its relationship to commerce and history. Foreign language teachers know how language and culture interact and fuse. But, it is not sufficient that teachers know the facts that fall into these different content domains. Understanding subject matter entails more than being able to recite lists of dates, multiplication tables, or rules of grammar.

Teachers Appreciate How Knowledge in Their Subjects is Created, Organized and Linked to Other Disciplines

Teachers in command of their subject understand its substance -- factual information as well as its central organizing concepts -- and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Physics teachers know about the roles played by hypothesis generation and experimentation in physics; mathematics teachers know the modes of justification for substantiating mathematical claims; art teachers understand how visual ideas are generated and communicated; history teachers know how historians use evidence to interpret past events; and English teachers understand the relationships among reading, writing and oral language. Many special education teachers have a slightly different orientation -- focusing on skill development as they work to help moderately and profoundly handicapped students achieve maximum independence in managing their lives.

Understanding the ways of knowing within a subject is crucial to the National Board Certified teacher's ability to teach students to think analytically. Critical thinking does not occur in the abstract, for the thinker is always reasoning about something. Proficient teachers appreciate the fundamental role played by disciplinary thinking in developing rich, conceptual subject-matter understandings. They are dedicated to exposing their students to different modes of critical thinking and to teaching students to think analytically about content.

Teachers represent the collective wisdom of our culture and insist on maintaining the integrity of the methods, substance and structures of disciplinary knowledge. In the face of pressures to portray knowledge in weak and diluted forms, they remain firm. Their role, however, is not just to reinforce the status quo. Rather, appreciative of the fact that there are multiple perspectives and interpretations in each discipline, accomplished teachers encourage students to question prevailing canons and assumptions to help them think for themselves.

It is sometimes assumed that elementary school teachers need not be equipped to approach their subjects critically. But all accomplished teachers, regardless of the ages of their students, are charged with teaching students about something, and in order to do so, they must appreciate its complexity and richness. Teachers must possess such knowledge if they are to help their students develop higher-order thinking skills -- the hallmark of accomplished teaching at any level. Being able to engage elementary school children in the broad array of subjects they can profitably come to appreciate makes elementary school practice especially challenging. This does not imply

that fourth-grade teachers should have the same command of biology as high school biology teachers. However, it does mean that they have an understanding of science that allows them to present basic precepts to their students and introduce them to the joy of discovering -- and thinking about -- the natural world of which they are a part.

Teachers Command Specialized Knowledge of How to Convey a Subject to Students

Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they might build it into their systems of thinking. Accomplished teachers possess what is sometimes called "pedagogical content knowledge." Such understanding is the joint product of wisdom about teaching, learning, students and content. It includes knowledge of the most appropriate ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations. Subject-specific knowledge also includes an awareness of the most common misconceptions held by students, the aspects that they will find most difficult, and the kinds of prior knowledge, experience and skills that students of different ages typically bring to the learning of particular topics. Proficient science teachers, for example, know that some students have misconceptions about gravity that can influence their learning, while proficient art and music teachers know that young children arrive at school at various stages of maturity with respect to eye-hand coordination. Teachers use this knowledge of their students to structure instruction that facilitates further development.

Thus, subject-specific pedagogical knowledge is not a bag of tricks, but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher. Such subject-specific teaching knowledge embodies a way of reasoning through and solving the problems that arise in the daily work of teachers -- decisions ranging from what aspects of the subject matter to emphasize to decisions about how to pace instruction. In making these choices, teachers bring to bear their knowledge of students and learning and teaching and subject matter.

Professional teachers' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, videotapes, computer software and musical recordings. Their commitment to learning about new materials includes keeping abreast of technological developments that have implications for teaching; for example, how to engage students in the rapidly expanding field of computer technology, as well as how to use the computer to enhance their own teaching. Thus, able teachers keep current with the growing body of curricular materials -- including literature available through their professional organizations - and constantly evaluate the usefulness of those materials based on their understanding of curriculum theory, of students, of subject matter, and of the school's and their own educational aims.

Teachers Generate Multiple Paths to Knowledge

Knowledgeable teachers are aware there is value in both structured and inductive learning. That is, while it is useful to teach students about the concepts and principles that scholars have generated in the various disciplines, it is also valuable to engage students in learning by discovery, where they themselves search for problems, patterns and solutions. Proficient teachers help students learn to pose problems and work through alternative solutions, in addition to teaching them about the answers that others have found to similar problems.

The posing and solving of problems on their own is central to the development of true understanding by students -- moving far beyond the rote memorization of facts, the easy manipulation

of formulas or the facile playing of a musical scale. Teaching for understanding requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits. It also means learning to think in a nonlinear way, approaching issues from different angles, weighing multiple criteria and considering multiple solutions. Thus, in the eyes of the proficient teacher, "knowledge" is not conceived narrowly as a lower-level form of understanding. Rather, knowledge is cast in the richest light - as a combination of skills, dispositions, propositions and beliefs - integrated and flexible, elaborate and deep. Furthermore, understanding involves the ability to apply such knowledge to problems never before encountered by teacher or student. Accomplished teachers appreciate that this is the kind of knowledge and understanding that counts, and that this type of learning cannot be rushed.

Proposition #3: Teachers are Responsible for Managing and Monitoring Student Learning

Professional teachers hold high expectations for all students and see themselves as facilitators of student learning. To fulfill these responsibilities, teachers must create, enrich and alter the organizational structures in which they work with young people. They also find ways to capture and sustain the interest of their students. Because time is a precious commodity in schools, teachers attempt to make the most efficient use of it. To accomplish these tasks, teachers seek to master the body of generic pedagogical knowledge.

Teachers Call on Multiple Methods to Meet Their Goals

Accomplished teachers know and can employ a variety of generic instructional skills -- how to conduct Socratic dialogues, how to lecture, how to oversee small cooperative learning groups. Although much of instruction is determined by the content to be taught, there are some commonalities about teaching methods that guide their practice. They are aware of what can reasonably be covered in a 45-minute roundtable discussion, when to hold back and let students figure out their own solutions, and what types of questions provoke the most thoughtful conversation. But it is not sufficient that teachers know about different modes of instruction; they must also know how to implement those strategies. Traditional distinctions between knowing and doing have obscured the fact that thought and action interpenetrate in teaching -- knowing about something and knowing how to do something are both forms of understanding central to teaching.

Because students vary in learning styles and because different settings afford differing learning opportunities, accomplished teachers know when and how to alter the social and physical organizational structure of the learning environment. It is not enough to be a master lecturer, for there are many times when lecturing is not an effective way to teach. An outdoor experiment, a mock trial or an economic simulation, for example, may be more appropriate. Alternatively, a playlet or a debate might be a more effective way to engage students in thinking and learning. Teachers know about the breadth of options available to them, such as innovative instructional formats that involve discovery learning, conceptual mapping, brainstorming, working with computers, as well as more traditional tried-and-true methods.

Teachers not only have the opportunity to vary instructional settings and to employ a range of instructional materials, they also have the opportunity to call on various human resources to custom-tailor the working environment for students. Accomplished teachers know how to mobilize students to tutor their peers and how to engage aides and volunteers as teaching assistants. In schools where staffing arrangements are not fixed and inflexible, teachers also have a good appreciation of their colleagues' skills and the circumstances in which their colleagues' talents can best complement their own. Professional teachers wisely enlist the knowledge and expertise of their fellow faculty members in a variety of ways as they seek to provide their students with as rewarding a learning experience as possible.

Accomplished teachers also know the strengths and weaknesses of these options, and their suitability or incompatibility for certain students and groups. The settings that a teacher chooses are not just matters of personal preference, but are grounded in the literature of teaching. Teaching, to the accomplished teacher, is an elegant web of alternative activities in which students are engaged with the content; sometimes with the teacher, sometimes with each other, sometimes alone.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Teachers Orchestrate Learning in Group Settings

Teachers know how to manage groups of students. They are responsible for setting forth the social norms by which students and teachers act and interact, helping students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers. This includes teaching students to work independently without constant direct supervision by a teacher.

Accomplished teachers have developed systems for overseeing their classrooms so that students and teacher alike can focus on learning, not on controlling disruptive behavior. Discipline and management techniques vary, and no one system has been proven most effective. Hence, proficient teachers consider the desired learning results, their knowledge of their students and the social context, and their own prior experience in selecting management strategies.

Teachers also know that different instructional formats often require different norms of social interaction. Accomplished teachers can alternate among organizational arrangements and understand how different structures cast students and teachers in different roles. Applying their knowledge of the relative strengths and weaknesses of different structures, they weigh these considerations when deciding which instructional strategy and organizational structure will best enhance student learning. They also continually search for new forms of organization that may expand their repertoire and prove effective.

Teachers Place a Premium on Student Engagement

Facilitating student learning is not simply a matter of placing young people in educative environments, for teachers must also motivate them, capturing their minds and hearts and engaging them actively in learning. Thus, the National Board Certified teacher understands the ways in which students can be motivated and has strategies to monitor student engagement. The teacher's role in building upon student interests and in sparking new passions is central to building bridges between what students know and can do and what they are capable of learning.

Proficient teachers also know that motivating students is not always equivalent to making learning fun, for learning can be difficult work. Developing an acute sense of one's body in dance, for example, requires intense intellectual and physical concentration. Writing a short story requires drafting and re-drafting, editing and re-editing, occasionally submitting oneself to the critiques of peers and teachers. To practice effectively, teachers need to know how to encourage students even in the face of temporary failure and the inevitable doubts that students meet as they push themselves to new affective, intellectual and physical planes. With such learning comes the real joy in education, the satisfaction of accomplishment.

Teachers Regularly Assess Student Progress

While teachers are not always the central actors in their students' educational experiences, they are ultimately responsible for the creation and maintenance of those experiences and bear a considerable responsibility for what students learn at school. Proficient teachers, therefore, can judge the relative success of the activities they design. They can track what students are learning (or not learning), as well as what they, as teachers, are learning.

Assessment in teaching is not a simple task; teachers must monitor the successes and failures of individual students and evaluate their classes as collectives of learners. Additionally, they make judgments about themselves as teachers in relation to those students and classes. Although these judgments are interdependent of one another, they are not necessarily synonymous. One of the essential tensions of teaching is that teachers teach individual students, while managing groups.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Accomplished teachers do not treat a class as a monolith. They know that a class does not learn; individual students do. But individuals neither learn the same things, nor learn at the same pace.

Accomplished teachers use information about how the students in their classes are doing "on average" as a guide to making judgments about the relative success or failure of an instructional strategy. But they do not forget that there are few average students. They know that some students have moved far beyond that "average" evaluation, while others trail. And while they have to make decisions about what to do with the class as a whole, proficient teachers find ways to accommodate what they know about individual students and what they are learning in their plans for the whole group.

Accomplished teachers understand that the purposes, timing and focus of an evaluation affect its form. They are astute observers of students - their movements, their words and their minds. Teachers track student progress with a variety of evaluation methods, each with its own set of purposes, strengths and weaknesses. Their knowledge extends to creating their own, sometimes innovative, tools for evaluation, including portfolios, videotapes, demonstrations and exhibitions. In addition, they may use more traditional measures such as quizzes or exams. Sometimes teachers ask questions in the middle of a group discussion in order to assess how well students are following the presentation of information; or they may talk individually with students while they are engaged in independent work. At other times they watch their students' behavior as they read to each other or work in the laboratory.

Teachers frequently do not assign grades, for evaluation is not always for the purpose of recording grades; rather, it allows students and teachers to assess where they stand. Teachers also assess students to determine how much they have learned from a unit of instruction, be it a week on seeds, a semester of photography, or a year of athletic training. Student responses then contribute to teachers' decisions about whether to reteach, review or move on. By continually adding to their repertoire of methods for assessing what students have learned, as well as constantly monitoring student progress, accomplished teachers are able to provide constructive feedback to students, parents and themselves. Finally, such teachers help their students to engage in self-assessment, instilling in them a sense of responsibility for monitoring their own learning.

Teachers Are Mindful of Their Principal Objectives

Teachers also know about planning instruction - identifying and elaborating educational objectives, developing activities to help them meet their goals and drawing upon resources that will serve their purposes. Experienced teachers do not all plan alike. Some do not write elaborate plans prior to teaching, having automated their planning through years of experience in classrooms. Other teachers plan in detail (e.g., creating individual educational plans for special education students). No matter what form their final plans take -- scribbles on a scrap of paper or lengthy and detailed outlines accomplished teachers can clearly articulate their goals for students.

Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience

As with most professions, teaching requires an open-ended capacity that is not acquired once and for all. Because they work in a field marked by many unsolved puzzles and an expanding research base, teachers have a professional obligation to be lifelong students of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgments. Accomplished teachers are inventive in their teaching and, recognizing the need to admit new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and their students. What exemplifies excellence, then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong professional development.

Teachers Are Continually Making Difficult Choices That Test Their Judgment

The demands of teaching often present stiff challenges that do not lend themselves to simple solutions. Conflicting objectives regularly require teachers to fashion compromises that will satisfy multiple parties. A Western Civilization teacher, for example, attempting to reconcile demands for coverage with demands for indepth understanding, will do what is necessary to race from Plato to NATO, yet set aside time to develop in students the understanding that history is evolutionary rather than a series of events strung together chronologically. Likewise, a third-grade teacher will find a way to introduce students to the idea that writing is a thinking process, while ensuring that students are learning the basics of spelling and grammar.

Teachers also face choices that force them to sacrifice one goal for another. For instance, teachers who are committed to teaching mathematics for conceptual understanding want to teach students to see number relationships in the real world, to represent them with appropriate symbols, and to use their knowledge of mathematical formulas and computational skills to manipulate those numbers. Such teaching requires giving students time to frame their own problems, find their own solutions, and compare those solutions with alternatives posed by their classmates. Students who have learned through experience that math class involves filling out worksheets and doing problem sets may dislike the uncertainty inherent in problems with multiple or no solutions; they may be troubled that their teacher now wants them to discuss the reasons why a particular solution makes sense. Abandoning speed and accuracy as the criterion of success may temporarily jeopardize students' performance on standardized tests, even as the teacher fosters growth in the depth of students' mathematical competence. In deciding to teach in this way, a teacher risks alienating students, parents and administrators who have their own strong ideas of what math class is supposed to look like and the kind of competence it is supposed to yield.

Such circumstances call on teachers to employ their professional knowledge of what makes for sound practice, with the interest of their students given paramount consideration. While more than one satisfactory path may be derived to balance non-complementary objectives, the teacher's decision will be grounded in established theory and reasoned judgment.

Teachers Seek the Advice of Others and Draw on Education Research and Scholarship to Improve Their Practice

Aware that experience is not always a good teacher, proficient teachers search out other opportunities that will serve to cultivate their own learning. As savvy students of their own teaching, they know the value of asking others to observe and offer a critique of their teaching. They also know the value of writing about their work and of soliciting reactions from parents and students.

Thus, masterful teachers develop specialized ways to listen to their students, colleagues and administrators, and reflect on their teaching in order that they might improve their practice.

Able teachers are also students of education scholarship and are cognizant of the settled and unsettled territory in their field. They stay abreast of current research and, when appropriate, incorporate new findings into their practice. They take advantage of teacher centers and special conferences and workshops. They might conduct and publish their own research, if so inclined, for testing of new approaches and hypotheses is a commonplace habit among adept teachers, even if a normally overlooked and undocumented one.

Wise teachers understand the legitimacy and limitations of the diverse sources that inform teaching and they continuously draw upon them to enrich their teaching. Their enthusiasm for, and commitment to, continued professional development exemplifies a disposition they hope to nurture in students. Hence, the thinking, reasoning and learning that characterize first-rate teaching are doubly valuable: not only are thoughtful teachers able to teach more efficiently and effectively, they are also models for the critical, analytic thinking that they strive to develop in our youth. Teachers who are themselves exemplars of careful reasoning -- considering purposes, marshaling evidence and balancing outcomes - are more likely to communicate to students the value and manner of such reasoning. Moreover, they model other dispositions and traits as well, such as a commitment to creativity in their work and the disposition to take risks in exploring new intellectual, emotional, physical or artistic territories.

Proficient teachers, then, are models of educated persons. Character and competence contribute equally to their educative manner. They exemplify the virtues they seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation.

Proposition #5: Teachers are Members of Learning Communities

Teaching most commonly is regarded as the daily conduct of lessons and the provision of learning experiences. But the work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. In order to take advantage of the broad range of professional knowledge and expertise that resides within the school, accomplished teachers have a range of duties and tasks outside the direct instruction of students that contribute importantly to the quality of the school and to student learning.

There are two broad areas of responsibility. One involves participation in collaborative efforts to improve the effectiveness of the school. The second entails engaging parents and others in the community in the education of young people.

Teachers Contribute to School Effectiveness by Collaborating with Other Professionals

Teaching is often portrayed as the implementation of policy and curriculum developed by others -- as following orders. The National Board advocates a more proactive and creative role for teachers: engaging them in the analysis and construction of curriculum, in the coordination of instruction, in the professional development of staff and in many other school-site policy decisions fundamental to the creation of highly productive learning communities.

While state authorities and local school district leadership establish broad goals, objectives and priorities for the schools, professional teachers share responsibility with colleagues and administrators for decisions about what constitutes valuable learning for students. This includes their participation in critically analyzing the school curriculum, identifying new priorities and communicating necessary changes to the school community. Teachers' knowledge of curriculum and their students are essential to discharging these responsibilities effectively. But a readiness to work collaboratively on such matters and not blindly accept curricular conventions is also necessary.

Accomplished teachers attend to issues of continuity and equity of learning experiences for students that require school-wide collaboration across the boundaries of academic tracks, grade levels, special and regular instruction and disciplines. Such boundaries, constructed as much out of traditional patterns of school organization as out of instructional rationales, are often dysfunctional and damaging to student learning. National Board Certified teachers cultivate a critical spirit in appraising such schooling commonplaces, together with a willingness to work with administrators toward school-wide improvements that can include revision of organizational as well as instructional features of schooling.

The development of curriculum and the coordination of instruction are particularly important functions shared among teachers and administrators. Proficient teachers collaborate in planning the instructional program of the school to assure continuity of learning experiences for students. They possess the interpersonal skills needed to work on teams and a willingness to work together in the interest of the school community. Their understanding of the technical requirements of a well-coordinated curriculum enables them to participate in planning and decision-making within teams, departments or other educational units outside the classroom, laboratory or studio.

Consonant with their role in curriculum planning and coordination, teachers are aware of the learning goals and objectives established by state and local authorities. Professional practice requires that teachers be knowledgeable about their legal obligation to carry out public policy as

represented by state statute and regulation, school board directives, court decisions and other policies.

Accomplished teachers also participate in the coordination of services to students. Today's schools include a wide variety of educational specialists, and with increasing specialization has come the need for coordination, lest pupils' educational experiences become fragmented. The increased practice of "mainstreaming" special-needs students to assure that they are being educated in the least restrictive environment has meant that general and special education teachers need to work with one another. Compensatory education programs typically involve teaching pupils outside regular school settings. The various forms of English as a second language, bilingual and English-immersion programs often require cooperation among teachers of non- and limited-English-speaking youth. National Board Certified teachers are adept at identifying students who might benefit from such special attention and at working in tandem with specialists.

In addition to working on the improvement of school-wide curricula and the coordination of instruction, teachers work together to strengthen their teaching. Sometimes they observe each other teach; at other times they engage in discussions about teaching; and occasionally they collaborate in trying out new instructional strategies. While the particulars of how teachers choose to improve their instruction will vary according to the structure of opportunity and a teacher's dispositions and interests, the principle underlying such engagement is the continuous pursuit of teaching excellence in the company of peers.

Strong schools emphasize a process of continuous improvement. They are organized to find and solve problems and to locate, invent and experiment with different methods of instruction and school organization. Teachers within such schools work not only on professional development, but also on school-wide improvements. This expectation is part of what constitutes a professional orientation to teaching and part of what distinguishes the professional teacher.

The conventional image of the accomplished teacher as solo performer working independently with students is narrow and outdated. Committed career teachers assume responsibility in cooperation with their administrators for the character of the school's instructional program. They are team players willing to share their knowledge and skill with others and participate in the ongoing development of strong school programs. This participation may take many forms, such as mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly inquiry and artistic activity, or forming study groups for teachers.

Teachers Work Collaboratively with Parents

Teachers share with parents the education of the young. They communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs. Kindergarten teachers, for example, can help parents understand that reading stories to their children is more important to literacy development than completing worksheets on letters.

In the best of all worlds, teachers and parents are mutually reinforcing partners in the education of young people. But three circumstances complicate this partnership. First, the interests of parents and schools sometimes diverge, requiring teachers to make difficult judgments about how best to fulfill their joint obligations to their students and to parents. Second, students vary in the degree and kind of support they receive at home for their school work. The effects of

culture, language, and parental education, income and aspirations influence each learner. Teachers are alert to these effects and tailor their practice accordingly to enhance student achievement. However, when faced with an unavoidable conflict, the teacher must hold the interest of the student and the purposes of schooling paramount. Third, the behavior and mind-set of schools and families can be adversarial. Some parents are distrustful of the school's values, and the schools sometimes underestimate the family's potential to contribute to their children's intellectual growth. Students get caught in the middle, their allegiance to and affection for each party challenged by the other. Accomplished teachers develop skills and understandings to avoid these traditional pitfalls and work to foster collaborative relationships between school and family.

The changing family structure in our society creates new challenges as well, for there are now more youth with single parents, working parents and parents with inadequate income. Thus, creating home-school partnerships has become more difficult for teachers and parents in many communities. In attempting to work creatively and energetically with families in the interest of students' development, able teachers acquire knowledge and understanding of individual students' lives outside school. A teacher's foremost responsibility is to the intellectual development of our youth, but they are mindful of the broad range of children's needs, including the need for guidance and the strong presence of caring and nurturing adults. This is a difficult set of obligations to fulfill. On the one hand, teachers are prepared neither by training nor by role to serve as parent surrogates or social workers. The distinctive mission of teaching is to promote learning, a complex undertaking in itself. On the other hand, education's broad and humane purposes do not admit any narrow specialization. Students' physical, emotional, and social well-being cannot be separated from their intellectual growth.

Teachers Take Advantage of Community Resources

Professional teachers cultivate knowledge of their school's community as a powerful resource for learning. The opportunities are many for enriching projects, lessons, and study: observing the city council in action; collecting oral histories from senior citizens; studying the ecology of the local environment; visiting a nearby planetarium; drawing the local architecture; or exploring career options on-site. Any community -- urban or rural, wealthy or poor -- can be a laboratory for learning under the guidance of an effective teacher. Moreover, within all communities there are valuable resources such as other teachers and students, senior citizens, parents, business people, and local organizations that teachers can engage to assist, enhance and supplement their work with students. Teachers need not teach alone.

Teachers also cultivate knowledge about the character of the community and its effects on the school and students. They develop an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence. Cultural and other discontinuities between home and school frequently can confound teachers' efforts to promote learning. Conversely, the cultural diversity represented in many communities can serve as a powerful resource in teaching about other cultures, in encouraging tolerance and understanding of human differences, and in promoting civic ideals. Accomplished teachers seek to capitalize on these opportunities and to respond productively to students' diverse backgrounds.

There is a balance here. Schools and teachers cannot alleviate all the social problems that they encounter. Yet teachers confront the human condition daily in all its variety, splendor and misery. They must be humane, caring and responsive to students and their problems, while they maintain a focus on their distinctive professional responsibilities.

Conclusion

Accomplished teaching involves making difficult and principled choices, exercising careful judgment and honoring the complex nature of the educational mission. Teachers employ technical knowledge and skill, yet must be ever mindful of teaching's ethical dimensions. The primary mission is to foster the development of skills, dispositions and understanding, while responding thoughtfully to a wide range of human needs and conditions. Teachers owe joint allegiance to the forms and standards of knowledge within and across disciplines and to the students they serve.

They must acquire and employ a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice, drawing lessons from experience. Teachers' professional responsibilities focus on instructing the students in their immediate care, while they participate as well in wider activities within the school and in partnership with parents and the community.

Teaching is often portrayed as an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. It is that and more. Teachers also have the responsibility to question settled structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue change of organizational arrangements that support instruction. As agents of the public interest in a democracy, teachers through their work contribute to the dialogue about preserving and improving society, and they initiate future citizens into this ongoing public discourse. In the development of its assessment procedures and certification standards, the National Board has sought to represent these ideals faithfully and comprehensively.

Assertations about what teachers should know sometimes conceal inadequacies in the current state of knowledge. In this respect, teaching is not unlike other professions where practitioners confront unavoidable uncertainty in their work. However, the knowledge base for teaching is growing steadily. Professional consensus and research findings have begun to provide authoritative support for knowledge related to many of the tasks, responsibilities and results of teaching. But much remains to be learned.

The National Board draws on existing knowledge in developing its standards but also relies on the professional judgment of accomplished teachers and scholars in designing its assessment procedures. Recognizing that new knowledge about teaching is continually being formulated, the National Board continually reviews its work to reflect new findings and to update its standards and assessments as appropriate.

The National Board also considers the effects of school context on standards for teaching. The very existence of a National Board suggests common standards that prevail across teaching's many settings. However, teaching in an Alaskan village exacts demands different from teaching in Chicago. Teachers in both settings, though, blend and adapt their knowledge of teaching with their knowledge of the community in which they work to ensure effective student learning. For accomplished teachers, the wisdom of practice that they accrue depends on the settings in which they work, the communities they serve, and the students they encounter.

The assessment procedures developed by the National Board take context into account in a variety of ways. This is achieved by the use of assessment formats such as essays, videotaping and reflective commentaries. The National Board offers National Board Certification to all qualified

teachers irrespective of the teaching environments in which they work. But the opportunities available to teachers to acquire and exercise many of the professional capacities and responsibilities endorsed by the National Board vary markedly from community to community. Some schools feature strong professional cultures whose norms support collaboration, innovative teaching, a high degree of collegiality, and participation in a broad array of professional activities. Other schools provide few such opportunities, and some even discourage such activity. To address this tension, the National Board's assessments acknowledge that there are multiple paths to meeting the standards, which take into account the diversity of teaching contexts.

These are the touchstones that guide the development of the National Board's certification standards and assessments. Our view of the responsibilities of the National Board Certified Teacher is deliberately complex and demanding, for this is how we see the work of American professional teachers, who are challenged to create excellence in education for all our nation's youth.

This publication is supported in part by a grant from the DeWitt Wallace-Reader's Digest Fund.

NBPTS

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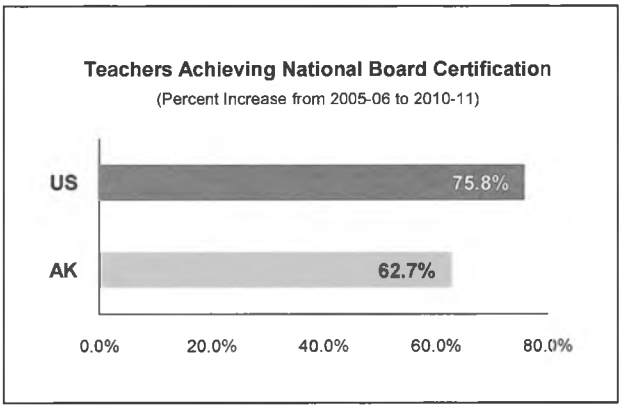
Alaska

America's partner in growing great schools - 2011 Statistics for Alaska

In 2011, 6,266 teachers became National Board Certified Teachers (NBCTs) through NBPTS, bringing the total number of NBCTs nationwide to 97,291.



These accomplished teachers comprise approximately 3 percent of the national teaching force - more than half teach in high-need schools and 15 percent are certified in STEM-related areas. This year, 19 states had at least a 10 percent increase in the number of teachers earning certification over the prior year. Nineteen states have more than doubled the number of NBCTs in the past five years. In Washington and Wyoming, NBCT populations have more than quadrupled in the past five years. Research shows that students taught by Board Certified teachers consistently see the highest gains in achievement.

Here are the key 2011 statistics for Alaska.

Increase in Teachers Achieving National Board Certification*			
	Number in 2010-2011	**% Increase**	**Total Number Certified**
AK	14	11.6%	135
Total	6,266	6.9%	97,291

"As the nation focuses on building the strongest possible teaching workforce, National Board Certification is the gold standard in affirming excellence in the classroom. These highly qualified teachers are true 'nation builders,' and are the educators who are best positioned to lead the ground-up movement our schools need to reach their potential."

- Ron Thorpe, NBPTS president and CEO

Top Five School Districts Statewide (by total number certified)*		
School District	**Number of New NBCTs**	**Total Number Certified**
ANCHORAGE SCHOOL DISTRICT	6	59
FAIRBANKS NORTH STAR BOROUGH	6	34
MATANUSKA-SUSITNA BOROUGH	2	10
KENAI PENINSULA BOROUGH	0	5
SITKA SCHOOL DISTRICT	0	5

* Data reflects teachers' place of employment as self-reported in the NBPTS database. For more information on state data, contact Rita Pin Ahrens at rpahrens@nbpts.org

SB 137

<TARGET><BILL>SB 137</BILL><SUBJECT>SB 137</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPORT

(7)
Date Referred to Committee: February 15, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3-16-12

The EDUCATION Committee considered: **SB 137**

SENATE BILL NO. 137
"An Act requiring suicide awareness and prevention training for certain school personnel."
SB 137–SUICIDE AWARENESS & PREVENTION TRAINING

Recommends it be replaced with [X] HCS *or* **[ ] CS** *for* SB 137 (EDC)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ [X] Same Title [ ] New Title

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
	Pruitt	X			
	Cissna	X			
	SEATON	X			
					X
Chair:		X			
Chair:					

HOUSE CS FOR SENATE BILL NO. 137(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

Sponsor(s): SENATORS DAVIS, Ellis, Dyson, Coghill, McGuire, Meyer, Stedman, Menard, Paskvan, Egan

A BILL

FOR AN ACT ENTITLED

"An Act requiring suicide awareness and prevention training for certain school personnel."

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

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SHORT TITLE. This Act may be known as the Jason Flatt Act.

*** Sec. 2.** AS 14.20 is amended by adding a new section to read:

Sec. 14.20.690. Mandatory youth suicide awareness and prevention training; immunity. (a) A school district, regional educational attendance area, and the department shall annually provide youth suicide awareness and prevention training approved by the commissioner to each teacher, administrator, counselor, and specialist who is employed by the district, regional educational attendance area, or department to provide services to students in grades seven through 12 in a public school in the state at no cost to the teacher, administrator, counselor, or specialist.

(b) The commissioner shall approve youth suicide awareness and prevention training provided under this section if the training is not less than two hours each year, meets standards for professional continuing education credit in the state, and is periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention. The training may be offered through videoconferencing or an individual program of study of designated materials.

(c) A person may not bring a civil action for damages against the state or a school district, or an officer, agent, or employee of the state or a school district for a death, personal injury, or property damage that results from an act or omission in performing or failing to perform activities or duties authorized under this section. This subsection does not apply to a civil action for damages as a result of intentional misconduct with complete disregard for the safety and property of others. In this subsection, "school district" has the meaning given "district" in AS 14.17.990.

(d) The training provided or the failure to provide training under this section may not be construed to impose a specific duty of care on any person.

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MEMORANDUM February 17, 2012

SUBJECT: Immunity for suicide prevention training (SB 137 amendment)
(Work Order No. 27-LS0994\M.1)

TO: Senator Bettye Davis
Chair of the Senate Health and Social Services Committee
Attn: Tom Obermeyer

FROM: Jean M. Mischel
Legislative Counsel

You have asked whether the amendment providing for limited immunity from suits resulting from the training or lack of training for suicide prevention awareness required by the above-referenced bill as suggested by the Anchorage School District is necessary. AS 09.50.250 and 09.50.253 already cover tort immunity for state employees, and AS 09.50.253(g)(2)(A)(ii) includes "a person appointed to a board or commission of state government." AS 09.65.070(d)(2) grants immunity to municipalities and their agents and employees for performing or failing to perform a ""discretionary function." The case law on what constitutes a "discretionary function" is extensive and complicated; I could not say with certainty that it would immunize a municipal school district and its employees in all cases.

The issue of whether school districts and their employees are immune from suit for an alleged violation of federal law as an "arm of the state" under the 11th amendment of the United States Constitution was decided against an Alaska municipal school district in *Holz v. Nenana City Public School District,* 347 P.3d 1176 (9th Circuit) (Alaska 2003). In that case, an applicant for a position with a city school district was allowed to sue the district and district officials for alleged violations of federal civil rights laws. In contrast, the United States District Court for the District of Alaska had previously decided in an unappealed decision that a regional educational attendance area in Alaska was an "arm of the state" for immunity purposes.

Although this amendment will not affect federal immunity, the more specific language proposed in amendment M.1 will provide additional state law protections from liability for damages that may be alleged to have been caused by a failure to provide the training required by the bill or the failure to prevent injury or death from a suicide. While the proof needed to find a causal connection is difficult, the amendment makes it clear that only intentional misconduct resulting in death, injury, or damage may be actionable.

JMM:ljw:plm
12-133.ljw

Enclosure

27-LS0994\M.1
Mischel
2/16/12

AMENDMENT

OFFERED IN THE HOUSE

TO: SB 137

Page 1, line 9, following "**training**":

Insert "**; immunity**"

Page 2, following line 7:

Insert new subsections to read:

"(c) A person may not bring a civil action for damages against the state or a school district, or an officer, agent, or employee of the state or a school district for a death, personal injury, or property damage that results from an act or omission in performing or failing to perform activities or duties authorized under this section. This subsection does not apply to a civil action for damages as a result of intentional misconduct with complete disregard for the safety and property of others. In this subsection, "school district" has the meaning given "district" in AS 14.17.990.

(d) The training provided or the failure to provide training under this section may not be construed to impose a specific duty of care on any person."

SENATE BILL NO. 137

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY SENATOR DAVIS

Introduced: 1/6/12
Referred: Prefiled

A BILL

FOR AN ACT ENTITLED

"An Act requiring suicide awareness and prevention training for certain school personnel."

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

*** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section to read:

SHORT TITLE. This Act may be known as the Jason Flatt Act.

*** Sec. 2.** AS 14.20 is amended by adding a new section to read:

Sec. 14.20.690. Mandatory youth suicide awareness and prevention training. (a) A school district, regional educational attendance area, and the department shall annually provide youth suicide awareness and prevention training approved by the commissioner to each teacher, administrator, counselor, and specialist who is employed by the district, regional educational attendance area, or department to provide services to students in grades seven through 12 in a public school in the state at no cost to the teacher, administrator, counselor, or specialist.

(b) The commissioner shall approve youth suicide awareness and prevention training provided under this section if the training is not less than two hours each year, meets standards for professional continuing education credit in the state, and is periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention. The training may be offered through videoconferencing or an individual program of study of designated materials.

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Senator Bettye Davis

SB 137, 27-LS0994\M – "An Act requiring suicide awareness and prevention training for certain school personnel."

SPONSOR STATEMENT

This bill, short titled the Jason Flatt Act, requires mandatory youth suicide awareness and prevention training approved by the Commissioner, Department of Education and Early Development to each teacher, administrator, counselor, and specialist who is employed by a school district, regional educational attendance area, or department each year for services to students in grades 7-12. Training is important because suicide is the 3rd leading cause of death for ages 10-24 and the number one cause of death for Alaskans under the age 50 years.

Awareness and education are key to prevention. Tying suicide prevention efforts into teacher training has proved very helpful in other states in reducing teen suicides. Most young people contemplating suicide show clear warning signs prior to the attempt. It is imperative that educators know how to recognize signs of at-risk youth and are prepared to intervene when they identify a problem.

Recognizing that Alaska has by far the highest rate of suicide per capita in the country, particularly among teens, young men, and Alaska Natives, the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse, in partnership with the Statewide Suicide Prevention Council, the Alaska Association of Student Governments, the University of Alaska, and the Jason Foundation have established goals, training programs, and resources for teachers, coaches, and staff in suicide prevention.

The Alaska Bureau of Vital Statistics 2000-2009 reported the following suicide facts and statistics:

- 21.8 suicides per 100,000 Alaskans; vs. 11.5 suicides per 100,000 nationwide
- 56.1 suicides per 100,000 Alaskan young men ages 15-24, and 141.6 Native young men and 50.3 young women in same age group.
- 1369 suicides in 176 Alaska communities between 2000 and 2009; 11 per month; 2.6 per week

- 78% of suicides were committed by men and 22% by women who made twice as many but many more failed attempts
- 90% of suicide victims experience depression or have diagnosable and treatable mental health or substance abuse disorders

The 2011 Youth Risk Behavior Survey revealed that in the last 12 months:

- 12.8% Alaska High School students reported they seriously considered suicide
- 8.7% Alaska High School Students actually attempted suicide one or more times
- 2.7% Alaska High School Students –attempted suicide resulting in injury, poisoning, or overdose treated by a doctor or nurse

Just as "it takes a village to raise a child," it takes parents, teachers, mentors, and communities to support efforts to reduce suicides by developing environments of respect and connectedness among youth and adult role models. This will create in youth the needed hope, promise, and optimism to build healthy and appropriate relationships and behaviors. By requiring – and making resources available for – suicide prevention training for educators and school staff through this bill, the state of Alaska can ensure that youth at risk of suicide are more likely to be identified and receive help.

Alaska has many state agencies, non-profits, private citizens, health care providers, and policy makers working on this problem with programs and materials. This bill is but one part of suicide prevention which has proven successful in other states. The Jason Foundation which was named after the tragic loss of the founder's son to suicide has made available to Alaska and a limited number of other states its library of suicide awareness and prevention training materials free of charge.

Not only will this bill and community efforts reduce suicides, particularly among vulnerable youth, but it will also reduce the number of self-inflicted injuries occasioned in over 1200 hospitalizations per year due to suicide attempts at cost of $9,000 per case excluding physicians' and specialists' fees, as researched and reported by the Alaska Mental Health Trust Authority in 2001-2002. The same research found 75% of the costs of Alaska suicide hospitalizations were paid through public funding sources and 15% were written off as losses by hospitals.

Suicides and attempted suicides have taken an incalculable toll on individuals and families in Alaska. The burden of this tragedy is shared by society as a whole. With all of our efforts the numbers have not decreased very much over the years. This bill, admittedly not a solution by itself, will help reduce the "silent epidemic" of youth suicide through educational and awareness programs that equip young people, educators and parents with the tools and resources to help identify and assist at-risk youth.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB137**
Fiscal Note Number
Publish Date

Identifier (file name) SB137-EED-SSA-1-30-12
Title An Act requiring suicide awareness and prevention
Sponsor Senator Davis
Requester Senate Education Committee

Dept. Affected Education & Early Development
Appropriation Teaching and Learning Support
Allocation Student & School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

As there are existing trainings modules available at no cost to school districts, regional educational attendance areas and the department, there will be no need for additional funding. Therefore, the Department has reduced the fiscal impact to zero.

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching and Learning Support — Date/Time 1/30/2012 2:45pm
Approved by Mike Hanley — Date 1/30/2012
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB137

Analysis

The legislation would require annual two hour suicide awareness and prevention training for each teacher, administrator, counselor and specialist who is employed by a district, regional educational attendance area, or department teaching grades 7-12.

The short title of SB 137 is Jason Flatt Act, which is a reference to a student who committed suicide in Tennessee. Jason's father then created the Jason Foundation. The foundation is a non-profit suicide prevention organization. The Jason Flatt Foundation currently has four modules available free online with each module being two hours long.

Additionally there are other commercially available products that the Department would consider for approval if school districts are interested in using them. One available product, that the Department will approve, is Kognito At-Risk, an evidence based and rigourousl y evaluated best practice training.

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MEMORANDUM January 24, 2012

SUBJECT: Sectional Summary (SB 137 (Work Order No. 27-LS0994\M))

TO: Senator Bettye Davis
Attn: Tom Obermeyer

FROM: Jean M. Mischel
Legislative Counsel

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

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

Section 1. Requires public school districts, regional educational attendance areas, and the Department of Education and Early Development to provide approved youth suicide awareness and prevention training to school personnel. Specifies standards for training approval by the Commissioner of Education.

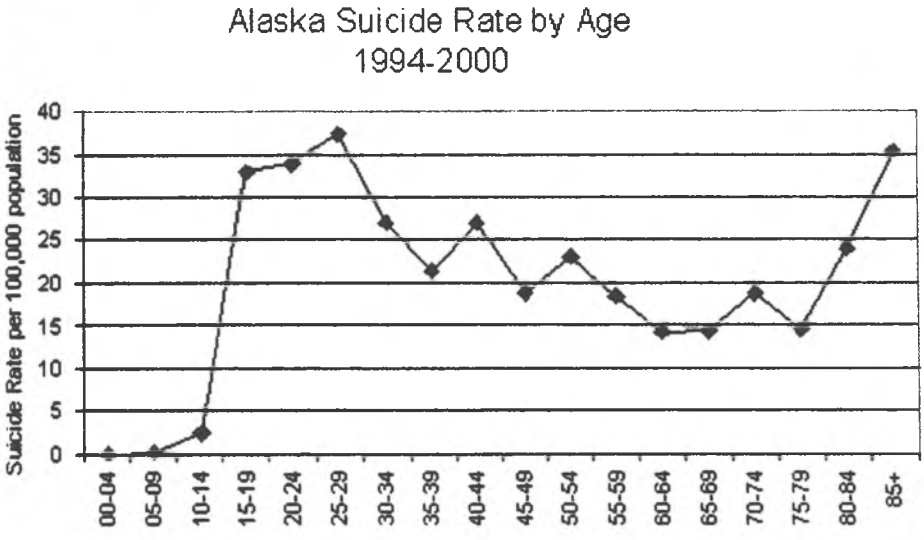
JMM:plm
12-042.plm

Alaska Suicide Facts and Statistics

- Alaska has the highest rate of suicide per capita in the country.
- The rate of suicide in the United States was 11.5 suicides per 100,000 people in 2007. In 2007, **Alaska's rate was 21.8 suicides per 100,000 people.** The rate of suicide among Alaska Native peoples was 35.1 per 100,000 people in 2007.
- **Alaska had 1,369 suicides between 2000 and 2009**, an average of 136 deaths by suicide per year. The highest number of suicides, 167, occurred in 2008. The lowest number, 123, occurred in 2003. That is an average of about 2.6 suicides in Alaska every week, or more than 10 a month.
- At least one suicide occurred in **176 Alaskan communities** between 2000 and 2009.
- About 78% of suicides in Alaska are committed by men and 22% are committed by women, according to the Suicide Prevention Resource Center.
- Alaska Native men between the ages of 15-24 have the highest rate of suicide among any demographic in the country, with an average of **141.6 suicides per 100,000 each year between 2000 and 2009.**
- Youth who are exposed to suicide or suicidal behaviors are more at-risk for attempting suicide, according to the American Association of Suicidology.
- Suicide deaths consistently outnumber homicide deaths by a margin of three to two, according to the American Association of Suicidology.
- More than 90% of people **who die by suicide have depression or another diagnosable, treatable mental or substance abuse disorder**, according to American Association of Suicidology.

Information is from the Alaska Bureau of Vital Statistics unless otherwise specified.

Alaska Suicide Rate by Age



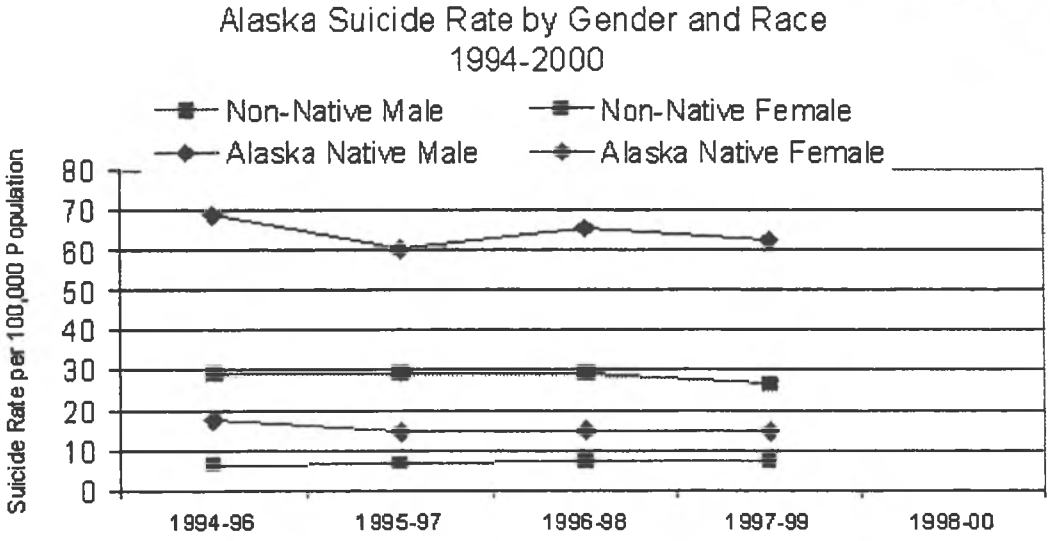
Note: Suicide rates are age-adjusted. Source: CDC WISQARS Injury Mortality Report

Alaska Suicide Rates by Sex

ALASKA SUICIDE BY SEX

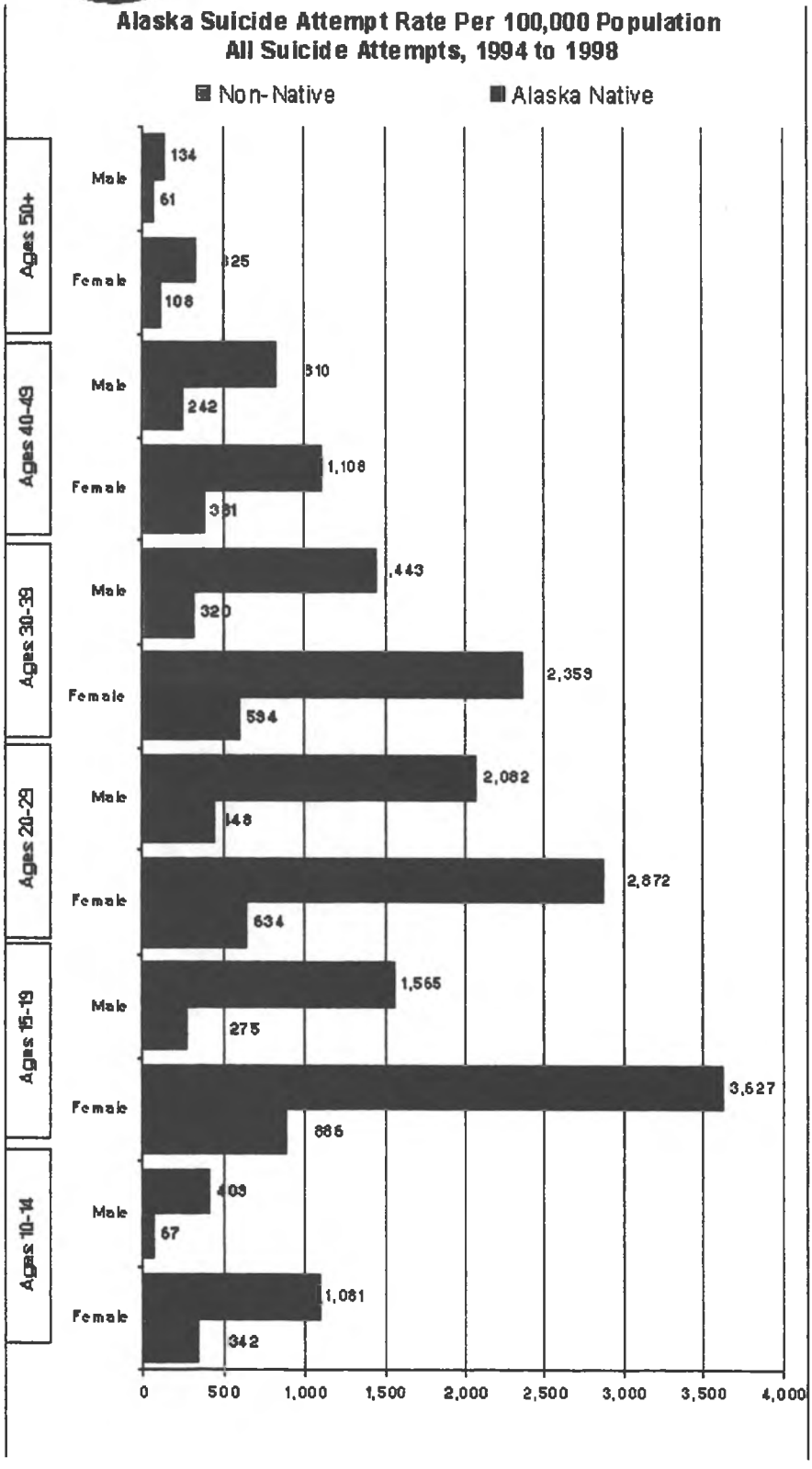
1996-2005

Alaska Suicide Rates by Gender and Race



Note: Age-adjusted rates per 100,000 US 2000 standard population. Rates by race are unavailable.
Source: Alaska Bureau of Vital Statistics

Alaska Suicide Attempts



RECOMMENDATIONS FOR REPORTING ON SUICIDE

IMPORTANT POINTS FOR COVERING SUICIDE

- More than 50 research studies worldwide have found that certain types of news coverage can increase the likelihood of suicide in vulnerable individuals. The magnitude of the increase is related to the amount, duration and prominence of coverage.
- Risk of additional suicides increases when the story explicitly describes the suicide method, uses dramatic/graphic headlines or images, and repeated/extensive coverage sensationalizes or glamorizes a death.
- Covering suicide carefully, even briefly, can change public misperceptions and correct myths, which can encourage those who are vulnerable or at risk to seek help.

Suicide is a public health issue. Media and online coverage of suicide should be informed by using best practices. Some suicide deaths may be newsworthy. However, the way media cover suicide can influence behavior negatively by contributing to contagion or positively by encouraging help-seeking.

Suicide Contagion or "Copycat Suicide" occurs when one or more suicides are reported in a way that contributes to another suicide.

References and additional information can be found at: www.ReportingOnSuicide.org.

INSTEAD OF THIS:	DO THIS:
• Big or sensationalistic headlines, or prominent placement (e.g., "Kurt Cobain Used Shotgun to Commit Suicide").	• Inform the audience without sensationalizing the suicide and minimize prominence (e.g., "Kurt Cobain Dead at 27").
• Including photos/videos of the location or method of death, grieving family, friends, memorials or funerals.	• Use school/work or family photo; include hotline logo or local crisis phone numbers.
• Describing recent suicides as an "epidemic," "skyrocketing," or other strong terms.	• Carefully investigate the most recent CDC data and use non-sensational words like "rise" or "higher."
• Describing a suicide as inexplicable or "without warning."	• Most, but not all, people who die by suicide exhibit warning signs. Include the "Warning Signs" and "What to Do" sidebar (from p. 2) in your article if possible.
• "John Doe left a suicide note saying...".	• "A note from the deceased was found and is being reviewed by the medical examiner."
• Investigating and reporting on suicide similar to reporting on crimes.	• Report on suicide as a public health issue.
• Quoting/interviewing police or first responders about the causes of suicide.	• Seek advice from suicide prevention experts.
• Referring to suicide as "successful," "unsuccessful" or a "failed attempt."	• Describe as "died by suicide" or "completed" or "killed him/herself."

AVOID MISINFORMATION AND OFFER HOPE

- Suicide is complex. There are almost always multiple causes, including psychiatric illnesses, that may not have been recognized or treated. However, these illnesses are treatable.
- Refer to research findings that mental disorders and/or substance abuse have been found in 90% of people who have died by suicide.
- Avoid reporting that death by suicide was preceded by a single event, such as a recent job loss, divorce or bad grades. Reporting like this leaves the public with an overly simplistic and misleading understanding of suicide.
- Consider quoting a suicide prevention expert on causes and treatments. Avoid putting expert opinions in a sensationalistic context.
- Use your story to inform readers about the causes of suicide, its warning signs, trends in rates and recent treatment advances.
- Add statement(s) about the many treatment options available, stories of those who overcame a suicidal crisis and resources for help.
- Include up-to-date local/national resources where readers/viewers can find treatment, information and advice that promotes help-seeking.

SUGGESTIONS FOR ONLINE MEDIA, MESSAGE BOARDS, BLOGGERS & CITIZEN JOURNALISTS

- Bloggers, citizen journalists and public commentators can help reduce risk of contagion with posts or links to treatment services, warning signs and suicide hotlines.
- Include stories of hope and recovery, information on how to overcome suicidal thinking and increase coping skills.
- The potential for online reports, photos/videos and stories to go viral makes it vital that online coverage of suicide follow site or industry safety recommendations.
- Social networking sites often become memorials to the deceased and should be monitored for hurtful comments and for statements that others are considering suicide. Message board guidelines, policies and procedures could support removal of inappropriate and/or insensitive posts.

MORE INFORMATION AND RESOURCES AT:
www.ReportingOnSuicide.org

HELPFUL SIDE-BAR FOR STORIES

WARNING SIGNS OF SUICIDE

- Talking about wanting to die
- Looking for a way to kill oneself
- Talking about feeling hopeless or having no purpose
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious, agitated or recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

The more of these signs a person shows, the greater the risk. Warning signs are associated with suicide but may not be what causes a suicide.

WHAT TO DO

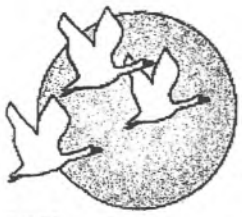
If someone you know exhibits warning signs of suicide:

- Do not leave the person alone
- Remove any firearms, alcohol, drugs or sharp objects that could be used in a suicide attempt
- Call the U.S. National Suicide Prevention Lifeline at 800-273-TALK (8255)
- Take the person to an emergency room or seek help from a medical or mental health professional

THE NATIONAL SUICIDE PREVENTION LIFELINE
800-273-TALK (8255)

A free, 24/7 service that can provide suicidal persons or those around them with support, information and local resources.

NATIONAL SUICIDE PREVENTION LIFELINE 1-800-273-TALK (8255)



Council Members

If you would like to reach any of the SSPC Council Members, please contact Kate Burkhart.

- **William Martin, Chair,** Alaska Federation of Natives — Juneau
- **Meghan Crow, Vice-Chair, LCSW, Secondary schools** — Bethel
- **Christine Moses, Officer at-Large,** Rural Member off the road system — Bethel
- **Melissa Stone, Recorder/Treasurer, DHSS** — Anchorage
- **Barbara Jean Franks,** Suicide Loss Survivor — Anchorage
- **Phyllis Carlson,** Education and Early Development — Juneau
- **Brenda Moore,** Alaska Mental Health Board — Anchorage
- **Anna Sappah, ABADA** — Anchorage
- **Teressa Baldwin,** Youth Member — Sitka
- **Alana Humphrey, Statewide youth organization** — Anchorage
- **Sharon Norton, MSN, RN, Public** — Homer
- **Pastor Lowell W. Sage Jr., Clergy** — Kivalina
- **Senator Johnny Ellis** — Anchorage
- **Senator Fred Dyson** — Eagle River
- **Representative Anna Fairclough** — Eagle River
- **Representative Berta Gardner** — Anchorage

Suicide Prevention Council Coordinators

- **Eric Morrison, Assistant**
  431 North Franklin Street, Suite 200
  Juneau, Alaska 99801
  Office: 907-465-6518
  Toll free: 1-888-464-8920
  Fax: 907-465-4410

- **J. Kate Burkhart, Executive Director**
  431 North Franklin Street, Suite 200
  Juneau, Alaska 99801
  Office: 907-465-6518
  Toll free: 1-888-464-8920
  Fax: 907-465-4410

The **Jason Foundation**

- **The Jason Flatt Act** (we request each state name this legislation as such to help us build a national awareness about this legislation – much like the "Amber Alert" legislation) – is a legislative action that builds within a state's current In-Service Training / Certification requirements two hours training in youth suicide awareness and prevention. It is important to note, this does not increase the number of hours required – only shifts hours from what would be "elective subject hours" to "required subject hours".
- **The Jason Flatt Act** has had the endorsement from the Teacher's Association and Department of Education in every state it has passed.
- **The Jason Flatt Act** has been passed in Tennessee; Mississippi; California; Louisiana; Illinois; Arkansas.
- If passed as proposed / outlined, **The Jason Flatt Act** can be passed as a mandatory requirement without a fiscal note or any cost to the educator, school, school district or state for the training. The Jason Foundation will provide at no-cost to the participants / state access to their On-Line In-Service Training Library that will satisfy the requirements of the law and acts as a "fail-safe" safety net to insure access to training by all educators without cost. (will be glad to discuss why "mandatory" is an important part to assure all youth have benefit of a teacher who has been trained).
- Although The Jason Foundation offers its On-Line In-Service Training Library as a resource, **The Jason Flatt Act <u>does not</u>** require any specific program be utilized. We have found, as we have foretold, that many groups such as NAMI, MHA, Crisis Response Centers and Suicide Prevention Coalitions have eagerly offered to provide such training to schools at no-cost.
- In a recent national survey of educators who had satisfied their requirement utilizing The Jason Foundation's On-Line In-Service Training Library (we don't have access to other organization's records) – almost 90% of the educators reported now feeling more confident in reaching out to a student whom they feel may be struggling with issue of suicidal ideation or more confident should a student come to them for help.
- As to an argument that some have utilized – "not putting any other responsibility on our teachers": The Child Abuse Statute that most states have adopted already specifically names "teachers" as "First Reporters" in issues that deal with physical or emotional abuse (suicidal ideation is such a sign). It can be argued that teacher's are already legally responsible to report signs of suicidal ideation, they just have not been trained which could raise legal questions.

- Over a five-year period (2004-2008) in Tennessee, It was reported by the Department of Health that although suicide rates increased overall 15% - youth suicide continued its decrease...31.4% over 5 years. Two of these years The Jason Flatt Act was active in TN, but the previous three years – although not mandated – JFI had trained several thousand educators. Since this training was one of the only differences of resources

provided across Tennessee's population – we believe the importance is easily seen in the training of educators as an impact on lowering suicide attempts and suicide deaths.

- Providing training to our educators is also listed as one of the "Goals" of the National Strategy for Suicide Prevention – a model most states utilize for the state plans.

Jason Flatt
1981 - 1997

The Jason Foundation, Inc.

Youth Suicide: The "Silent Epidemic"

Alaska

Statistics from the Youth Risk Behavioral Survey conducted by the Center for Disease Control (CDC)

When young people were asked:

"Have you experienced the feeling of hopelessness and sadness for a constant period of two weeks or greater during the past twelve months (possible beginning of clinical depression)?"

25.2% answered YES or **Over 1 out of every 4** young people. **Compared to Nationally – 26.1%**
This equates to **15,579** youth in the state that have these feelings.

"Have you seriously considered suicide in the past twelve months?"

13.9% answered YES or **Almost 1 out of every 7** young people. **Compared to Nationally – 13.8%**
This equates to **8,593** youth in the state that will consider suicide in the next 12 months.

"Have you made a plan to commit suicide in the past twelve months?"

11.7% answered YES or **Over 1 out of every 9** young people. **Compared to Nationally – 10.9%**
This equates to **7,233** youth in the state that will make a plan.

"Have you attempted suicide in the past twelve months?"

8.5% answered YES or **Over 1 out of every 12** young people. **Compared to Nationally – 6.3%**
This equates to **5,255** youth in the state that will make an attempt in the next 12 months.
This is an average of **14** per day.

"Suicide is one of the LEADING causes of PREVENTABLE death in our nation today"
-Dr. David Satcher, former U.S. Surgeon General

*Projected using the National and State 2009 YRBS, 2007/2008 School Population

Alaska Association of Student Governments
Resolution #5 (PASSED)
Requirement for Teachers to receive Suicide Prevention Training
By Donald Handeland and Tessa Baldwin

Be it resolved by the Alaska Association of Student Governments:

1. Whereas, Alaska has the highest suicide rates in the nation,
2.Whereas, people between the ages of 15-22 commit the majority of the
3.suicides which is the age group that are in high school
4.Whereas the signs of potential suicide can be unrecognizable,
5.Whereas, in Alaska most teachers are not required to get suicide
6.prevention training,
7.Whereas, teachers interact with students on a daily basis,
8.Whereas, the State of Alaska doesn't require teachers to receive suicide
9.prevention training,
10.Whereas, resources are available for training, like Kognito online training,
11.Whereas, schools usually provide grief counseling immediately after a
12.suicide, but its tends to eventually be discontinued,
13.Therefore be it resolved by the Alaska Association of Student
14.Governments that the State of Alaska look into developing a system to
15.require all teachers in Alaska to participate in a suicide prevention
16.program.

Action statement: if passed by the Alaska Association of Student Governments, this resolution will be sent to the Statewide Suicide Prevention Council as well as the State Board of Education and Early Development.

Sources

Statewide suicide prevention council website http://www.hss.state.ak.us/suicideprevention/
Kognito website http://website.kognito.com/
Alaska Commissioner of Education and Early Development

ALASKA SCHOOL COUNSELOR ASSOCIATION

February 5, 2012

Senator Bettye Davis
State Capitol Room 30
Juneau, Alaska 99801

Re: Letter of support for Senate Bill (SB) 137 – Suicide Awareness and Prevention Training

Dear Senator Davis,

On behalf of the Alaska School Counselor Association (AkSCA), we whole heartedly support SB 137, requiring two hours of training for certain educators and school personnel.

School Counselors know that thoughts of suicide are present at school on a regular basis. School Counselors are trained to intervene during a crisis, to include suicide ideation, suicide intervention, as well as aftermath of a crisis. School Counselors need other school personnel to help identify students at risk of suicide. The AkSCA board believes educating our school staff in identifying a student at risk of suicide and properly intervening by engaging and connecting the student to the appropriate help will save lives.

Nationally, suicide is the third leading cause of death for young people ages 10-19. In our state, suicide is the second leading cause of death for this same age group. While some suicides occur without any outward warning, *most* people who are suicidal *do* give clear warning signs. With educators having such a direct connection with our young people, they are in a prime position to recognize the signs of suicide and make the appropriate referrals for the next step of intervention. By training our educators to recognize these signs and to have an action plan in place, young lives will ultimately be saved.

Our students spend about a third of their life at school. The school staff needs to know that staff can learn skills to keep students alive and that keeping students alive is part of education and student success. Student safety is everyone's duty.

Thank you for your time, we fully support SB 137. If you would like to contact AkSCA, please feel free to email or call Sheila Beardsley, president at 907-401-0929 sbeardsley@yksd.com or Eric Kelly, past president at 907-852-3880 eric.kelly@nsbsd.org.

Sincerely,

Sheila Beardsley
AkSCA President

Sincerely,

Eric W. Kelly

Eric Kelly
AkSCA Suicide Prevention Chair

cc: AkSCA Board

John Atchak

P.O. Box 157

Chevak, AK 99563

February 13, 2012

Dear Senator Bettye Davis,

Thank you for your valuable sponsorship on this important bill. I have been waiting on this bill to be sponsored by someone like you. This bill is very important to me and my fellow citizens in the rural areas of the small villages along the Yukon-Kuskokwim area where poverty and suicide go hand in hand.

Sorry to inform you, but we had another 17-year-old suicide victim at our neighboring village of Hooper Bay on February 12, 2012. The victim was transported to Anchorage for autopsy.

You're a champion to our region in Western Alaska for sponsoring SB 137, even if you're representing Anchorage residents. Along with people around the Yukon-Kuskokwim area, we fully support your sponsorship of SB 137 and thank you for that. I could've easily emailed you this information but I wanted to hand-deliver this message of support as it might be more effective this way and I wanted to meet you personally.

Again, I want to thank you on behalf of my people for your hard for representing all Alaskans on our needs. You're most welcome to visit our small town at Chevak, Alaska anytime to meet our people, or any of your staff. Please feel free to contact me at my email address at johnatchak@yahoo.com or any of your staff. I can go on and on thanking you but I know you're very busy and thanks for your time on this important bill and also thank your staff for their hard work.

Keep up the good work!

JOHN ATCHAK

John Atchak

APOA
ALASKA PEACE OFFICERS ASSOCIATION

FEB 1 3 2012

February 10, 2012

Business Manager
Joseph Young
Anchorage

Board of Directors
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Soldotna
Kris Sell, Vice President
Juneau
Angella Long, Past President
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Ketchikan
Mark Pearson, President
Kenai Peninsula Chapter
Kenai
Bob Griffiths, President
Mat-Su Chapter
Wasilla
Thecla LaLonde, President
Wrangell Chapter
Wrangell

Senator Bettye Davis
Alaska State Senate
State Capitol
Juneau AK 99801-1182

Dear Senator Davis:

On behalf of the Alaska Peace Officers Association (APOA), I would like to thank you for introducing Senate Bill 137; an act requiring suicide awareness and prevention training for certain school personnel.

The APOA State Board of Directors recently reviewed this proposed legislation and decided to unanimously support this bill. APOA is committed to increased awareness and education in combating suicide among the youth of Alaska.

We thank you for addressing this issue. Please contact the APOA office in Anchorage at 277-0515, if there is anything our organization can do to assist in the passage of this bill.

Sincerely,

John Lucking, Jr.
State President

PO Box 240106
Anchorage AK 99524

t 907 277 0515
f 907 272 5355

STATE OF ALASKA

DEPT. OF HEALTH AND SOCIAL SERVICES

STATEWIDE SUICIDE PREVENTION COUNCIL

SEAN PARNELL, GOVERNOR

P.O. BOX 110608
431 N. Franklin Street, Suite 200
JUNEAU, ALASKA 99811-0608
PHONE: (907) 465-8920
FAX: (907) 465-4410
TOLL FREE: (888) 464-8920

January 20, 2012

Senator Bettye Davis
State Capitol Room 30
Juneau, Alaska 99801

Re: Letter of Support for Senate Bill 137 – Suicide Awareness and Prevention Training

Dear Senator Davis,

On behalf of the Statewide Suicide Prevention Council, I express support for SB 137, a Jason Flatt Act, requiring two hours of training for certain educators and school personnel. As you know, one of the groups of Alaskans most at risk for suicide are youth age 15-24.[1] To connect with this high-risk group, suicide prevention must be part of the education system.

Research shows that, when educators and staff are equipped with the skills and support to identify when a student is at risk and properly intervene, lives are saved. This is why the Council endorsed the state suicide prevention strategy mandating training for **all school district personnel.** Children and youth interact with more than just their teachers at school -- coaches, cafeteria staff, maintenance staff, librarians, and others all have the chance to support a student and save a life. By requiring suicide prevention training, SB 137 will help ensure that youth experiencing depression, hopelessness, and other risk factors associated with suicide are identified and connected with the help they need before they attempt suicide.

There are many resources available to support this effort. Some are even available at little or no cost to school districts. The Jason Foundation offers training and resources for school personnel at no cost to the school or teachers. The Division of Behavioral Health offers Gatekeeper trainings, also at no cost. In the FY13 proposed budget, there is funding to support a three year pilot for evidence-based training through a web-based program. Kognito Interactive offers interactive online training, At-Risk, for high school and university educators and staff (as well as other health education training).

The Council supports SB 137 and the policy of requiring suicide awareness and prevention training for school personnel. We thank you for your work on behalf of Alaskans, especially our youth.

Sincerely,

J. Kate Burkhart
Executive Director

cc: William Martin, Chairman

[1] The age-adjusted rate of suicide for young men age 15-24 in Alaska between 2000-2009 was 56.1/100,000.

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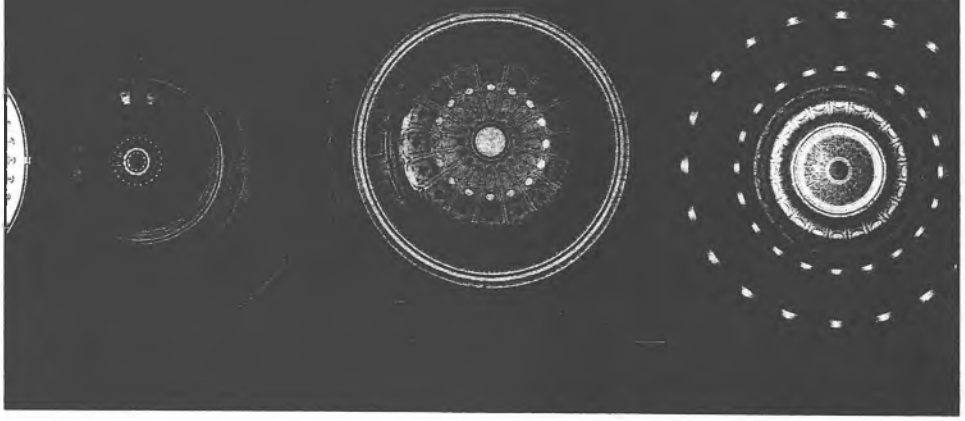
Presentation to the Alaska State Legislature: Suicide Rates and Options for Prevention

Hollie Hendrikson
National Conference of State Legislatures



10 Leading Causes of Fatal Injuries in Alaska, by Age Group (2005-2009)

Rank	<1	1-4	5-9	10-14	15-24	25-34	35-44	45-64	55-64	65-74	75-84	85+
1	[illegible] 41	MV Traffic 5	Drowning 3	MV Traffic 12	Suicide 179	Suicide 130	Suicide 122		Suicide 82	Suicide 26		
2	Assault 6			Suicide 7	MV Traffic [illegible]			Suicide 136	MV Traffic 32	MV Traffic [illegible]	Suicide 13	Suicide 10
3			MV Traffic 4			MV Traffic [illegible]	MV Traffic [illegible]	MV Traffic [illegible]	Drowning 14		[illegible]	[illegible] 4
4					[illegible] 50	[illegible] 41	[illegible] 41	[illegible] 39	[illegible] 23		MV Traffic 5	
5					Drowning 15	Drowning 18	Drowning 10	Drowning 7	Accident 11		Homicide 5	
6					Fire/burn injury 10	Natural causes 7	Natural causes 11	Natural causes 9				
7						Drowning 10			Unintentional Injury 10			
8					Hypothermia/Exposure 12		Unintentional Poisoning 11					
9						Accident 7						
10					Accident 6		Accident 6	Natural causes 6				

Source: Division of Public Health, Dept. of Health & Social Services, Alaska Bureau of Vital Statistics; occurrences less than 5 not listed. * ATV and snow machine deaths may be included in drowning death totals; pedestrian, bicycle, ATV, and snow machine deaths may be included in MV Traffic death counts. Poisonings include accidental poisoning by exposure to alcohol. Created January 4, 2011

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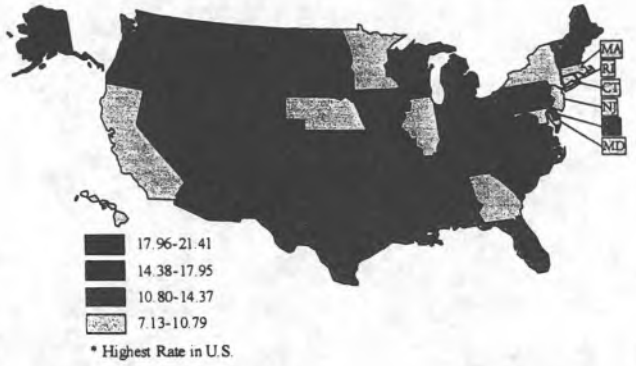
Suicide Rates, per 100,000 (2004-2009)



Source: Centers for Disease Control and Prevention, National Centers for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS). Available from: www.cdc.gov/ncipc/wisqars.

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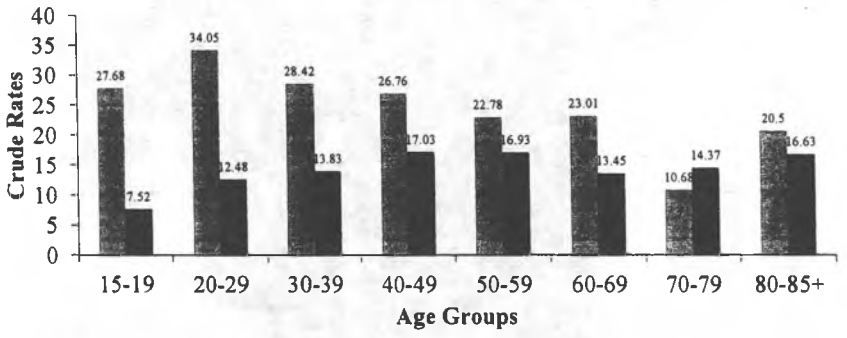
Suicide Rates, All Ages, by Age Group per 100,000 (2004-2009)



*Rates based on 20 or fewer deaths may be unstable.
Source: Centers for Disease Control and Prevention, National Centers for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS). Available from: www.cdc.gov/ncipc/wisqars.

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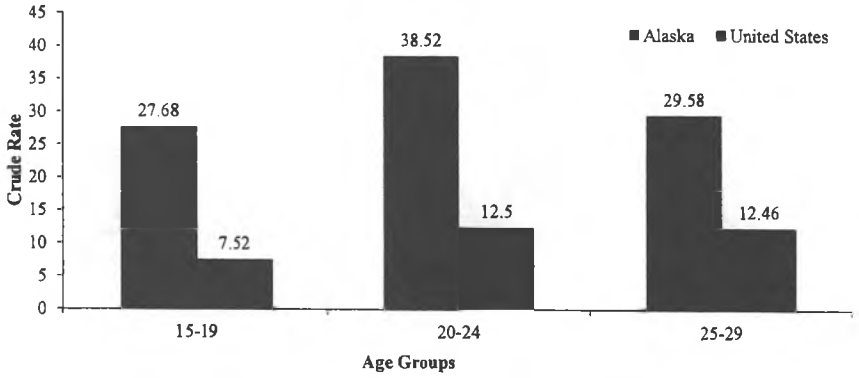
Suicide Rates, All Ages, by Age Group per 100,000 (2004-2009)



Source: Centers for Disease Control and Prevention, National Centers for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS). Available from: www.cdc.gov/ncipc/wisqars.

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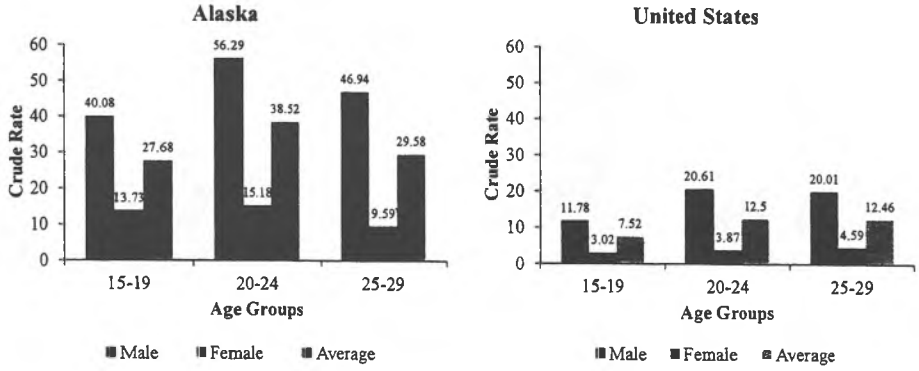
Suicide Rates, by Age and Sex per 100,000 (2004-2009)



*Rates based on 20 or fewer deaths may be unstable.
Source: Centers for Disease Control and Prevention, National Centers for Injury Prevention and Control. Web-based Injury Statistics Query and Reporting System (WISQARS). Available from: www.cdc.gov/ncipc/wisqars.

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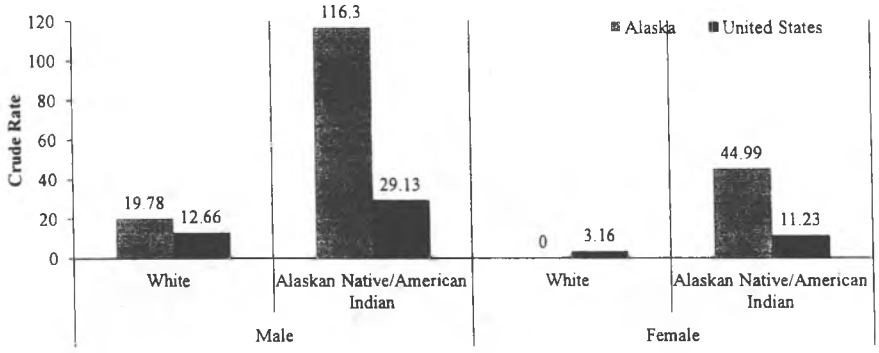
Suicide Rates, Ages 15-19, by Sex and Race/Ethnicity, per 100,000 (2004-2009)



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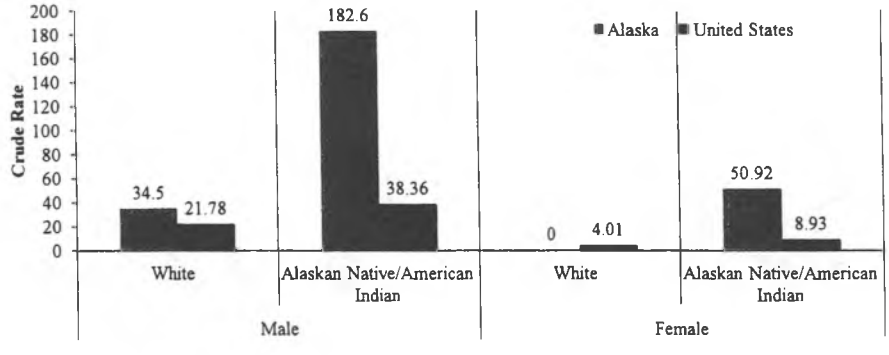

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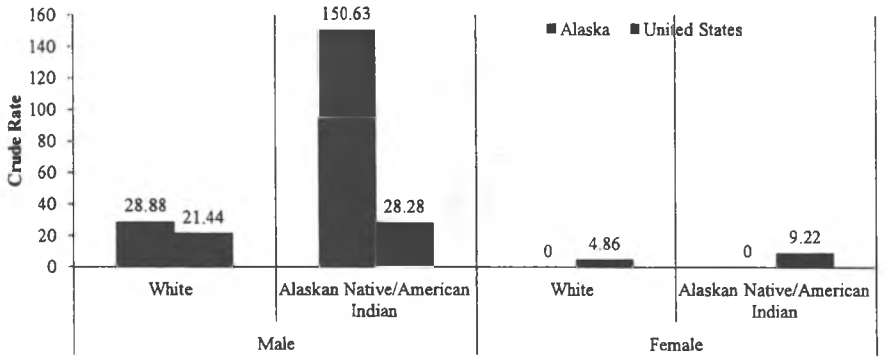
Suicide Rates, Ages 25-29, by Sex and Race/Ethnicity, per 100,000 (2004-2009)



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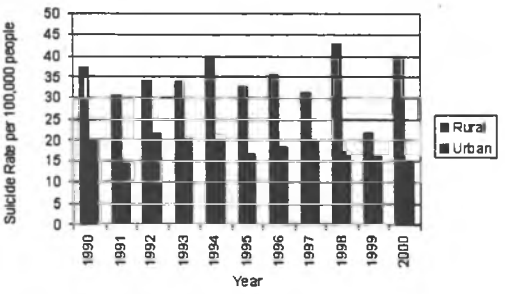

Source: Alaska Suicide Prevention Council; Alaska Bureau of Vital Statistics.

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Alaska Suicide Rate, by Region per 100,000 (2009)

Source: Alaskan Suicide Prevention Council; Alaska Bureau of Vital Statistics.

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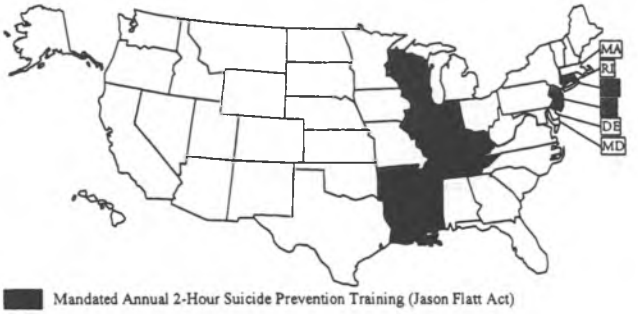
State Laws: Gatekeeper Training



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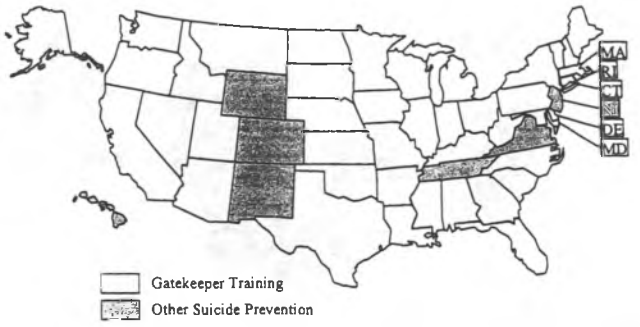

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Reinventing the Wheel?
Suicide Prevention Resources

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  - Available at: www.ihs.gov/MedicalPrograms/Behavioral

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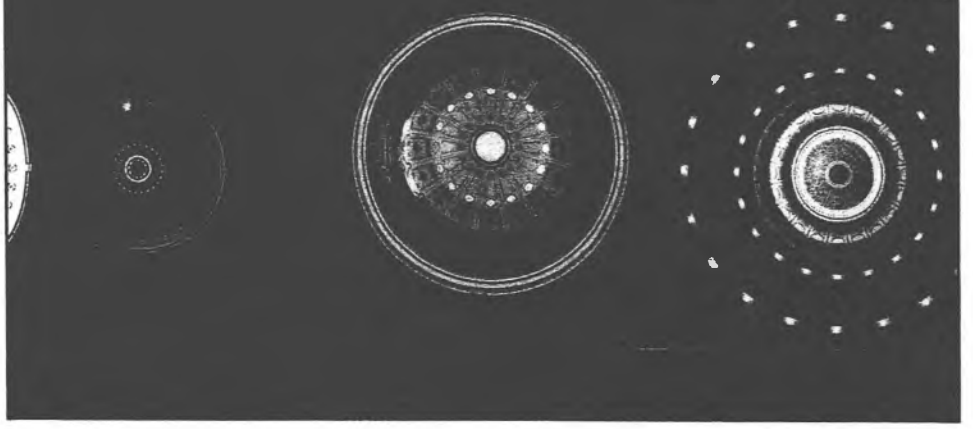
Thank You!
Hollie Hendrikson
Hollie.Hendrikson@ncsl.org
303-856-1525



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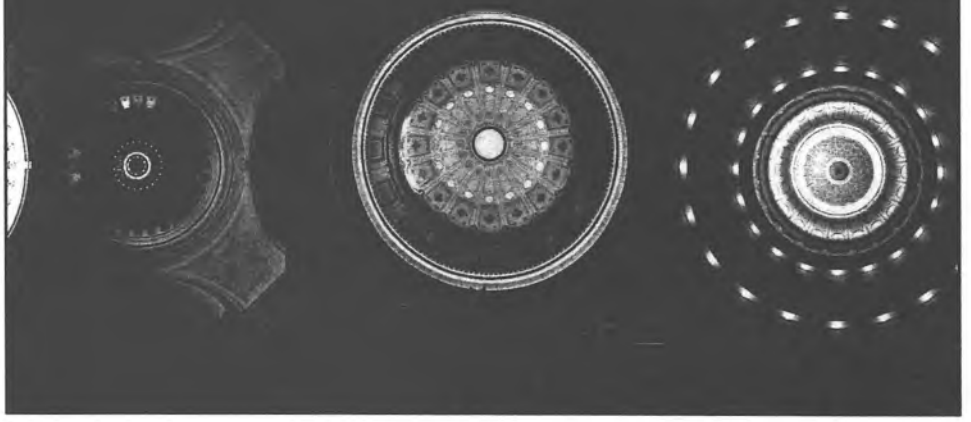
Presentation to the Alaska State Legislature: Suicide Rates and Options for Prevention

Hollie Hendrikson
National Conference of State Legislatures



10 Leading Causes of Fatal Injuries in Alaska, by Age Group (2005-2009)

Rank	<1	1-4	5-9	10-14	15-24	25-34	35-44	45-54	55-64	65-74	75-84	85+
1	Suffocation 11	MV Traffic 5	Drowning 5	MV Traffic 12	Suicide 179	Suicide 130	Suicide 132		Suicide 82	Suicide 26		
2	Assault 6			Suicide 7	MV Traffic 77			Suicide 136	MV Traffic 79	MV Traffic 22	Suicide 13	Suicide 10
3			MV Traffic 5			MV Traffic 77	MV Traffic 74	MV Traffic 94	Drowning 15		Suffocation 5	Suffocation 6
4					Assault 47	Assault 36	Assault 41	Assault 29	Assault 13		MV Traffic 5	
5					Drowning 17	Drowning 19	Drowning 19	Drowning 17	Assault 11		Hypothermia/ Frostbite 5	
6					Suffocation 9	Assault 17	Suffocation 15	Hypothermia/ Frostbite 23				
7						Hypothermia/ Frostbite 10			Hypothermia/ Frostbite 7			
8					Hypothermia/ Frostbite 12		Hypothermia/ Frostbite 11					
9						Assault 5						
10					Assault 5		Assault 9	Assault 5 Suffocation 5				

Source: Division of Public Health, Dept. of Health & Social Services, Alaska Bureau of Vital Statistics, occurrences less than 5 not listed. * ATV and snow machine deaths may be included in drowning death counts; pedestrian, bicycle, ATV, and snow machine deaths may be included in MV Traffic death counts. Percentages include accidental poisoning by exposure to alcohol. Created January 4, 2011

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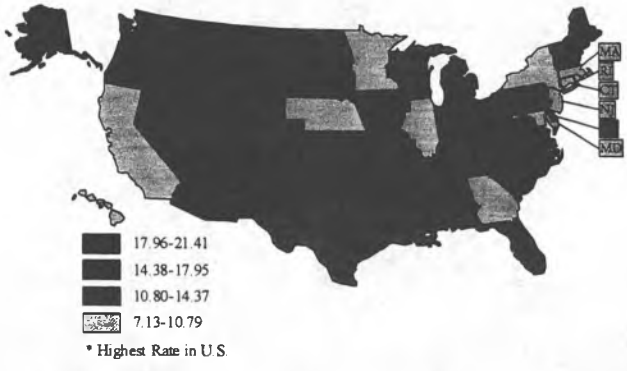
Suicide Rates, per 100,000 (2004-2009)



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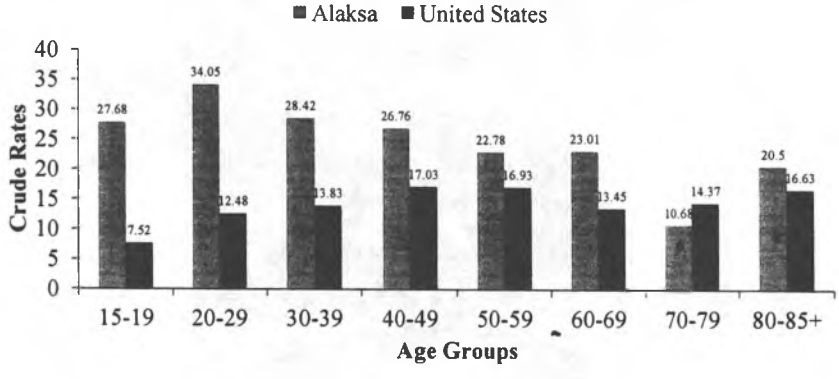
Suicide Rates, All Ages, by Age Group per 100,000 (2004-2009)



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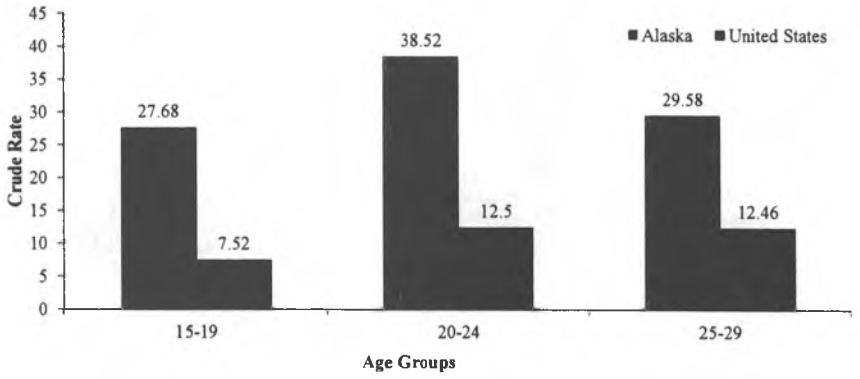

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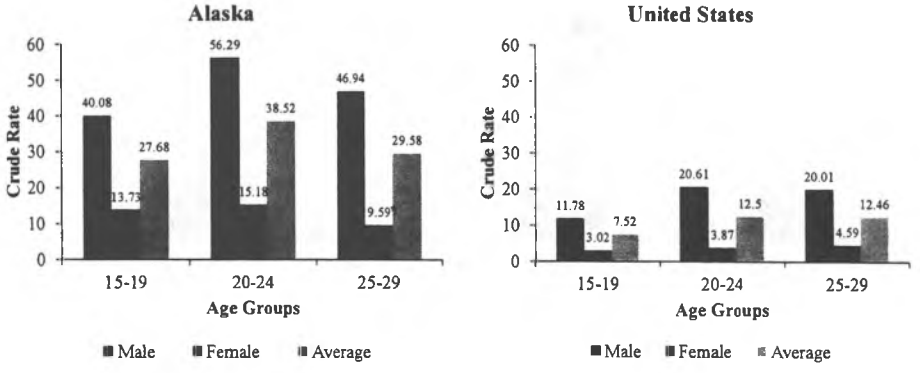
Suicide Rates, by Age and Sex per 100,000 (2004-2009)



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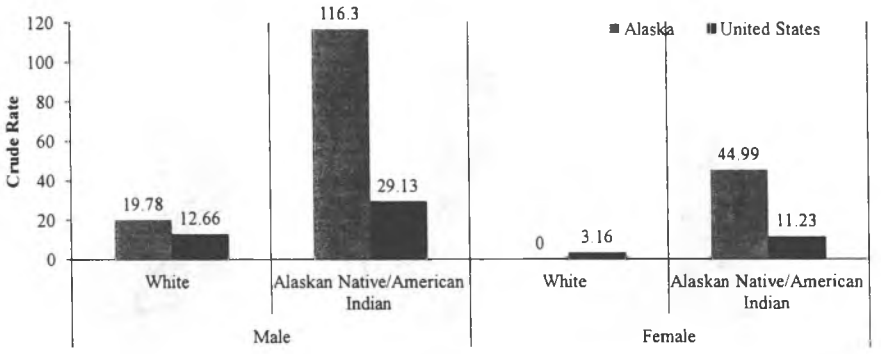

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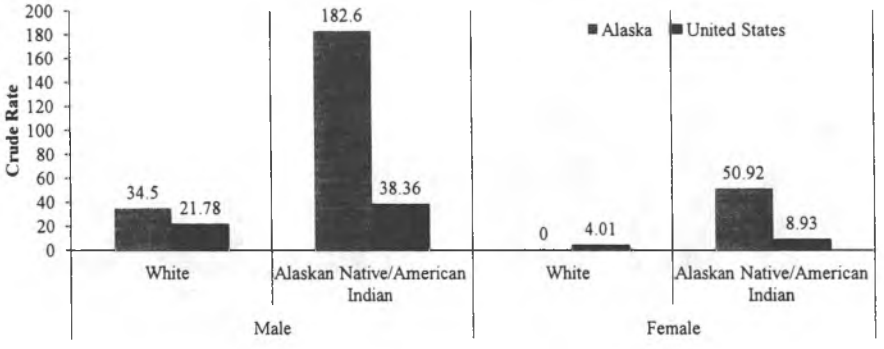

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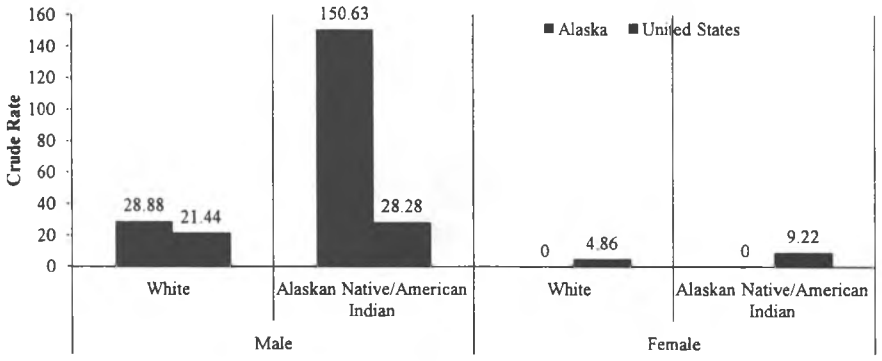

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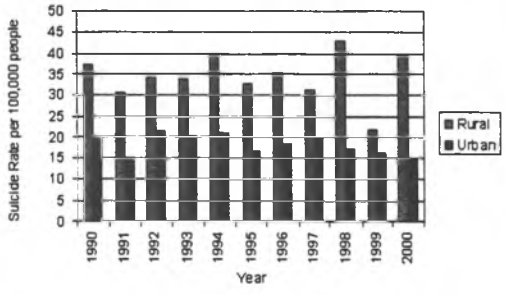

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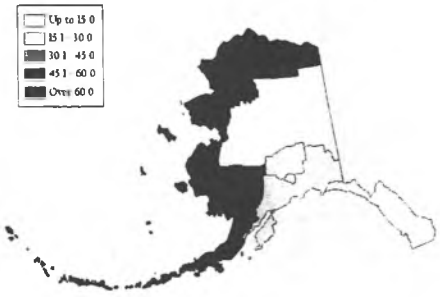

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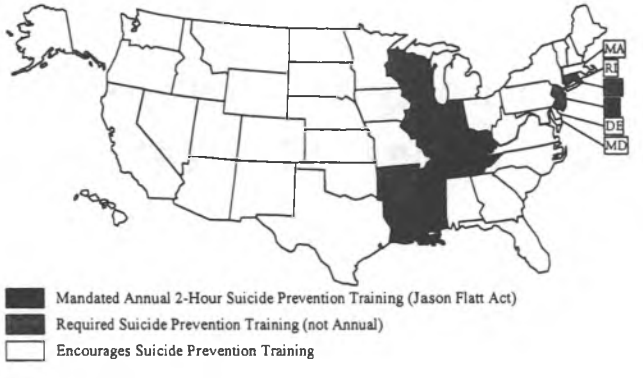

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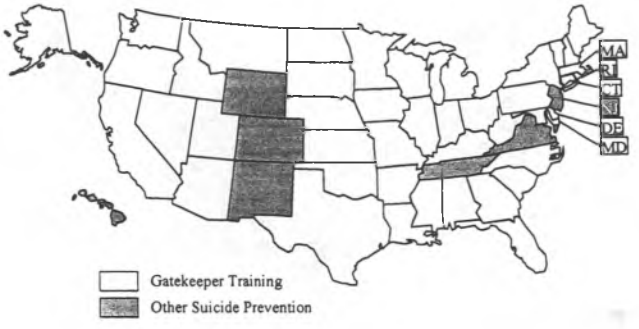

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5					Drowning 27	Drowning 28	Drowning 39	Drowning 27	Aircraft 11 Falls 11	Fire 5	Hypothermia/ Frostbite 5 Poisoning 5	
6					Snow machine 19	Snow machine 17	Snow machine 14	Hypothermia/ Frostbite 22	Pedestrian 8			
7					ATV 16	Falls 10 Fire 10 Hypothermia/ Frostbite 10	ATV 13	Falls 15	Hypothermia/ Frostbite 7 --- Suffocation 7			
8					Hypothermia/Frostbite 12	Avalanche/ Landslides 7	Hypothermia/ Frostbite 11	Fire 13	Fire 6			
9					Fire 7	Aircraft 6	Pedestrian 10	Pedestrian 12				
10					Aircraft 6		Aircraft 9	Aircraft 8 Snow machine 8				

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CASTING THE NET UPSTREAM: PROMOTING WELLNESS TO PREVENT SUICIDE

Alaska State Suicide Prevention Plan

Statewide Suicide Prevention Council
William Martin, Chairman
Sean Parnell, Governor

Acknowledgements and Appreciation

This state plan for reducing suicide in Alaska is truly the result of statewide effort by individuals and organizations all over our state. We would like to thank the following people for their contributions, expertise, wisdom, and support throughout this planning process:

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Letter from William Martin, Chairman

Statewide Suicide Prevention Council

Friends,

Suicide is such a painful, personal issue that it is often too hard to think about, which makes solving the problem of suicide seem impossible. I am so grateful that brave people from all over our great state are speaking openly about suicide and how it affects our families and communities. Thanks to this more open and honest conversation about suicide, Alaska has a new state plan of action for preventing suicide.

We started the process of updating Alaska's state suicide prevention plan in January 2010 with the *Mending the Net* Statewide Suicide Prevention Summit. The work that was done at that summit, and for months after, helped us see that our suicide prevention system had just as many strengths as it did weaknesses. Together, we were able to start to build a more coordinated and comprehensive approach to preventing suicide. And we were able to bring the excellent work of our tribal organizations and the suicide prevention efforts of state and local organizations together in a new way. This was the foundation for a broad and inclusive planning process driven by the **people of Alaska**.

We call this plan *Casting the Net Upstream* because, in addition to helping someone in crisis, Alaskans have to focus on what is happening during life that can lead a person to being at risk for suicide. It is based on an idea – a prevention parable – long used in public health systems. The further up the wellness stream you go to intervene, the more likely you are to avoid serious health problems like suicide.

Casting the Net Upstream is a **plan of action.** Every single Alaskan has a job to do if we are going to prevent suicide in our families, schools, work places, and communities. We have provided resources and information to help individuals, communities, and the State of Alaska take action to achieve these goals and objectives. We hope that you will read the plan, and then you will use it to help build stronger, healthier communities.

Every life matters. Your life matters. And you are not alone.

Together, we can prevent suicide and save lives.

Statewide Suicide Prevention Council

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Table of Contents

Parable of the River.....1

Introduction.....2

Goal 1: Alaskans Accept Responsibility for Preventing Suicide.....4

Strategy 1.1 ~ Alaskans learn and understand that suicide is preventable.....4

Strategy 1.2 ~ Alaskan adults and elders choose healthy, responsible lifestyles in order to serve as role models for younger generations.....5

Strategy 1.3 ~ Alaskan youth seek out healthy and appropriate relationships with role models in their community.....6

Strategy 1.4 ~ Communities will develop environments of respect, value, and connectedness for all members.....7

Strategy 1.5 ~ Communities will engage parents and other mentors important in the lives of children and youth in health promotion efforts.....9

Strategy 1.6 ~ Communities will prioritize building protective factors and resiliency in all comprehensive prevention efforts.....9

Strategy 1.7 ~ Communities will participate in efforts to destigmatize suicide and accessing treatment for mental health crises.....10

Strategy 1.8 ~ Community organizations will offer supports to promote healthy families.....11

Strategy 1.9 ~ The State of Alaska will support peer-to-peer wellness promotion and supports as an integral part of health promotion and suicide prevention.....12

Goal 2: Alaskans Effectively and Appropriately Respond to People at Risk of Suicide.....13

Strategy 2.1 ~ Alaskans know how to identify when someone is at risk of suicide and how to respond appropriately to prevent a suicide.....13

Strategy 2.2 ~ Alaskans know about Careline and other community crisis lines, and can share that information with others.....14

Strategy 2.3 ~ Providers of services to veterans will prioritize suicide prevention screenings and effective interventions.....14

Strategy 2.4 ~ Spiritual leaders will encourage suicide prevention awareness and training in their communities of faith/belief.....16

Strategy 2.5 ~ The primary health care system will prioritize suicide prevention screenings.....17

Strategy 2.6 ~ School districts will implement broad screenings to identify not just imminent risk of suicide, but risk factors for suicide (substance use, violence, depression, etc.).....17

Strategy 2.7 ~ Senior services providers will implement broad screenings to identify not just imminent risk of suicide, but risk factors for suicide (substance abuse, violence, depression, etc.).....18

Strategy 2.8 ~ The State of Alaska and its partners will engage village police and public safety officers in developing tailored community based responses and protocols for responding to crises.....19

Goal 3: Alaskans Communicate, Cooperate, and Coordinate Suicide Prevention Efforts.....20

Strategy 3.1 ~ Communities will partner with non-traditional organizations to raise awareness about limiting access to lethal means.....20

Strategy 3.2 ~ The State of Alaska and its partners will make training in evidence-based suicide prevention and intervention models accessible to all interested Alaskans.....21

Strategy 3.3 ~ The State of Alaska will mandate evidence-based suicide prevention and intervention training for all school district personnel.....22

Strategy 3.4 ~ Communities will develop wellness coalitions that include suicide prevention in their mission/area of focus.....23

Strategy 3.5 ~ Community suicide prevention efforts will expressly address the contributing factor of substance abuse.....24

Strategy 3.6 ~ The State of Alaska will coordinate all prevention efforts across all departments and divisions, to ensure that Alaska has a comprehensive prevention system that recognizes the "web of causality" implicated in suicide, substance abuse, domestic violence, bullying, child abuse, teen risk behaviors, etc.....25

Strategy 3.7 ~ The State of Alaska will balance the policy of comprehensive and integrated prevention with the use of evidence based practices to achieve verifiable outcomes reducing the impact of suicide, substance abuse, violence, sexual abuse, and mental illness on communities.....26

Strategy 3.8 ~ The State of Alaska will provide financial and technical support for innovative, research-based suicide prevention practices.....27

Strategy 3.9 ~ The State of Alaska will coordinate and support stigma reduction efforts around mental illness, addiction, depression, and suicide.....28

Goal 4: Alaskans Have Immediate Access to the Prevention, Treatment, and Recovery Services They Need.....29

Strategy 4.1 ~ Alaskans know who to call and how to access help — and then ask for that help — when they feel like they are in crisis and/or at risk of suicide.....29

Strategy 4.2 ~ Community behavioral health centers will provide outreach to ensure that community members know what services are available and how to access them.....29

Strategy 4.3 ~ Community health providers will offer bridge services for young people identified as experiencing serious emotional disturbance, other behavioral health disorders after age 18-21.....30

Strategy 4.4 ~ The State of Alaska and its partners will, through StopSuicideAlaska.org, create and support a learning network among communities to share ideas and strategies that work.....30

Goal 5: Alaskans Support Survivors in Healing.....31

Strategy 5.1 ~ Survivors of a loss to suicide know about suicide prevention resources and how to participate in suicide prevention efforts that support their own healing.....31

Strategy 5.2 ~ The State of Alaska will provide resources, tools, and technical support for community postvention efforts, with emphasis on natural, organic responses developed in the community.....31

Goal 6: Quality Data and Research is Available and Used for Planning, Implementation, and Evaluation of Suicide Prevention Efforts.....32

Strategy 6.1 ~ The State of Alaska will improve statewide suicide data collection efforts, employing epidemiological standards/models to ensure quality reporting, analysis, and utilization for timely data driven policy decisions.....32

Strategy 6.2 ~ The State of Alaska will partner with tribal and academic organizations to continue to explore and research the "web of causality" of suicide, prioritizing the health and environmental factors affecting high-risk populations.....33

Strategy 6.3 ~ The State of Alaska, with its partners, will evaluate the effectiveness of crisis intervention models and responses in use in Alaska.....34

Conclusion.....35

Checklist.....36

Appendix A ~ Warning Signs.....37

Appendix B ~ Bibliography.....39

Appendix C ~ Contact List.....40

The Parable of the River

There once was a village along a river. The people there were good and kind, and life was good there. One day, a villager noticed someone floating down the river. He quickly dove into the river, swimming out to rescue the person from drowning. He dragged the person onto the bank, saving a life.

The next day, the same villager noticed two people floating down the river. He called for help. Another villager came running. Together they saved both people from the river. The next day, there were four people caught in the river, and the next day, eight people!

The good and kind villagers organized themselves to save as many of the people as possible. They built a watchtower, to better see the people rushing by in the river. They trained their strongest villagers to swim through the swift waters. Soon, they had watchers and rescue teams working all day and all night. And yet, each day more and more people came down the river.

The good and kind villagers rescued many people, but there were just too many coming down the river. Not every person was saved, though the villagers felt they were doing good work to save as many as they could each day. For many weeks, life continued this way. One day, someone asked, "Where are these people coming from, anyway?" The villagers looked to each other, but no one had an answer. Being good and kind and very efficient, the villagers organized a group to go upstream to find out why the people were ending up in the river. Because it might be a long and hard journey, they decided their strongest members would go.

The village leaders objected: "If our strongest rescuers go upstream to find this out, who will save the people from the river here? We need everyone here."

Some villagers argued in favor of sending a group upstream: "If we find out why they are ending up in the river, we can stop whatever is happening and save everyone! By going upstream, we can solve the problem."

The leaders weren't convinced, and so the villagers continued to rescue the people from the river as they passed by the village. The number of people continued to grow each day, and while the villagers managed to save a few more people each day, there were more and more they did not save.

This parable is used to describe the difference between a system focused on intervention – rescuing people from the river – and one that emphasizes prevention. We are **all of us** villagers with an opportunity to save lives. The State of Alaska and its partners have spent the last two years "mending the net" of our suicide prevention systems. It's time now to cast that net "upstream," to determine why Alaskans are at risk for suicide and to help strengthen our peoples, families and communities.

Introduction

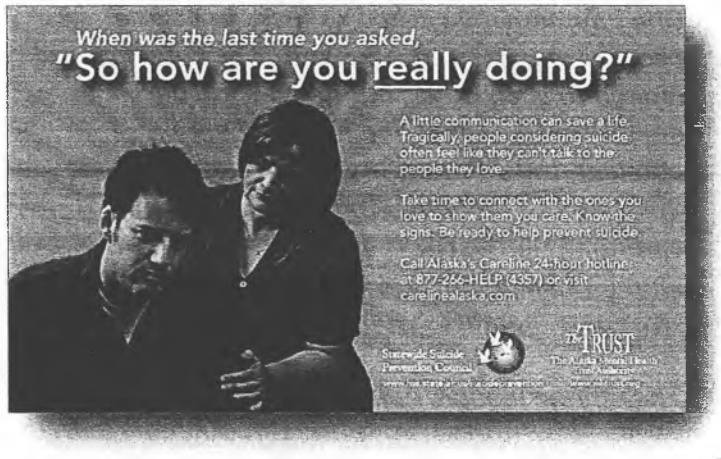
The Statewide Suicide Prevention Council ["Council"] was established by the Alaska Legislature in 2001. After a legislative audit in 2008, it was extended by the Legislature to June 30, 2013. The Council is responsible for advising legislators and the Governor on ways to improve Alaskans' health and wellness by reducing suicide, improving public awareness of suicide and risk factors, enhancing suicide prevention efforts, working with partners and faith-based organizations to develop healthier communities, creating a statewide suicide prevention plan and putting it in action, and building and strengthening partnerships to prevent suicide.

Casting the Net Upstream: Promoting Wellness to Prevent Suicide in Alaska is offered to fulfill the Council's statutory duty to create a statewide suicide prevention plan. It is an update of the Council's 2004 plan. Unlike the previous plan, this is a five year plan with specific measures (indicators) that will be evaluated to ensure that the state suicide prevention system is effective – or to allow for further development if the expected results are not achieved. It is based on extensive public input and stakeholder efforts to create a suicide prevention plan that responds to the unique needs of our communities and benefits from the creativity and culture of Alaska's people.

This is a call to action. Specific strategies have been identified to achieve the goals and objectives of the suicide prevention system. These strategies were developed from the wisdom and experience of Alaskans all over our state. They are based on the most current and credible data and research available. These strategies are ways that individuals, communities, and the State of Alaska can act together to prevent suicide. Examples of programs and initiatives that fit within these strategies are provided. However, these are not all of the ways Alaskan communities are working to prevent suicide. Tribes, tribal health organization, teachers, school districts, and individuals are all working together to prevent suicide in unique and creative ways.

This is a uniquely Alaskan endeavor, though is aligned with the National Strategy for Suicide Prevention and the American Indian and Alaska Native National Suicide Prevention Strategic Plan (2011-2015). This will help us evaluate our system against national standards and other states' efforts. The Council and its partners will be able to offer annual scorecards and implementation reports, highlight the successes of evidence-based suicide prevention programs as well as emerging and innovative prevention efforts, and foster better coordination and communication among suicide prevention providers.

The plan is organized to reflect the most current research and understanding of the "web of causality" of suicide. Suicidal behavior results from a combination of genetic, developmental, environmental, physiological, psychological, social, and



cultural factors operating in complex, and often unseen, ways. Human beings are innately resilient but the events and experiences of a lifetime can weaken that resiliency to a point when a person becomes at risk of suicide. The warning signs of suicide are provided in Appendix A.

The Council has stressed the need to mend the net of services and supports in place to prevent suicide. In this plan, the Council is encouraging Alaskans to cast that net in a way that promotes physical, emotional, and mental wellness and strengthens personal and community resilience – to prevent suicide by promoting the health of our people, families, and communities. Over the next five years, Alaskan individuals, families, communities, and state government will be challenged to take responsibility for the entire spectrum of suicide prevention.

It starts with Wellness Promotion, the overall health and environmental condition that can increase or decrease the risk of suicide. The next layer is Suicide Prevention, universal efforts to improve awareness and understanding about suicide among all Alaskans.

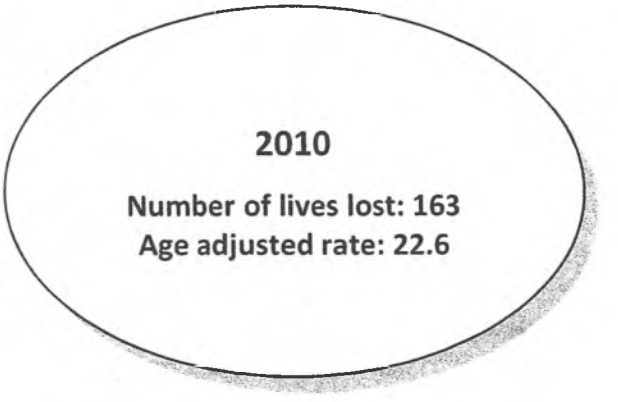
Then there is Crisis Intervention, the services and supports provided to a person who is experiencing a mental or emotional crisis that creates a serious risk of suicide. Finally, there is Postvention. This is a term that includes the ways that we respond after a suicide occurs to prevent further loss, and how we support survivors of a loss to suicide as they grieve and heal. The Council calls for postvention in Alaska to include how we support the person who survives an attempted suicide and his or her family and community in preventing further attempts.

The plan is organized to make it easy to see who can act and how. There are six (6) goals. You will learn about the specific strategies that individuals and families can use to reach these goals. You will also learn what practices communities and organizations can adopt in prevention efforts, and how the State of Alaska can improve the effectiveness of suicide prevention system.

Because *Casting the Net Upstream* is a call to action, it references but does not include a comprehensive look at the data or a historic perspective of the problem of suicide in Alaska. The Council's FY2010 Annual Report, *Mending the Net: Suicide Prevention in Alaska*, provides an extensive review of the data and funding information related to suicide in Alaska since 2000. Additional data and research resources are available on StopSuicideAlaska.org, the State's suicide prevention portal, and the Council's website. A bibliography and resource guide is included in Appendix B.

Goal 1: Alaskans Accept Responsibility for Preventing Suicide

Preventing suicide is every Alaskan's responsibility. Like any other public health problem, suicide can be prevented through increased awareness, education, and targeted interventions to reduce and address risk. In order for these efforts to be successful, Alaskan individuals, families, communities, and governments must take ownership of the problem – and the solution.



Strategy 1.1 ~ Alaskans learn and understand that suicide is preventable.

Suicide is preventable. While each suicide or attempted suicide can be as unique as the person who experiences it, there are ways to address the "web of causality" – the multiple social, emotional, environmental, and health factors – involved. If every one of us learned about suicide, and the risk factors and protective factors involved, we would be better prepared to prevent suicide in our families and communities.

How can Alaskans learn about suicide and how it is prevented?

Resources:

1. Go to StopSuicideAlaska.org and read through the resources provided there.

2. Go to the Council's website and read:
   - annual reports tracking suicide and suicide prevention in Alaska since 2002;
   - the 2007 Alaska Follow-Back Study; and
   - newsletters and periodic updates on research, data, and practices.

3. Attend a meeting of the local suicide prevention or wellness coalition.

4. Explore national suicide prevention organizations' resources:
   - American Association of Suicidology www.suicidology.org;
   - American Foundation for Suicide Prevention www.afsp.org;
   - Suicide Prevention Resource Center www.sprc.org;
   - Indian Health Service www.ihs.gov/NonMedicalPrograms/nspn;
   - National Action Alliance for Suicide Prevention www.actionallianceforsuicideprevention.org/; and
   - Substance Abuse and Mental Health Services Administration Suicide Prevention Section www.samhsa.gov/prevention/suicide.aspx

5. Attend a Council meeting (in person or by telephone).

Learning about suicide will allow Alaskans to talk openly with their families, friends, and neighbors about suicide and how to prevent it.

Indicator: 1.1.a. Number of unique visits to StopSuicideAlaska.org: 11,306 (2010-2011)

Strategy 1.2 ~ Alaskan adults and elders choose healthy, responsible lifestyles in order to serve as role models for younger generations.

Throughout the planning process, Alaskan youth shared the profound need for healthy role models at home and in their communities. Substance abuse by parents and community leaders was identified by stakeholders young and old as a major contributor to suicide. Given the evidence that substance abuse is involved in many reports of harm to Alaskan children, and research shows how adverse childhood experiences[1] increase the risk of suicide in adulthood, it is important that every Alaskan adult make healthy and responsible lifestyle choices and model those choices for others.

Alaskans seeking to make healthy choices and overcome addictions and negative behaviors can learn more about treatment and support services from their medical provider, health educator, or community health/behavioral health aide. Mental health and substance abuse treatment options vary from community to community. Information about what is available is provided by Alaska 2-1-1, community behavioral health centers, health corporations, Careline, and the Advisory Board on Alcoholism and Drug Abuse.

Research shows that mental and emotional health can be improved and maintained just like physical health. Mental health promotion is as simple as adding five things to your life: exercise, social connection, acts of giving, self-awareness, and learning.

[1] Extensive research on the impact of child abuse, parental addiction, and other negative events during childhood has been documented by the Adverse Childhood Experiences Study (ACES). This is a longitudinal study by the Centers for Disease Control and Prevention and Kaiser Permanente, tracking the consequences of adverse childhood events in over 17,000 people. Information about the study and its findings are available at http://acestudy.org/.

Promoting mental and emotional wellness in your life and the lives of your family members is directly related to reducing the risk of suicide. Nationally, the data reflects a distinct link between depression and risk of suicide. The American Association of Suicidology reports that about 66% of people who complete suicide are depressed at the time of their deaths.[2] The risk of suicide in people with major depression is about 20 times that of the general population.[3] Depression can be prevented in some cases, and in others, it can be mitigated and managed, through proactive lifestyle changes that improve or maintain health.

Resources:

To find a mental health treatment provider in your community, call Alaska 2-1-1 or the Alaska Mental Health Board at 1-888-464-8920.

To find a substance abuse treatment provider in your community, call Alaska 2-1-1 or the Advisory Board on Alcoholism and Drug Abuse at 1-888-464-8920.

To find a primary care provider in your community, call Alaska 2-1-1 or the Alaska Primary Care Association at (907) 929-2722.

To learn more about how to improve and maintain mental and emotional health, talk to your medical provider, health educator, or community health/behavioral health aide or visit the *Sound Minds in Sound Bodies* project at http://hss.state.ak.us/abada/sound.htm.

[2] American Association for Suicidology, *Some Facts About Suicide and Depression* at 2 (online at http://www.suicidology.org/c/document_library/get_file?folderId=232&name=DLFE-246.pdf).

[3] *Id.*

Indicators:

1.2.a. Rate of adult binge drinking: 17.9% (BRFSS, 2009)

1.2.b. Child seeing violence or physical abuse in person: 4% (CUBS, 2009)

Strategy 1.3 ~ Alaskan youth seek out healthy and appropriate relationships with role models in their community

Just as it is important that Alaskan adults and elders become good role models, it is important that young people seek out healthy role models of their own. Not every child or young person has the benefit of a family member who can model resiliency and wellness. That should not mean that there is no one for youth to look up to.

Young people consistently cited the value of school social workers, coaches, teachers, ministers, and other trusted adults in their lives. These adults are a source of support and guidance. Young people can establish healthy and appropriate relationships with adults by getting involved in sports and clubs at school, cultural activities, scouting, church/faith-based organization activities, and mentoring programs that promote connectedness and other protective factors.

Resources:

Facing Foster Care in Alaska is a group of foster care youth and alumni (over age 15) focused on improving Alaska's foster care system. Facing Foster Care offers the added benefit of youth supporting each other through shared experience and education. For more information, call (907) 230-8237.

Juneau Youth is a community coalition sponsored by United Way of Southeast Alaska. Through its website and social media, Juneau Youth provides a clearinghouse of opportunities to participate in healthy activities and connect with appropriate adults (coaches, teachers, etc.) in the community. Visit www.juneauyouth.org for the activity clearinghouse, or email: compass@unitedwayseak.org for more information about the coalition.

Big Brothers Big Sisters is a nationally recognized mentoring program. Children and youth are matched with adults through community-based mentorship (long-term, traditional matches) or site-based mentorship (at school or through a youth program). Big Brothers Big Sisters of Alaska also has a Native American Mentoring Initiative to strengthen programs in rural Alaska, a mentoring program for youth at McLaughlin Youth Center (a juvenile justice facility), Operation Bigs for children of military families and military members seeking to be a big brother or sister, and the Amachi program for children with a parent in prison.

To learn more about how to enroll a child in Big Brothers Big Sisters or how to become a mentor, email info@bbsak.org or call your local office.

Youth can also connect with healthy and responsible adults through their communities of faith, scouting programs, and school programs. Student government, Boy Scouts, Girls Scouts, Campfire, sports teams,

and church youth groups are all excellent opportunities to find positive role models.

Indicators: 1.3.a. Traditional high school students participating in organized after-school activities 2 or more days a week: 44% (YRBS, 2011)
1.3.b. Alternative high school students participating in organized after-school activities 2 or more days a week: 64.9% (YRBS, 2011)

Strategy 1.4 ~ Communities will develop environments of respect, value, and connectedness for all members.

Risk factors for suicide include low self-esteem, psychological pain in response to loss or rejection, and lack of personal or familial acceptance of sexual orientation.

Shame, guilt, hopelessness, and purposelessness are also risk factors.[4] These risk factors often develop as a result of racism, discrimination, and exclusion based on cultural and personal differences.

Bullying, including "cyberbullying," is rampant in American schools. Studies have found that 32-65% of high school students have reported being bullied in school because of "their perceived or actual appearance, gender, sexual orientation, gender expression, race/ethnicity, disability, or religion."[5] Bullying is associated with increased depression and risk of suicide among victims.[6]

Research has shown connections between experienced and/or perceived racism and negative health consequences, especially regarding mental health.[7] Experienced and perceived racial discrimination can have physiological consequences, as well as result in the "adaptation and maladaptation of the individual to the circumstances of life."[8] This means that, when someone is discriminated against, it has a real impact on his or her life and health.

Lack of acceptance, bullying, discrimination and exclusion from familial and community relationships have been cited as contributing

[4] The American Association of Suicidology has compiled a list of chronic and acute risk factors based on the current research (online at http://www.suicidology.org/web/guest/current-research).

[5] *Suicide and Bullying Issue Brief*, Suicide Prevention Resource Center (2011).

[6] *Id.* citing "Association between Bullying and Psychosomatic Problems: A Meta-Analysis," G. Gini & T. Pozzoli, *Pediatrics*, 123(3), 1059–1065 (2009); "Bullying and Suicide: A Review," Y. Kim & B. Leventhal, *International Journal of Adolescent Medicine and Health*, 20(2), 133–154 (2008); "Cyber and Traditional Bullying: Differential Association with Depression," J. Wang, T. Nansel, & R. Iannotti, *Journal of Adolescent Health*, 48(4), 415–417 (2010).

[7] While there are significant limitations to this emerging area of health research, notably the focus on a single population of color (African-Americans), the field is progressing to include standardized measurement of experienced racism by indigenous peoples. "Development and Validation of the Measure of Indigenous Racism Experiences (MIRE)," Y. C. Paradies and J. Cunningham, *International Journal for Equity in Health* (2008). (Online at http://www.equityhealthj.com/content/pdf/1475-9276-7-9.pdf.)

[8] "Protective and Damaging Effects of Mediators of Stress," B.S. McEwen and T. Seeman, *Annals of the New York Academy of Science* 896: 31 (1999) (cited in *Undoing Racism in Public Health: A Blueprint for Action in Urban MCH*, D. Barnes-Josiah (2004) (online at http://webmedia.unmc.edu/community/citymatch/CityMatCHUndoingRacismReport.pdf).

factors to higher rates[9] of suicide among lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals.[10]

The Centers for Disease Control and Prevention's Strategic Direction for Prevention of Suicidal Behavior proposes to prevent suicide by "building and strengthening connectedness or social bonds within and among persons, families and communities."[11] That feeling of connectedness or belonging has been proven to be highly protective against suicidal thoughts and behaviors.[12] Communities can promote equality, inclusion, respect, and acceptance by:

- coordinating and supporting efforts to create safe, inclusive, respectful environments for all members of the community;
- emphasizing the strengths and contributions of different cultures in the community;
- instituting school and workplace policies that encourage inclusiveness and prohibit bullying and discrimination.

Resources:

The PACER National Center on Bullying Prevention was founded in 2006 to unite, engage, and educate communities to address bullying. It provides creative and interactive resources, like Kids Against Bullying (for younger children) and Teens Against Bullying. These are interactive and age-appropriate websites designed to educate about bullying and encourage action to prevent it.

PACER provides classroom resources and peer advocacy tools. PACER coordinates National Bullying Prevention Month in October each year. Visit PACER's National Bullying Prevention Month Facebook page or http://www.PACER.org/bullying for more information about the event and how to participate.

Indicators: 1.4.a. Traditional high school students reporting being bullied in the past 12 months: 23% (YRBS, 2011)
1.4.b. Alternative high school students reporting being bullied in the past 12 months: 16.8% (YRBS, 2011)
1.4.c. Traditional high school students who agree/strongly agree that they feel they matter to people in the community: 64% (YRBS, 2011)
1.4.d. Alternative high school students who agree/strongly agree that they feel they matter to people in the community: 46% (YRBS, 2011)

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[9] Since 1990, population-based surveys of American adolescents that have included questions about sexual orientation have consistently found rates of suicide attempts reported by LGBTQ youth 2-7 times higher than average. "Suicide and Suicide Risk in Lesbian, Gay, Bisexual, and Transgender Populations: Review and Recommendations," A. P. Haas et al., *Journal of Homosexuality* (Jan. 2011) (available online at http://www.informaworld.com/smpp/section?content=a931819675&fulltext=713240928).

[10] *Id.* "Over the past decade, consensus has grown among researchers that at least part of the explanation for the elevated rates of suicide attempts and mental disorders found in LGB people is the social stigma, prejudice and discrimination associated with minority sexual orientation (Cochran, Mays & Sullivan, 2003; de Graaf at al., 2006; King et al., 2008; Mays & Cochran, 2001; McCabe, Bostwick, Hughes, West, & Boyd, 2010)."

[11] "Promoting Individual, Family, and Community Connectedness to Prevent Suicidal Behavior," Centers for Disease Control and Prevention (online at http://www.cdc.gov/ViolencePrevention/pdf/Suicide_Strategic_Direction_Full_Version-a.pdf).

[12] *Id.* at 4.

Strategy 1.5 ~ Communities will engage parents and other mentors important in the lives of children and youth in health promotion efforts.

In order for Alaskan youth to build healthy and appropriate relationships with adult role models, communities must engage parents and other mentors to be involved in the lives of children and youth. A 1995 impact study of Big Brothers Big Sisters programs documented a positive impact on the lives of children and youth served over several life domains implicated in suicide risk.[13] Reduced likelihood of initiating drug or alcohol use, reduced incidence of violent/antisocial behaviors, improved academic performance, and improved connection and relationships with parents and peers were all included.[14] This sort of change can be achieved through other efforts to connect youth with healthy mentors and role models. Anchorage United for Youth is an example of how a community can do this.

Anchorage United for Youth, led by United Way of Anchorage, is a community coalition focused on increasing opportunities for, and providing supportive adult relationships to, youth. It supports families and works to change community norms to promote positive lifestyle choices by youth.

Anchorage United for Youth was formed in 2007. In less than five years, this coalition and its partners have helped improve the graduation rate in the Anchorage School District by over 6% and reduced youth substance use.

Even the smallest village can assemble a group of healthy role models to help youth thrive. By encouraging parents, elders, and other adults to get involved in the lives of youth, every community can promote healthy lifestyles and connections with family and friends.

Resources:

United Way has shown success in engaging community members in all sorts of endeavors. In Juneau and Anchorage, the local United Ways have helped connect parents and mentors with health promotion efforts (*see also* Strategy 1.3). To find out how, contact United Way of Anchorage at (907) 263-3803 or Juneau Youth at United Way of Southeast Alaska at (907) 463-5530.

Indicator: 1.5.a. Students who would feel comfortable seeking help from one or more adults (besides their parents) if they had an important question affecting their life: 85% (YRBS, 2011)

Strategy 1.6 ~ Communities will prioritize building protective factors and resiliency in all comprehensive prevention efforts.

Some Alaskan communities are already engaged in collaborative prevention efforts to help children and youth thrive. Others are not. While prevention efforts that target people in crisis or at risk of suicide are effective, they focus on "fixing a problem" rather than building personal and community strength. By increasing protective factors in their youth and families, communities can prevent suicide – as well as violence, substance abuse, academic failure, and other social problems – far "upstream."

The Alaska ICE Initiative of the Alaska Association of School Boards is an example of how a concerted effort to promote connectedness and inclusion can have positive outcomes on many of the life domains (academic success, alcohol/drug

[13] *Making a Difference, An Impact Study of Big Brothers Big Sisters*, Public/Private Ventures at iii (2000 re-issue) (http://www.ppv.org/ppv/publications/assets/111_publication.pdf).
[14] *Id.*

use, personal safety) implicated in suicide risk.[15] The Anchorage Youth Development Coalition is a group of 60 youth-serving organizations working together to promote resiliency and health among Anchorage's children and youth. They offer intensive evidence-based training for people working with Anchorage's youth. This ensures that people working with youth have the tools and skills needed to help build protective factors and resiliency.

Alaskan communities can promote resiliency and protective factors against suicide risk. Focusing on the strength and talents of our children and youth can, over time, protect them from many of the underlying risks associated with suicide.

Resources:

The 40 Assets, part of the Developmental Assets framework developed by the Search Institute of Minnesota, provides concrete, common sense, and positive qualities essential to healthy development.

The Association of Alaska School Boards and Department of Health and Social Services created *Helping Kids Succeed – Alaskan Style.* This handbook is for parents, teachers, coaches, aunties, uncles, and community members. You can purchase a copy from the Association of Alaska School Boards for $15, or call the Council (which has a limited number of free copies).

Indicator: 1.6.a. Student Overall Connectedness (statewide, weighted): 3.49 (on a 1-5 scale)(SCCS, 2010).

Strategy 1.7 ~ Communities will participate in efforts to de-stigmatize suicide and accessing treatment for mental health crises.

The stigma associated with mental illness creates a significant barrier to accessing services. People are afraid of being judged or treated differently if they go to see a mental health professional. Stigma is especially serious among older Alaskans, a population with high rates of suicide.[16] Senior services providers have reported that it is often difficult to engage seniors in behavioral health services because of stigma. Veterans, active duty military, ethnic minorities, and youth are other groups for whom stigma is a barrier to accessing the help they need.

It is important for communities to explicitly address this stigma and to support people seeking help for depression, grief, and mental health disorders as part of suicide prevention efforts. Communities can develop their own anti-stigma efforts, or participate in ongoing efforts like Mental Health Awareness Week and the National Day Without Stigma, Mental Health Month, World Suicide Prevention Day, Children's Mental Health Awareness Day, and other widely recognized public awareness events.

Events such as the Walk for Life, television and radio public service announcements, and educational efforts can be as complex or as simple as a community's readiness and resources permit.

Resources:

Successful campaigns involve simple messages of hope: "Treatment Works and Recovery Happens," "It Gets Better," "What a Difference a Friend Makes," "Reach Out,"

[15] The Alaska Association of School Boards Initiative for Community Engagement is focused on creating positive school and community environments for Alaska's children. www.alaskaice.org

[16] From 2000 to 2009, the rate of suicide among Alaskans over age 85 (34.4/100,000) was almost as high as for adolescents and young adults. The actual number of suicides was low (13) but this is an alarming trend that bears further attention.

"Live to Ride, Call to Live." The Substance Abuse and Mental Health Services Administration offers a **FREE** tool to help develop an anti-stigma campaign: *Developing a Stigma Reduction Initiative* helps with planning, recruiting partners, and outreach. It includes public service announcement scripts.

SAVE (Suicide Awareness Voices of Education) is a national organization that offers many public education and anti-stigma materials. While these are not free, they can be customized. Visit www.SAVE.org for more information about the organization and the resources available.

Indicator: 1.7.a. Alaskans comfortable with a family member, coworker, guest, or neighbor experiencing mental illness: 77.3% (AMHTA, 2010)

Strategy 1.8 ~ Community organizations will offer supports to promote healthy families.

There are many ways a community can support families and promote healthy relationships. In some communities, there are agencies and coalitions specifically focused on providing these supports. Supports and skills are provided through a variety of community parenting classes offered by tribal health corporations and village clinics, hospitals, domestic violence shelters, churches/faith-based organizations, mental health centers, and other organizations.

Alaska's early childhood learning program, *thread,* offers supports and services, as well as local referrals, statewide. For more information, visit www.threadalaska.org.

In some communities, there are specialized services and supports for families with high risk situations. Examples of these programs include Alaska Youth and Family Network, helping families and youth engaged in mental health services, and Fairbanks Native Association, providing case management services to families engaged with the Office of Children's Services to help parents successfully engage in substance abuse treatment.

Unfortunately, not all communities have readily accessible parenting classes and supports, especially those designed for young parents, parents from other cultures, or parents with disabilities. In order for all Alaskan children to grow up protected from risk of suicide, communities must offer ways for families to build the skills necessary to help their children grow up healthy.

Resources:

The Alaska Association for the Education of Young Children (AEYC) offers a wide variety of services and supports for families and communities. In Southeast Alaska, they have partnered with Partnerships for Families and Children to offer an interactive calendar of parent and family events and resources organized by community. Find community programs at www.southeastfamilies.org or contact the coordinator at (907) 789-1235 to learn about how the partnership was formed and the resource developed.

In Anchorage, the public library offers the Ready to Read Resource Center, dedicated to promoting early literacy. This is a **statewide** resource for anyone working with infants and toddlers. The Resource Center has over 200 reading kits that can be loaned to child care centers, health clinics, churches/faith-based organizations, and other early childhood providers. Call (907) 343-2970 for more information.

Indicator: 1.8.a. Number of communities offering parenting/caregiver classes (new)

Strategy 1.9 ~ The State of Alaska will support peer-to-peer wellness promotion and supports as an integral part of health promotion and suicide prevention.

Peer support is an effective and affordable way to help people achieve and maintain recovery from all manner of illnesses, from cancer and diabetes to mental health and substance use disorders. Peer support is also an effective tool in promoting overall wellness and preventing suicide.

Peer support can take many forms. It can involve one-on-one counseling and support, or group support. Peer support can help someone cope with a chronic disease, like diabetes or mental illness, or overcome a periodic or temporary issue like grief.

The Natural Helpers and Youth Leaders peer programs in the Lower Kuskokwim and Northwest Arctic school districts are an excellent example of how youth mentoring and supporting youth can reduce risk of suicide. Peer-identified natural helpers receive training and guidance from teachers and school staff to share positive coping skills, peer counseling, and support with other students. These programs also provide a way for youth who have experienced a loss to suicide to support each other (a form of postvention).

While some communities, like Anchorage and Juneau, have active peer support networks, not all communities do. Peer support is a cost-effective and locally available way of helping promote physical, emotional, and mental wellness to reduce risk of suicide. The State of Alaska has begun efforts to expand peer support services in rural communities.[17] This commitment supports communities as they develop local peer support resources.

Resources:

The Alaska Peer Support Consortium is the statewide coalition of peer support providers offering technical assistance to help communities plan and develop local peer support services. Call (907) 258-2772 for more information.

The Alaska Mental Health Trust Authority's Beneficiary Project Initiative also provides technical assistance to peer support organizations. Call (907) 269-7960 for more information. The Division of Behavioral Health can also provide support to communities developing peer support resources. Contact the Vocational Specialist at (907) 269-2051.

Indicator: 1.9.a. Number of Alaskans receiving state funded peer support services (new)

[17] Annualized funding ($225,000 GF/MH) for rural peer support services was appropriated for FY12.

Goal 2: Alaskans Effectively and Appropriately Respond to People at Risk of Suicide

Strategy 2.1 ~ Alaskans know how to identify when someone is at risk of suicide, and how to respond appropriately to prevent a suicide.

Understanding the warning signs of suicide is the first step in helping someone in crisis. Appendix A includes an explanation of the warning signs and a pocket card you can carry with you.

There are many types of trainings available to help Alaskans better identify when someone is at risk of suicide. These trainings provide the skills and tools needed to help. Mental Health First Aid, Applied Suicide Intervention Skills Training, and SafeTALK are internationally recognized intervention models that are all available here in Alaska. We have people trained in these models in communities statewide, and the opportunity to be trained in them ourselves. We also have a Gatekeeper model developed right here in Alaska by the Department of Health and Social Services and University of Alaska.

Mental Health First Aid educates people about mental health disorders and crises and provides skills to identify and help when someone is developing a disorder or experiencing a crisis. It teaches how to respond and how to connect someone in crisis with professional help. It is a 12-hour training designed for everyone, not just mental health professionals. Mental Health First Aid teaches people how to help someone experiencing a wide range of mental health emergencies, including thoughts of suicide. Mental Health First Aid is coordinated through the Trust Training Cooperative, a state-funded health care workforce trainer. The cost is currently $85.00. Call (907) 264-6228 for more information.

ASIST stands for Applied Suicide Intervention Skills. It is a two-day training that increases understanding about suicide and provides skills to recognize suicide risk and intervene to prevent suicide. The Alaska Native Tribal Health Consortium coordinates ASIST trainings statewide. ASIST trainers have trained nearly 1,000 teachers, health aides, counselors, clergy, and others in communities from Barrow to Klawock, King Cove to Tok.[18] To learn more about hosting an ASIST training, contact Alaska Native Tribal Health Consortium Behavioral Health and Rural Services at (907) 729-3751.

safeTALK complements ASIST. It is a half-day training for anyone over age 15. safeTALK provides education about how to respond when someone expresses thoughts of suicide, how to identify a person at risk of suicide, and how to connect a person thinking about suicide to the resources to keep them safe. The TALK steps are Tell, Ask, Listen, and Keep Safe. The person at risk "tells" someone they are thinking about suicide. The

[18] A map of communities with local ASIST trainers is available at from ANTHC online at http://www.anthc.org/chs/wp/injprev/upload/Map-of-ASIST-Trainers-6-11.pdf.

safeTALK trained person "asks" the person what's going on and then really "listens" to the person. The last step is to connect the person with resources, like an ASIST trained intervention caregiver, so the person can "keep safe." To learn more about hosting an safeTALK training, contact Alaska Native Tribal Health Consortium Behavioral Health and Rural Services at (907) 729-3751.

Alaska Gatekeeper Training is designed to educate people about suicide and help them identify warning signs and risk factors for suicide as well as protective factors that could help someone get through a crisis. Gatekeepers learn active listening skills and how to develop a safety plan that includes referral to appropriate community resources. Call (907) 465-8536 for more information.

The Jason Foundation, which opened an Alaska affiliate in Fall 2011, offers students, parents, and teachers/youth workers the tools and resources to identify and help at-risk youth. This is accomplished through a series of programs and services that focus on information about the awareness and prevention of youth suicide. For more information, contact the Jason Foundation affiliate at (907) 264-4304.

Indicator: 2.1.a. Number of Alaskans trained in suicide prevention/intervention (new)

Strategy 2.2 ~ Alaskans know about Careline and other community crisis lines, and can share that information with others.

Even without special training, you can always encourage someone who you think is at risk of suicide to call Careline, Alaska's statewide suicide prevention and crisis intervention hotline. There is also a national Suicide Prevention Lifeline, a Veterans Suicide Prevention Hotline, and the Trevor Project hotline for lesbian, gay, bisexual, transgender and questioning youth. All of these are 24/7 confidential call lines. Some communities have a local or regional call line. A wallet card with all these numbers is provided in Appendix A. You are encouraged to cut it out and keep it in your wallet so you can share it with anyone who might need it.

Indicators: 2.2.a. Number of calls to Careline annually: 5,507 (2010)
2.2.b. Alaskans who report knowing how to access services for suicide prevention: 69.6% (AMHTA, 2010)

Strategy 2.3 ~ Providers of services to veterans will prioritize suicide prevention screenings and effective interventions.

Veterans are at a higher risk for suicide, with an annual rate that increased 50% between 2001-2008.[19] Research about suicide by members of the armed forces indicates that gender (male), depression, substance abuse, and relationship difficulties (divorce, infidelity, etc.),[20] as well as prior attempts, traumatic brain injury, access to firearms, and loss of a close friend or loved one to suicide are all contributors to suicide.[21] Also an issue is homelessness, which sadly many Alaskan veterans face – 7% of Anchorage homeless identified in the 2010 Project Homeless Connect were veterans.

As with any population, veterans and military service members benefit from programs that identify risk factors and address them with

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[19] *See* The War Within: Preventing Suicide in the US Military, Rand Corporation (2011).
[20] James LC, Kowalski TJ. Suicide prevention in an army infantry division: a multi-disciplinary program. Mil Med 1996; 161:97-101.
[21] Summary of The War Within: Preventing Suicide in the US Military, Rand Corporation, at 8-9 (2011).

effective – usually evidence-based – practices. The U.S. Air Force designed and implemented a universal, multi-layer suicide prevention program that involved many disciplines and engaged with service members throughout their system.[22] The result was a 33% decrease is the suicide rate over 6 years.[23]

The Veterans Administration has a robust suicide prevention program that includes a crisis line, specialized media tools and resources, local suicide prevention coordinators at every Veterans Administration Medical Center, an online clearinghouse, the "Ask, Care, Escort" model for identifying and connecting at risk veterans to services, and other tools.

Providers of services to Alaska's veterans should prioritize screening and early identification of warning signs/risk factors for suicide. This should include promotion of self-care and awareness. Evidence-based interventions should be chosen to specifically address the special needs of Alaska veterans – including homelessness, geographical barriers to accessing veterans health care services, stigma, and cultural differences. Use of telemedicine (through the systems provided by Alaska Native Tribal Health Consortium and Alaska Psychiatric Institute) should be encouraged and reimbursed so that veterans in rural Alaska have better access to mental health and substance abuse treatment service. Restriction of lethal means (Strategy 3.1) and effective postvention supports are also key to reducing suicide among Alaska's veterans.[24]

Resources:

The Anchorage Veterans Health Care Facility has a suicide prevention coordinator who works with mental health providers in the VA system to address suicide risk and responses. Call 907-257-4824 for more information.

The Department of Defense and Veterans Administration online clearinghouse is www.suicideoutreach.org. Outreach and awareness resources and education materials are available here. There is also a local resource center at the Anchorage Veterans Health Care Facility. Call 907-257-4824 for more information.

A national crisis line is available for veterans: 1-800-273-8255 and press 1. Veterans can also have a confidential online "chat" with trained staff at http://veteranscrisisline.net/.

The Veterans Health Care Administration offers Telehealth Services programs for some Alaskan veterans with chronic health disorders, including depression and PTSD. This program is not available to all veterans.

The AFHCAN System is the tribal health system's telemedicine program. This

[22] *See* Knox KL, Litts DA, Talcott GW, Feig JC, Caine ED. Risk of suicide and related adverse outcomes after exposure to a suicide prevention program in the US Air Force: cohort study. BMJ 2003; 327:1376

[23] *Id.*

[24] After an extensive review of research and program evaluations, the Rand Corporation identified best practices for preventing veteran suicide. These include: raising awareness and self-care, identification of those at risk, improving access to and providing quality care, restricting access to lethal means, and responding to suicides appropriately. *See* Summary of The War Within: Preventing Suicide in the US Military, Rand Corporation, at 10-11 (2011).

connects tribal health corporation clients to specialized services – including behavioral health services – not available in their local community. This system is not limited to clinical services; it can be used to deliver training to providers in remote communities.

Alaska Psychiatric Institute also coordinates tele-psychiatry services for the publicly funded behavioral health system. Like the AFHCAN system, the API Tele-behavioral Health Care Program can used for training.

Indicator: 2.3.a. Number of suicides among Alaska veterans (new)

Strategy 2.4 ~ Spiritual leaders will encourage suicide prevention awareness and training in their communities of faith/belief.

Many people considering suicide turn to a minister, clergy member, or spiritual leader for help.[25] This may be due to an existing relationship of trust with the spiritual leader or the lack of stigma associated with pastoral counseling (unlike that attached to mental health treatment services). In order for leaders of faith based groups to be prepared to help individuals at risk of suicide, they need to be trained to recognize suicidal tendencies and have the resources and abilities to intervene.

In addition to helping someone in crisis, spiritual leaders have an opportunity to encourage entire congregations to learn about the issues and warning signs of suicide, basic gatekeeper and advanced intervention skills, and how to support community members and families after a suicide occurs.

Spiritual leaders have an important role in responding when someone expresses thoughts of suicide directly, as well as in identifying when a congregant displays signs of risk of suicide. This does not mean ministers and spiritual leaders must become mental health professionals. Instead, by learning how to be a gatekeeper – someone who helps identify when someone is in crisis and then connects them to appropriate services – they can help prevent suicide among the members of their community of faith. Expanding that awareness and preparedness to include the entire congregation can strengthen the faith of a community and have a wider "ripple effect" through an entire region.

Resources:

Alaska Gatekeeper Training teaches about suicide and how to identify warning signs and risk factors, as well as protective factors that could help someone get through a crisis. Call (907) 465-8536 for more information. Other trainings are available (*see* Strategy 2.1 for more information).

The Suicide Prevention Resource Center has a catalog of more than 100 resources for clergy: Resource Scan of Faith-Based Materials Addressing Suicide Prevention. Brochures, prayers, web sites, and other training-related materials on topics including stigma, raising awareness of suicide, and depression are included. Most of these resources are available at little or no cost. Recommendations for leading suicide prevention efforts are also presented.

The Iason Foundation offers training and education resources for Christian youth groups. Contact the Jason Foundation affiliate in Alaska at (907) 264-4304.

[25] Suicide Prevention Resource Center, *The Role of Clergy in Preventing Suicide* (citing Goldsmith, S. K., et al. (Eds.). ***Reducing Suicide: A National Imperative (2002)).***

Indicator: 2.4.a. Number of spiritual leaders trained as Gatekeepers (new)

Strategy 2.5 ~ The primary health care system will prioritize suicide prevention screenings in practices.

People considering suicide often visit their primary care providers within days or weeks of taking their lives.[26] Primary care providers (doctors, nurses, physicians assistants, health aides, etc.) are on the front lines when it comes to preventing suicide. Unfortunately, few primary care providers receive training in suicide prevention as part of their education.

Rural primary care providers face additional challenges: a hectic practice, complicated by geography, lack of access to mental health services, and stigma. Stigma and discrimination regarding mental health is pervasive in many rural areas and hampers efforts to treat behavioral health problems.

There are resources for primary care providers. The Suicide Prevention Resource Center (SPRC) has developed a free tool kit with information and tools to allow primary care providers to implement a practice-wide suicide prevention practice that is connected with local and statewide resources. In addition to this free toolkit, technical assistance is available from the Council and Suicide Prevention Resource Center.

Suicide Prevention Toolkit for Rural Primary Care

http://www.sprc.org/pctoolkit/index.asp

Contact Kate Burkhart, Statewide Suicide Prevention Council, for more information about using the tool kit. (907) 465-6518.

[26] According to the Alaska Suicide Follow-back Study, 64% of the cases reviewed involved people who had seen their physician within 6 months of committing suicide. (Follow-Back Study at 38). This is confirmed as a trend among people who commit suicide nationwide by the Suicide Prevention Resource Center.

There are other practice models that focus more specifically on depression. IMPACT, a model developed at the University of Washington, has been implemented by the Anchorage Neighborhood Health Center and other Alaska providers to help identify adults with co-morbid depression and then offer care. The evaluation of IMPACT in other states shows positive outcomes for patients and providers, reducing risk of suicide by improving physical and mental well-being.[27]

Primary care providers can also implement standards of care and practices that promote wellness. Patient education about nutrition, Vitamin D, exercise, stress management, chronic disease management, prescription medications, and other health issues can help individuals better manage their health.

Indicators: 2.5.a. Number of practices implementing suicide prevention protocols (new)
2.5.b. Number of practices implementing IMPACT (new)

Strategy 2.6 ~ School districts will implement broad screenings to identify not just imminent risk of suicide, but risk factors for suicide (substance use, violence, depression, etc.).

Signs of Suicide and other school based screenings have been implemented in Alaska school districts with success. The Matanuska Susitna Borough School District has been actively screening and responding to students

[27] Learn more about the research and evaluation of IMPACT at http://impact-uw.org/about/research.html.

at risk for several years, reporting successful outcomes for students and teachers. The Juneau Douglas School District has tailored a student-centered response around the Signs of Suicide screening. Students receive wrap-around services to address all the problems (substance abuse, domestic violence, teen parenting, poverty) they face that contribute to suicide risk. The Lower Kuskokwim School District is also using evidence-based school screenings, to help address the youth suicide problem in their region.

Interested in how school-based screenings might work in your school district?

Contact the Department of Education and Early Development Suicide Prevention Coordinator at (907) 465-6523.

With these successes, and the strong research base[28] that shows how effective school-based screenings can be, Alaskan school districts have a foundation for expanding school screenings so that no student is left vulnerable to suicide. Screenings can be done in a way that balances student health with privacy and parental notification concerns while engaging parents and the community to protect youth from suicide.

Indicator: 2.6.a. Number of school districts implement evidence-based screening: 5 (2011).

[28] See "An Outcome Evaluation of the SOS Suicide Prevention Program," R. Aseltine, Jr. and R. DeMartino, (*Am. J. Public Health*, March 2004); see also the NREPP overview of Signs of Suicide for additional research/ evaluation (available online at www.nrepp.samhsa.gov/ViewIntervention.aspx?id=53).

Strategy 2.7 ~ Senior services providers will implement broad screenings to identify not just imminent risk of suicide, but risk factors for suicide (substance abuse, violence, depression, etc.), too.

There has been an alarming increase in suicide among Alaskans over age 65 since 2000.[29] Many people think depression is just part of "getting old," but it's not. Nor is feeling lonely, hopeless, or worthless. Neglecting to pay attention to the mental and emotional well-being of Alaskan seniors increases the risk of suicide. Just like schools are a primary environment for addressing youth suicide, senior centers and senior services providers are a primary environment in which to address suicide among seniors.

While every senior services provider may not be able to screen older Alaskans for suicide risk or contributing factors, there are many ways that senior services providers can help identify and respond when a senior is at risk of suicide. Nursing homes conduct basic periodic screenings, asking residents if they are feeling suicidal. Some medical practices are using IMPACT (*see* Strategy 2.3), SBIRT,[30] and other integrated care models to help identify seniors at risk of depression and/or suicide.

[29] See *Mending the Net*, FY10 Annual Report at 9 (http://www.hss.state.ak.us/suicideprevention/pdfs_sspc/2010SSPCAnnualReport.pdf).

[30] Screening, Brief Intervention, and Referral to Treatment (SBIRT) is a comprehensive, integrated, public health approach to the delivery of early intervention and treatment services for persons with substance use disorders, as well as those who are at risk of developing these disorders. Screening quickly assesses the severity of substance use and identifies the appropriate level of treatment. Brief intervention focuses on increasing insight and awareness regarding substance use and motivation toward behavioral change. Referral to treatment provides those identified as needing more extensive treatment with access to specialty care. For more information, visit http://www.samhsa.gov/prevention/SBIRT/index.aspx.

Resources:

In 2011, the Council provided copies of *Promoting Emotional Health and Preventing Suicide, A Toolkit for Senior Living Communities* to senior centers statewide.

This is a free toolkit, available online, that can help senior living communities promote the mental health of clients and prevent suicide. It contains resources for an agency to conduct in-service style training for staff. For more information about the toolkit, or help using it, call the Council at (907) 465-6518.

Indicator: 2.7.a. Rate of suicide, Alaskans age 65-84: 18.8 (2000-2007, crude rate, AABVS)[31]

Strategy 2.8 ~ The State of Alaska and its partners will engage village police and public safety officers in developing tailored community-based responses and protocols for responding to crises.

Anchorage, Fairbanks, and Juneau have Crisis Intervention Team[32] (CIT) trained officers to help respond appropriately to suicide emergencies. These trainings are made possible through a partnership between the municipalities, NAMI, and the Alaska Mental Health Trust Authority. Communities with CIT officers report positive outcomes for mental health consumers and officers, with crises more often averted than escalating.

[31] The crude rate average for 2000-2007 is used due to the small sample size. The average crude rate for individuals over age 84 was not included, due to the very small *n* of the sample. However, this population will continue to be monitored for upward or downward trends.

[32] The Crisis Intervention team model was developed by the police department in Memphis, Tennessee. It is a community partnership to ensure effective and appropriate law enforcement responses to situations involving mental health consumers. Learn more at http://www.memphispolice.org/crisis%20intervention.htm.

Cynthia Erickson and Alaska Wildlife Trooper Jon Simeon, part of the Live to Ride, Call to Live suicide prevention campaign in 2011. (Photograph courtesy of Beth Ipsen, Department of Public Safety)

CIT training is not offered as a standard part of training offered to public safety officers or village law enforcement. It may be that an essentially urban community policing model is not best suited for the everyday situations faced by Alaska's rural law enforcement officers. Instead, a tailored community-based response and protocol that provides support to the often only officer in a community may be a better tool for preventing suicide in Alaska's villages and rural towns.

This community-based model should include elements of postvention and critical incident stress management, to ensure that first responders to a suicide in a small community have the supports needed to deal with the experience.

Resources:

Information about the Crisis Intervention Team model is available from the Memphis Police Department, online or from the CIT Coordinator (901) 636-3700. For information about developing a CIT training, contact NAMI-Fairbanks at (907) 456-4704.

For information about Critical Incident Stress Management and other postvention

trainings, contact the Alaska Police and Fire Chaplains' Ministries at (907) 272-3100.

Indicators: 2.8.a Number of officers attending CIT trainings annually (new)

2.8.b Number of communities with Emergency Response Plans that include responding to a suicide (new)

Goal 3: Alaskans Communicate, Cooperate, and Coordinate Suicide Prevention Efforts

Strategy 3.1 ~ Communities will partner with non-traditional organizations to raise awareness about limiting access to lethal means (guns, drugs, alcohol, etc.).

From 2003-2008, 55% of Alaskan suicides were by firearm.[33] The number of suicide attempts and deaths by poisoning (drugs, alcohol, prescription medication, etc.) is increasing. In 2005, the Alaska Trauma Registry published a review of suicide hospitalizations for 2001-2002. During that time, 77% of hospital visits resulting from suicide attempts (or other self-harm) involved an overdose on medications. Of those medication overdoses, 64% were prescription medications. Tylenol was the most common medication on which children age 0-19 years overdosed.[34] The Alaska Violent Death Reporting System reported that 20.1% of suicides in 2003-2008 were by hanging.[35]

Preventing suicide means preventing access to means of suicide.[36] The American Association of Suicidology recommends supervision of youth by parents and communities, maintaining drug and alcohol free homes, and safely storing guns as a universal means of preventing suicide.[37] Effectively preventing access to the most common lethal means includes looking widely for partners to help raise awareness and promote safety.

Communities in the Bristol Bay region have a unique relationship with the local housing authorities – not a usual partner in suicide prevention – to help prevent suicide in Dillingham and the region's villages. Bristol Bay Area Health Corporation, Bristol Bay Housing Authority, and the Alaska Native Tribal Health Consortium partnered to install gun lockers in village homes in the region. This project was so successful that it expanded from one region in 2009 to two regions in 2010 and four regions in 2011.[38] These programs have proven, in Alaska and elsewhere, to help reduce the number of suicides in communities where implemented.

Promoting effective and safe prescription drug disposal is another way of reducing

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[33] *Alaska Violent Death Reporting System Report 2003–2008*, August 2011 at 11 (available online at http://www.epi.hss.state.ak.us/injury/akvdrs/assets/AKVDRS.pdf).

[34] *Alaska Suicide Hospitalizations 2001-2002*, Alaska Injury Prevention Center at 4 (2005) (available online at http://www.hss.state.ak.us/suicideprevention/pdfs_sspc/SuicideHospitalizations.pdf).

[35] *Supra* n. 25 at 11.

[36] See *Consensus Statement on Youth Suicide by Firearms*, American Association of Suicidology (1998) (online at http://www.suicidology.org/c/document_library/get_file?folderId=235&name=DLFE-44.pdf).

[37] *Id.* at 3.

[38] Alaska Native Tribal Health Consortium has participated as a partner in all these gun locker projects. More information about the project is available at http://www.anthc.org/chs/wp/injprev/suicide-and-suicide-attempt-prevention.cfm. A similar project implemented in Norway resulted in reduction of firearm suicides by almost half (more information at http://www.hsph.harvard.edu/means-matter/examples-of-means-restriction-programs/#norway).

lethal means. The Senior Behavioral Health Coalition began assembling partners to conduct disposal events in 2009. These events continue to grow and are usually held in conjunction with the National Drug Take Back Initiative. Ketchikan's Wellness Coalition. of which the local suicide prevention task force is a part, helped establish a permanent way for people to safely dispose of their unused medications by partnering with the local police department.

These are just two examples of how Alaskan communities are working to restrict access to lethal means. There are other ways. Some are as simple as locking away prescription and over-the-counter medications. Keeping liquor cabinets locked is another way of limiting access to the means of suicide. Other strategies include evidence-based education and intervention models,[39] partnering with medical schools to train new doctors on lethal means restriction, and implementing prescription drug monitoring systems.

Interested in learning how to start a gun locker project in your community?

Contact the Injury Prevention Program at the Alaska Native Tribal Health Consortium (907) 729-3799.

Go to Means Matter, from the Harvard School of Public Health, for more information and examples of effective restriction programs.

[39] The Emergency Department Means Restriction Education model is part of the SAMHSA evidence-based practice registry, available online at: http://nrepp.samhsa.gov/ViewIntervention.aspx?id=15.

Indicator:

3.1.a. Rate of suicides by firearm: 55% (AKVDRS, 2003-2008)

3.1.b. Rate of suicide by poisoning/overdose: 22% (AKVDRS, 2003-2008)

Strategy 3.2 ~ The State of Alaska and its partners will make training in evidence-based suicide prevention and intervention models accessible to all interested Alaskans.

Training in several suicide prevention and intervention models is available to Alaskans. Some are evidence-based and some are not. Some are more expensive than others, which means that some Alaskans can't afford to be trained to help someone in crisis.

Mental Health First Aid. is coordinated through the Trust Training Cooperative. a state-funded health care workforce trainer. The cost of the training is currently $85.00. Call (907) 264-6228 for more information.

Applied Suicide Intervention Skills Training (ASIST) is coordinated by the Alaska Native Tribal Health Consortium. The training cost is currently $35.00 per trainee plus costs of the trainers' travel expenses. To learn more about hosting an ASIST training, contact Alaska Native Tribal Health Consortium Behavioral Health and Rural Services at (907) 729-3751.

Gatekeeper Training is offered through the Department of Health and Social Services Division of Behavioral Health and is **FREE.** Call (907) 465-8536 for more information.

The Iason Foundation offers students, parents, and teachers/youth workers the tools and resources to help at-risk youth. These programs are offered at no cost. Call (907) 264-4304 for more information.

One way to ensure that all Alaskans have access to training and ongoing support would

be to enhance Alaska's Gatekeeper program. The Gatekeeper program could be tailored to meet the level and areas of need for specific groups if a more robust pre-training process of assessing current competencies, goals for the training, and plans for implementing the skills learned was undertaken.

This pre-training process would need to include a complete assessment of available resources for someone in crisis. This would help Gatekeepers learn where to refer someone at risk of suicide and how to access those services. If Gatekeeper trainings were coordinated with local suicide/wellness coalitions, Gatekeepers would have a local source of support and resources to help them use their skills more confidently and effectively in the community.

While many Alaskans have been trained as Gatekeepers, there is no capacity for ongoing support or periodic "refresher" trainings. If all trained Gatekeepers were connected through a StopSuicideAlaska.org online community, they could provide support and share resources more effectively. They could also create and make use of a learning network through StopSuicideAlaska.org (*see* Strategy 4.4).

These intensive suicide prevention trainings are very valuable, but they are not the only options. In an effort to make suicide prevention training accessible and affordable, the Juneau Suicide Prevention Task Force and local NAMI affiliate developed a video-based training that is offered monthly to the public.

By responding to the opportunity presented during a 2010 visit from a grief and bereavement expert, Dr. Bob Baugher, the local coalition and its partners were able to develop a video and curriculum – *Building Intervention Skills* – that can be offered at no cost to attendees. This sort of community led education and awareness building is a key component to preventing suicide.

Want to learn more about the Building Intervention Skills training?

Contact NAMI Juneau at (907) 463-4251

The State of Alaska can ensure that every Alaskan who seeks to be trained to prevent a suicide has access to training by a) providing adequate funding to support scholarships/ sliding fee scales for the intensive trainings like ASIST and b) providing flexible grant funding for community coalitions and organizations seeking to develop culturally and/or locally relevant and accessible trainings.

Indicator: 3.2.a. Number of Alaskans trained in suicide prevention/intervention (new)

Strategy 3.3 ~ The State of Alaska will mandate evidence-based suicide prevention and intervention training for all school district personnel.

In Alaska, the suicide rate for young men age 15-24 is 56.1 per 100,000; for young women, it is 16.6 per 100,000.[40] For Alaska Natives, the rate for this age group is 141.6 per 100,000 for young men and 50.3 per 100,000 for young women.[41] To connect with this high-risk group, suicide prevention must be

[40] Data is for the period 2000-2009, provided by the Bureau of Vital Statistics.
[41] *Id.*

part of the education system. Research shows that, when educators and staff are equipped with the skills and support to identify when a student is at risk and properly intervene, lives are saved.

The Alaska Association of Student Governments (AASG), a statewide organization of student leaders, recognizes the importance of teachers and school staff being trained in suicide prevention. They passed a resolution calling for teachers to receive suicide prevention training in 2011. The Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse, in partnership with the Council and AASG, have advocated for funding to make training available for all Alaskan secondary school educators and staff.

By requiring – and making resources available for – suicide prevention training for educators and school staff, the State of Alaska can ensure that youth experiencing depression, hopelessness, and other risk factors associated with suicide are identified and connected with the help they need before they attempt suicide.

Resources:

The Iason Foundation offers training and resources for teachers, coaches, etc. Call (907) 264-4304 for more information. Kognito Interactive offers interactive online training for high school and university educators and staff (as well as other health education training). School personnel can also take advantage of other training opportunities (*see* Strategy 2.1 for more information).

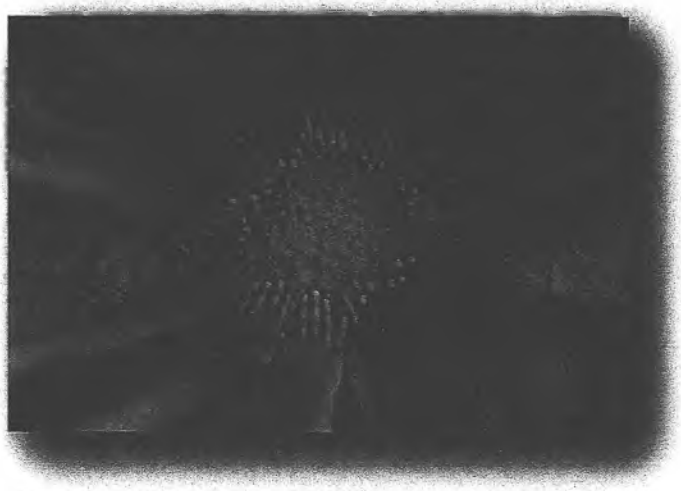
Indicator: 3.3.a. Number of school districts offering suicide prevention training to educators/staff (new)

Strategy 3.4 ~ Communities will develop wellness coalitions that include suicide prevention in their mission/area of focus.

Given the "web of causality" underlying suicide, it is important that local efforts to prevent substance abuse, violence, school drop outs, etc. are coordinated with health promotion efforts. Blending efforts to build protective factors and reduce risk factors will more comprehensively address the many factors involved in suicide.

Some communities, like Juneau, Bethel, Fairbanks, and Barrow, have active suicide prevention coalitions. Other communities have coalitions that include, but are not focused on, suicide. Ketchikan has ensured that suicide prevention is linked to health promotion and other prevention efforts in the community by making their suicide prevention coalition, SPEAK, a sub-committee of the umbrella wellness coalition. This has helped coordinate the community's overall prevention and health promotion efforts over several years, increasing their impact throughout Ketchikan.

It only takes one or two champions to start a health or wellness coalition, as long as the community is ready to come together to address the specific concerns facing their people. In other communities, coalitions form to address a serious issue under the



leadership of a respected person or agency.

For some communities, a planning process is necessary to identify those concerns. The Mobilizing for Action through Planning and Partnerships (MAPP) and COMPASS II (q United Way of America community assessment tool) planning frameworks have seen success in Homer, Fairbanks, Juneau, and other Alaskan communities.

Whether starting a new coalition or expanding an existing coalition to address suicide, Alaskan communities must provide a meaningful role and opportunity for leadership to youth, survivors of an attempted suicide, and survivors of a loss to suicide. By including these important stakeholders, coalitions can support the strategies in Goals 1 and 4. They can also engage the people in their community with the most to share with and learn from the coalition.

Resources:

You can connect with Alaska coalitions and learn from their experience. This has worked well for Ketchikan and Juneau, communities where the coalitions have shared to inform each other's efforts.

The Suicide Prevention Resource Center provides a list of resources, as well as technical assistance, to communities developing suicide prevention coalitions. Visit these resources online at www.sprc.org/taking_action/build.asp.

The National Highway Traffic Safety Administration has a "how to" guide for coalition building. Community Anti-Drug Coalitions of America (CADCA) offers a host of resources, publications, webinars, and trainings to help people create, grow, and maintain community coalitions. These resources focus on substance abuse prevention, but are very helpful. CADCA also offers training and tools for youth leaders and youth-led coalitions (http://www.cadca.org/training-events).

Indicator: 3.4.a. Number of active wellness and suicide prevention coalitions (new)

Strategy 3.5 ~ Community suicide prevention efforts will expressly address the contributing factor of substance abuse.

Alcohol and drugs play a role in the suicide problem in Alaska but they are not a cause of suicide.[42] In some cases, the addiction of a parent or parents creates an environment in which a child cannot grow up safely. In some cases, a person with an undiagnosed mental illness self-medicates with drugs or alcohol to feel better but inadvertently increases the risk they will commit suicide. In some cases, the use of drugs or alcohol decreases the natural inhibitions that would prevent someone from acting on a suicidal impulse. Whatever the case, the role of drugs and alcohol in suicide in Alaska is clear.

In order for a community to effectively address suicide, the contributing factor of substance abuse must also be addressed. This can be done through a single comprehensive wellness coalition, coordination of substance abuse and suicide prevention efforts through an organization like the Ketchikan Wellness Coalition, or through regular and consistent partnerships between existing prevention groups.

Implementing this strategy might be hard in communities that have made possession and use of alcohol unlawful. It might be difficult to deal with substance abuse openly when there are legal consequences, as well as

[42] For discussion of the data related to drugs, alcohol, and suicide, go to *Mending the Net*, FY10 Annual Report at 10 (http://www.hss.state.ak.us/suicideprevention/pdfs_sspc/2010SSPCAnnualReport.pdf).

issues of reputation and stigma. However, it is important to recognize that, even in "dry" communities, drugs and alcohol are contributors to suicide.

There are resources to help coalitions bring suicide and substance abuse prevention together. Because the State of Alaska focuses on comprehensive prevention programs based on the Strategic Prevention Framework, the Division of Behavioral Health is an excellent resource. The Advisory Board on Alcoholism and Drug Abuse can also provide technical assistance. The Suicide Prevention Resource Center has specialized tribal technical assistance as well as general support for community coalition building.

Indicators: 3.5.a. Rate of adult binge drinking: 17.9% (BRFSS, 2009)
3.6.b. New mothers reporting that someone close to them had a bad drinking/drug problem: 13.1% (CUBS, 2009)

Suicide Prevention Resources

Division of Behavioral Health
(907) 465-8536

Statewide Suicide
Prevention Council
(907) 465-6518

Advisory Board on Alcoholism and
Drug Abuse
(907) 465-8920

Suicide Prevention
Resource Center
1-877-438-7772

Strategy 3.6 ~ The State of Alaska will coordinate all prevention efforts across all departments and divisions, to ensure that Alaska has a comprehensive prevention system that recognizes the "web of causality" implicated in suicide, substance abuse, domestic violence, bullying, child abuse, teen risk behaviors, poor school performance, etc.

The factors involved in suicide include a wide range of personal and environmental issues: depression and mental illness, poverty, sexual assault, bullying, lack of education, unemployment, historic trauma and loss of culture, alienation, grief, victimization and exploitation, alcohol abuse, addiction, and others. By addressing these factors in a unified and cohesive way through health, education, employment, and community development efforts, the State of Alaska could reap far reaching benefits with greater efficiency.

The National Prevention Strategy, released in June 2011, emphasizes the need for broad collaborations between state, tribal, and community organizations involved in prevention. States are encouraged to support truly comprehensive prevention efforts that involve all governmental departments and broad groups of stakeholders in creating healthy and safe communities, improving community and clinical prevention, empowering individuals to make good health and lifestyle decisions, and eliminating health disparities. Alaska employed this sort of model at the community level with the Alaska Tobacco Prevention and Control Program – and successfully reduced the amount of cigarette sales to adults by almost 50%, to a

level below the national average.[43] (It is important to note that this success took significant investment of resources and over 15 years to achieve.)

Resources:

Alaska has already undertaken this sort of interdepartmental collaboration with the Criminal Justice Working Group. The commissioners of Health and Social Services, Corrections, Public Safety, and Education and Early Development, as well as the Chief Justice of the Alaska Supreme Court, work through this group on joint efforts to prevent crime and reduce recidivism.

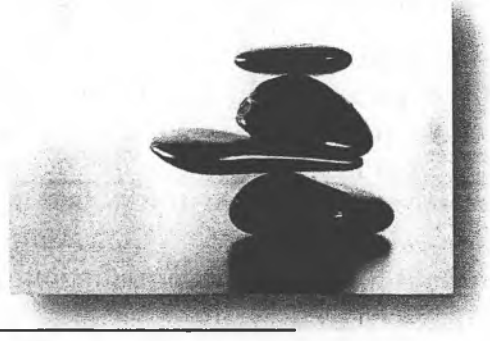
A similar sort of interdepartmental collaboration is involved in Governor Parnell's Choose Respect initiative to end domestic violence and sexual assault in Alaska.

Indicator: 3.6.a. Number of executive agencies and partners engaged in a comprehensive prevention workgroup (new)

Strategy 3.7 ~ The State of Alaska will balance the policy of comprehensive and integrated prevention with the use of evidence-based practices to achieve verifiable outcomes reducing the impact of suicide, substance abuse, violence, sexual abuse, and mental illness on communities.

An evidence-based practice is a prevention program or intervention shown to be effective through strong scientific research. Evidence-based practices have been evaluated and peer reviewed to ensure quality and integrity. When available and used with fidelity in an appropriate context, an evidence- based practice ensures that the intervention will achieve the desired outcomes. Promoting use of evidence-based practices will help spread effective suicide prevention programs and interventions throughout Alaska, benefiting more communities and families. Use of evidence-based practices is part of the National Strategy for Suicide Prevention (NSSP),[44] which includes a specific objective of increasing the number of evidence-based suicide prevention programs in schools, colleges and universities, work sites, correctional institutions, aging programs, and family, youth, and community service programs.

Part of requiring that grantees use evidence-based practices is providing the support and technical assistance needed to implement them effectively. The State of Alaska has provided this sort of technical assistance to prevention grantees, particularly those funded by the Strategic Prevention Framework State Incentive Grant. However, technical assistance resources are limited and do not always meet grantees' needs.



[43] Between FY96 and FY09, the number of cigarette packs sold per adult in Alaska dropped 48%, from 128.6 packs to 67.4 packs per adult. This drop in cigarette sales translates to 405 million fewer cigarettes sold in Alaska in 2009 compared to 1996. (*Tobacco Prevention & Control in Alaska Annual Report: 2009 Update*, Alaska Department of Health and Social Services, http://www.hss.state.ak.us/dph/chronic/tobacco/PDF/TobaccoARFY09.pdf).

[44] The National Strategy for Suicide Prevention Goals and Objectives for Action: Summary is available online at http://mentalhealth.samhsa.gov/suicideprevention/strategy.asp.

By coordinating with the Council, Alaska Native Tribal Health Consortium, and other in-state providers of technical assistance – as well as the Suicide Prevention Resource Center, Substance Abuse and Mental Health Services Administration (SAMHSA), and other national sources of technical assistance, the State of Alaska can expand the supports available to prevention providers. This will enhance the delivery of suicide prevention services, having greater impact statewide.

Resources:

The National Registry of Evidence-based Programs and Practices is a searchable online database of more than 200 peer reviewed interventions in mental health promotion, substance abuse prevention, and mental health and substance abuse treatment (www.nrepp.samhsa.gov/).

The Best Practices Registry for Suicide Prevention is a searchable online database from the Suicide Prevention Resource Center. It includes evidence-based suicide prevention interventions, expert statements, and other less rigorously evaluated practices that are aligned with the objectives of the National Strategy for Suicide Prevention (www2.sprc.org/bpr/index).

Indicator: 3.7.a. Percentage of state grantees using evidence-based practices (new)

Strategy 3.8 ~ The State of Alaska will provide financial and technical support for innovative, research-based suicide prevention practices.

While there are many evidence-based practices that can be implemented in Alaska to help prevent suicide, we must recognize that our state is unique: geographically, culturally, economically, and spiritually. Our people are smart, creative, and dedicated to improving the lives of our neighbors so that no one feels that suicide is the only option. With these strengths and talents, Alaskans can – and have– created promising suicide prevention programs and interventions.

The Qungasvik Project was developed through inclusive and participatory research by the Center for Alaska Native Health Research, Alakanuk, and another Southwestern village, with substantial support through a National Institutes of Health grant. Qungasvik is founded on traditional Alaska Native values and traditions, to build protective factors and resiliency while healing any hurt. They were able to create a suicide prevention practice that resonated with community members and met rigorous evaluation and review standards.[45] One participant, Marvin Kelly, described the Qungasvik Project as "celebrating life" instead of "suicide prevention" – taking a strength based approach to resolving the underlying contributors to suicide. In FY12, the State of Alaska provided an additional $1.5 million to extend this project in Southwest Alaska.

Creating, testing, and evaluating an Alaskan suicide prevention practice takes time,

[45] Read about the Qungasvik Project in *Aurora Magazine*, Fall 2009 (http://www.uaf.edu/aurora/archives/fall-2009/canhr/). Contact the Center for Alaska Native Health Research at (907) 474-5528 for more information about this and other participatory research efforts.

expertise, and funding. There is no consistent source of funding or resources for developing innovative, research-based practices. By providing financial and technical support to develop research-based practices, the State of Alaska will enrich our suicide prevention system and help every Alaskan take responsibility for preventing suicide (Goal 1).

Resources:

The Center for Alaska Native Health Research (CANHR) and University of Alaska Anchorage Center for Behavioral Health Research and Services have experience and credibility in this field. The CANHR focus on collaborative research in partnership with local people is very well suited to Alaska's cultural differences and traditions. The Center for Behavioral Health Research and Services has been active in the evaluation of suicide prevention projects in Alaska.[46]

Indicator: 3.8.a. Number of Alaskan research-based suicide prevention practices receiving state funding/technical assistance: 2 (2011).

Strategy 3.9 ~ The State of Alaska will coordinate and support stigma reduction efforts around mental illness, addiction, depression, and suicide.

Stigma is not just a major barrier to accessing mental health care. It prevents people from reaching out to someone they suspect might be suicidal or experiencing a mental illness or addiction. Stigma can also prevent a survivor from talking about what happened or asking for help, because he or she is afraid of being judged – often when they need help most.

The Council's 2011 media campaign *How Are You Really Doing?* was designed to educate about suicide and encourage action to help someone at risk of suicide. The Alaska Mental Health Trust Authority partners with the Council, Advisory Board on Alcoholism and Drug Abuse, and Alaska Mental Health Board to educate people about the realities of suicide and behavioral health disorders. The *You Know Me* and *Treatment Works, Recovery Happens* campaigns are part of these anti-stigma efforts. It is important that the State of Alaska continue these efforts and broaden them to reach every Alaskan. Research shows that knowledge of mental illness and suicide is not enough to eradicate stigma. Effective campaigns include direct contact with people who experience or have experienced suicidal thoughts, depression, or mental illness and with people who have experienced a loss to suicide.[47] Effective anti-stigma campaigns do not just educate – they transform fear and ignorance into concern and compassion.

Resources:

The Council, Department of Health and Social Services, and Alaska Mental Health Trust Authority partner with organizations in anti-stigma campaigns. Contact the Council at (907) 465-6518 for more information.

Indicator: 3.9.a. Alaskans comfortable with a family member, coworker, guest, or neighbor experiencing mental illness: 77.3% (AMHTA, 2010)

[46] Read about active and completed evaluation projects at the Center for Behavioral Health Research and Services website (http://www.uaa.alaska.edu/cbhrs/).

[47] For a more in depth discussion of the roots of stigma and research about effective ways to address it, see *Mental Health: A Report of the Surgeon General*, Chapter 1 (US Department of Health and Human Services, 1999).

Goal 4: Alaskans Have Immediate Access to the Prevention, Treatment, and Recovery Services They Need

Strategy 4.1 ~ Alaskans know who to call and how to access help — and then ask for that help — when they feel like they are in crisis and/or at risk of suicide.

Part of preventing suicide in Alaska is being aware of when we ourselves are potentially at risk – and then reaching out for help. Periodically ask yourself if you have any of the warning signs (there is a wallet card in Appendix A you can cut out and keep handy). If you answer yes, **ASK FOR HELP!** Your life is precious, and you are not alone.

Resources:

If you do not have someone you feel comfortable talking to, or you aren't sure who to talk to, help really is just a phone call away.

Indicator: 4.1.a. Number of calls to Careline annually: 5,507 (2010)

Strategy 4.2 ~ Community behavioral health centers will provide outreach to ensure that community members know what services are available and how to access them.

In order for Alaskans to know where to go for help, community behavioral health centers must provide outreach. In some communities, the behavioral health center is a partner in the wellness or suicide prevention coalition. However, this is not true of all communities.

Providing outreach and information about how to access services is key to effectively preventing suicide. Alaskans experiencing depression and other mental health disorders need to know where to go for help – before they experience a crisis and become at risk for suicide.

CARELINE
CRISIS INTERVENTION

1-800-273-8255
www.carelinealaska.com

Resources:

Outreach can be as simple as creating a Facebook page and linking it to the local coalition's page and StopSuicideAlaska.org. Outreach can include having booths at local health fairs, public markets, and other venues. It can involve a free public service announcement on the radio or scanner channel (often very effective in rural communities). However the community behavioral health center engages in outreach, the message should include Careline information, what services are available locally, and how to get help when someone is having thoughts of suicide.

Indicator: 4.2.a. Number of community behavioral health centers reporting outreach (new)

Strategy 4.3 ~ Community health providers will offer bridge services for young people identified as experiencing serious emotional disturbance or other behavioral health disorders after age 18/21.

Youth and young adults are Alaska's highest risk group for suicide, with rates up to five times the national average.[48] While communities and states have invested heavily in the adolescent mental health system, the services for youth transitioning to adulthood are not always seamless. Many youth and young adults experiencing a behavioral health disorder face increased stress and risks during this time. Community health providers need to partner to provide bridge services to maintain mental and emotional stability – and sobriety, sometimes – so that youth can effectively move into adulthood. Southcentral Foundation's Denaa Yeets' program offers case management, information and referrals to services for young adults at risk of suicide and their families. In order to expand these sorts of programs, the State of Alaska must prioritize resources for these bridge services (which currently aren't always paid for by parents' or public insurance programs).

Resources:

The State of Alaska has invested in services for transition-age youth. Grant funds for programs for youth coming out of foster care, tuition waivers, job training services, and transitional housing have increased.

Indicator: 4.3.a. Number of Alaskans age 18-24 experiencing serious behavioral health disorders who receive mental health services (new)

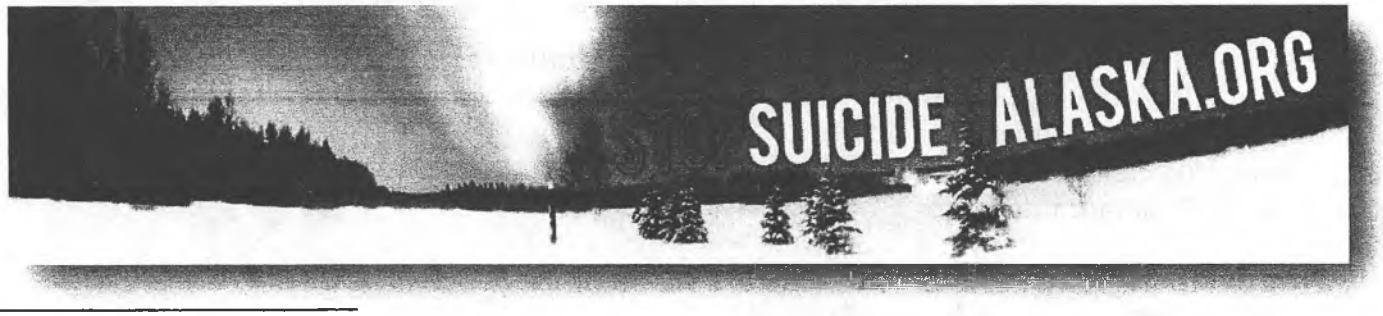
Strategy 4.4 ~ The State of Alaska and its partners will, through StopSuicideAlaska.org, create and support a learning network among communities to share ideas and strategies that work.

Many resources are provided in this Plan, and many more exist here in Alaska and from national and other states' organizations. We learn how to prevent suicide through education, experience, and sometimes, heartache. Sharing that wisdom effectively requires having a central learning network where every Alaskan can access information and resources (at low or no cost) to help prevent suicide.

Resources:

StopSuicideAlaska.org provides an excellent platform for this learning network, but it requires partners to give life to the learning network. Interested in helping? Contact the Council at (907) 465-6518.

Indicator: 4.4.a. Number of active group administrators on StopSuicideAlaska.org (new)



[48] *Mending the Net*, FY10 Annual Report at 9 (http://www.hss.state.ak.us/suicideprevention/pdfs_sspc/2010SSPCAnnualReport.pdf).

Goal 5: Alaskans Support Survivors in Healing

Survivors include individuals who have experienced a loss to suicide and those who have attempted suicide

Strategy 5.1 ~ Survivors of a loss to suicide know about suicide prevention resources and how to participate in suicide prevention efforts that support their own healing.

Survivors of a loss to suicide need their own forms of support and help. Just like with any grieving process, what a particular survivor needs can be as unique as the person. Survivors' support groups are one way that people can find help, but there are others. Cultural activities, healing circles, therapy, or counseling – all are sources of support.

Not every community in Alaska has a survivors' support group. In addition to formal survivors' support groups, survivors can support other survivors informally. Whether it's by reaching out through local suicide prevention coalitions or one-on-one, establishing informal networks to help survivors, or incorporating cultural traditions to help healing, individuals can share their experiences and support ongoing healing.

Resources:

- Survivors can connect through support groups in Fairbanks. Contact Fairbanks Counseling and Adoption at (907) 456-4729.
- Survivors can also connect informally through StopSuicideAlaska.org and its social media outlets. There is a map of active groups on StopSuicideAlaska.org.
- The American Foundation for Suicide Prevention has a database you can search for online and in-person groups, as well as a Survivor Outreach Program.

Indicator: 5.1.a. Number of survivor support groups with contact information available on StopSuicideAlaska.org: 1 (2011)

Strategy 5.2 ~ The State of Alaska will provide resources, tools, and technical support for community postvention efforts, with emphasis on natural, organic responses developed in the community.

The Council and Division of Behavioral Health developed the Postvention Resource Guide. This guide provides tools, information, and resources for use after a suicide occurs.

Resources:

- The Postevention Resource Guide is available online on the Council's website. You can also request a printed copy from the Division of Behavioral Health. Call (907) 465-8536 for a copy.
- Training on the Postvention Resource Guide was provided in June, 2011; on-going technical assistance is available from the Division of Behavioral Health. Call (907) 465-8536 for information.

Indicator: 5.2.a. Number of Alaskans trained in the Postvention Resource Guide: 70 (2011)

Goal 6: Quality Data and Research is Available and Used for Planning, Implementation, and Evaluation of Suicide Prevention Efforts

Strategy 6.1 ~ The State of Alaska will improve statewide suicide data collection efforts, employing epidemiological standards/models to ensure quality reporting, analysis, and utilization for timely data-driven policy decisions.

Suicide attempt and completion data is collected through the Alaska Trauma Registry and the Bureau of Vital Statistics. These surveillance systems provide data based on the information collected by acute care hospitals and emergency services providers, as well as through cause of death information provided on death certificates. The surveillance system is supplemented by data collected through the Alaska National Violent Death Reporting System,[49] Youth Risk Behavior Survey, and Behavioral Risk Factor Surveillance System. The data, being available from only a few sources, can be correlated and collectively analyzed.

The current surveillance system relies on third party reports of suicide attempts and certifications of cause of death. Suicide attempts that do not result in treatment at an emergency department are not counted. Suicide attempts that are attributed to "accident" are not counted.

Deaths are not always investigated. Some deaths attributed to accident may be undocumented suicides. The Alaska Violent Death Reporting System does investigate **potential** violent deaths to collect data from different sources and determine whether the death was a "violent death" (suicide, homicide, undetermined intent, accidental firearm, legal intervention, or terrorism) and why. For this reason, the Alaska Violent Death Reporting System is a valuable source of information in tracking suicide data.

Data on suicide and suicide attempts is reviewed, analyzed, and used by state, tribal, and community organizations to guide and evaluate suicide prevention efforts. The efforts are uncoordinated – with even internal sections of the Department of Health and Social Services releasing differing reports or analysis. This hinders planning at the statewide and local level and prevents any meaningful attempts to address data gaps. It also makes pursuit of long-term data collection efforts, such as follow-back studies (also known as psychological autopsies), a lower priority. By bringing all the partners involved in data collection, analysis, reporting, and utilization together to coordinate the way Alaska uses data to drive decision making, the State of Alaska can improve the surveillance system for all users.

Resources:

The Strategic Prevention Framework State Incentive Grant workgroup structure brought many partners together to identify, validate, and analyze data from a wide range of sources. This ensured that the multi-year, multi-million dollar grant was aimed at the most pressing prevention issues.[50] With this recent experience, the State of Alaska and its tribal health partners can transform the suicide surveillance system.

Indicator: 6.1.a. Data sources available on StopSuicideAlaska.org: 3 (2011)

[49] Alaska is one of 18 states participating in the National Violent Death Reporting System. Learn more at http://www.cdc.gov/ViolencePrevention/NVDRS/index.html.

[50] For more information about the SPF SIG Epidemiology Workgroup and how it informed the overall project, visit http://hss.state.ak.us/dbh/prevention/programs/spfsig/EPIwrkgrp.htm.

Strategy 6.2 ~ The State of Alaska will partner with tribal and academic organizations to continue to explore and research the "web of causality" of suicide, prioritizing the health and environmental factors affecting high-risk populations.

While we know there are many factors that can lead someone to consider suicide, the field of suicide research is still developing. Add to that our state's significant indigenous population, an ethnically diverse overall population, a unique geography, weather patterns and frequent natural disasters, historic and current social issues related to historic and personal trauma, and many other "Alaskan" characteristics (positive and negative). There is much we do not know (or do not know we know) about suicide and protecting our people from it.

Alaska is home to a high-quality university system with access to researchers, such as those at the Center for Alaska Native Health Research, with experience working with Alaskans and Alaskan issues. The Alaska Native Tribal Health Consortium's and the State of Alaska's epidemiology programs are robust. However, because Alaska has many pressing health concerns, suicide is not always a priority for funding and resources.

Alaska's institutions and universities should build on the work already being done with Alaskan communities to improve the science related to suicide and understanding of the issue. Research and study must comply with rigorous protections for the people involved, and must be conducted and used in a way that benefits all Alaskans.

In addition to academic and health research, the State of Alaska should prioritize rigorous and thorough study of suicide through "follow-back studies" (also known as psychological autopsies).[51] Follow-back studies are considered a best practice in documenting and understanding a death by suicide, helping to answer the painful question of "why?" These studies can also improve overall prevention efforts. They are complex, multi-dimensional investigations that require careful planning and thoughtful implementation. A long-term study through which investigation and interviews are conducted contemporaneously – yet respectfully – could provide a more thorough understanding of suicide as it occurs in Alaskan communities.

The follow-back study of Alaskan suicides occurring between 2003-2006 was a study of deaths already certified as being by suicide. Data was reviewed on 426 cases, but survivor interviews – a crucial component of the follow-back study protocol – were conducted for only 56 cases. Thus, the information gleaned from those interviews (71 in total) is for 13% of the total study population. Thus, the results are illustrative but not sufficient to serve as any basis for drawing broad conclusions.

[51] For an overview of psychological autopsies, see *Suicide: Psychological Autopsy, A Research Tool for Prevention*, INSERM Collective Expert Reports, 2005 (a synthesis of international scientific literature and recommendations by an expert advisory group) available online through the U.S. National Library of Medicine, National Institutes of Health (http://www.ncbi.nlm.nih.gov/books/NBK7126/).

Resources:

Conducting ethical and effective health science research takes time, expertise, and money. There are state and national resources to support these undertakings. There are federal and philanthropic sources of funding for research and study.

Examples of agencies and organizations that fund research projects include the National Institutes of Health (including the National Institute of Mental Health), the American Foundation for Suicide Prevention, and the Agency for Healthcare Research and Quality. Resources supporting inclusive and participatory research include *Research that Benefits Native People: A Guide for Tribal Leaders*. This was developed by the National Congress of American Indians, the First Americans Land-Grant College and Organization Network, National Indian Child Welfare Association, Administration for Native Americans to address that fact that indigenous Americans are underrepresented in data collection and analysis (and have too often had negative experiences with outside research of their peoples).

Alaska's universities, and the Alaska Native Medical Center, have institutional review boards that can be engaged to ensure that the study complies with all research standards and protects the participants from harm. The American Association on Suicidology offers training and certification in the best practices of follow-back study investigations, so that investigators have the tools and understanding necessary to conduct an effective and respectful study.[52]

Indicator: 6.2.a. Number of follow-back studies completed since 2011 (new)

Strategy 6.3 ~ The State of Alaska, with its partners, will evaluate the effectiveness of crisis intervention models and responses in use in Alaska.

The State of Alaska and other organizations and communities have worked in suicide prevention for decades. However, there has been no systemic evaluation of the effectiveness of the interventions and programs implemented in our communities. While some organizations employ evidence-based practices, others rely on cultural or locally developed programs. With this wide array of suicide prevention efforts, and varying success from community to community, we need a guide as to what works best in Alaska.

There is precedent for reviewing prevention models and determining the practices – or the elements of practices – that have proven effective in Alaska. Through the Strategic Prevention Framework State Incentive Grant, a wide group of Alaskan practitioners and experts on substance abuse prevention came together to review the field of evidence-based prevention practices. They worked together to determine what evidence-based practices have worked, or could be expected to work, well in Alaskan communities. They were careful to consider that some practices would work in a large urban community, while others would work better in a small village or within a cultural community.

This process helped ensure that the programs funded by the Strategic Prevention Framework State Incentive Grant had the information and

[52] For more information about the training and certification program, visit the American Association on Suicidology at http://www.suicidology.org/web/guest/psychological-autopsy-investigator.

resources to choose a prevention strategy that best suited their goals and the population they served. We can do the same service for communities engaged in preventing suicide.

There has been preliminary evaluation of the Gatekeeper suicide prevention trainings, and evaluation of ASIST by the Alaska Native Tribal Health Consortium has begun.

Resources:

Evaluations of assessment tools, prevention programs, and other research are available to help in this quality improvement effort. For example, the American Association of Suicidology has completed a review suicide assessment measures for adults, older adults, and youth.[53]

Evaluation and research done by outside organizations could supplement a review of Alaskan programs and practices, to ensure a comprehensive look at how well our efforts to prevent suicide are working – and how our successes can spread.

Indicator: 6.3.a. Number of suicide prevention programs evaluated by the State of Alaska and/or its partners (new)

Conclusion

Casting the Net Upstream, Promoting Wellness to Prevent Suicide in Alaska is a call to every Alaskan to prevent suicide. In ways big and small, we can work together to prevent suicide. By improving the health and well-being of our children, our elders, our families, and our communities, we can reduce the rate of suicide in Alaska.

Over the life of this plan, the Council and its partners will provide annual reports on the progress being made. That progress will be weighed against the indicators in the plan. While the Council isn't solely responsible for moving the needle on most of these indicators, these population outcomes and performance measures will help show whether we are in fact making progress. In order to do this, we need every Alaskan to act. Review the checklist on the next page and start checking off all the ways that you, your family, your community, and your state can help to prevent suicide.

Overall Indicators: Rate of suicide: 22.6/100,000 (AABVS, 2010)
Rate of suicide attempt: 98.11/100,000 (Trauma Registry, 2001-2008)

[53] Available at www.suicidology.org/web/guest/current-research.

CASTING THE NET UPSTREAM CHECKLIST

Individuals/Families

- ☐ Visit StopSuicideAlaska.org
- ☐ Attend a Council meeting
- ☐ Attend a prevention coalition meeting
- ☐ Print out Appendix A & put it in your wallet
- ☐ Get trained in suicide prevention
- ☐ Lock up your guns
- ☐ Lock up your medicines
- ☐ Lock up your liquor
- ☐ Get help to overcome unhealthy behaviors (drinking, drugs, etc.)
- ☐ Feeling depressed? Talk to a mental health provider.
- ☐ Join an after-school program (as a participant or leader)
- ☐ Call Careline if you or someone you love need help
- ☐ Have you lost someone to suicide? Reach out for help.
- ☐ Get (& read) *Helping Kids Succeed – Alaskan Style*
- ☐ Ask the elders in your life if they feel depressed or suicidal (and connect them to services if they say yes)
- ☐ Get (and read) a copy of the Postvention resource Guide

Communities

- ☐ Set up a coalition
- ☐ Create a webpage on StopSuicideAlaska.org for your coalition
- ☐ Create an anti-stigma campaign or host an event
- ☐ Host a suicide prevention training
- ☐ Start an after-school program
- ☐ Establish a parenting class or support service
- ☐ Adopt an anti-bullying rule at school/at work
- ☐ Coordinate an anti-bullying campaign
- ☐ Contact United Way Anchorage or Southeast about starting a youth prevention coalition in your community
- ☐ Implement the 40 Assets
- ☐ Implement suicide prevention in your medical practice
- ☐ Implement evidence-based screening for suicide risk in schools & senior centers
- ☐ Implement a means restriction program
- ☐ Ensure youth have treatment and support services after age 18/21

State

- ☐ Promote and coordinate prevention programs across disciplines
- ☐ Encourage research and study of suicide in Alaska
- ☐ Mandate suicide prevention training for teachers
- ☐ Promote evidence and research based practices
- ☐ Evaluate effectiveness and outcomes of suicide prevention programs
- ☐ Create and implement suicide prevention, intervention and postvention for rural police and public safety officers
- ☐ Improve data and surveillance systems related to suicide
- ☐ Fund a long-term follow back study
- ☐ Ensure every Alaskan has access to suicide prevention training, regardless of means
- ☐ Fund innovative research based prevention models
- ☐ Create a learning network via StopSuicideAlaska

Appendix A – Warning Signs

Warning Signs of Suicide

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has increased and if it seems related to a painful event, loss, or change. Seek help as soon as possible by contacting a mental health professional or by calling Careline at **1-800-266-HELP (4357)** if you or someone you know exhibits any of the following signs:

- Talking about wanting to die or to kill oneself.
- Looking for a way to kill oneself, such as searching online or buying a gun.
- Talking about feeling hopeless or having no reason to live.
- Talking about feeling trapped or in unbearable pain.
- Talking about being a burden to others.
- New or increased use of alcohol or drugs.
- Acting anxious or agitated.
- Behaving recklessly or taking more risks than usual.
- Sleeping too little or too much.
- Withdrawing or feeling isolated.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.

(from the National Suicide Prevention Lifeline)

Know the Signs of Suicide: IS PATH WARM?

I	Ideation
S	Substance Abuse
P	Purposelessness
A	Anxiety
T	Trapped
H	Hopelessness
W	Withdrawal
A	Anger
R	Recklessness
M	Mood Changes

www.stopsuicidealaska.org

(from the American Association of Suicidology)

Suicide Prevention Resources – Where to Get Help

Alaska

Careline	1-877-266-4357	24/7 crisis line
	www.carelinealaska.com	
SEARHC	1-877-294-0074	24/7 help line
Identity, Inc.	907-258-4777 (ANC)	GLBTQ help line
	1-888-901-9876 (statewide)	

National

Suicide Prevention Lifeline 1-800-273-8255
Press 1 for Veterans Crisis Line
www.suicidepreventionlifeline.org

The Trevor Project 1-866-488-7386
GLBTQ crisis hotline
www.thetrevorproject.org

Appendix B – Bibliography and Resources

Bibliography

Consensus Statement on Youth Suicide by Firearms, American Association of Suicidology Youth Suicide by Firearms Taskforce (1998)
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"An Outcome Evaluation of the SOS Suicide Prevention Program," R. Aseltine, Jr. and R. Demartino, *American Journal of Public Health* (March, 2004)
Alaska Suicide Follow-back Study, Alaska Injury Prevention Center (2007)
Alaska Suicide Hospitalizations 2001-2002, Alaska Injury Prevention Center (2005)
Alaska Violent Death Reporting System Report, 2003–2008 (August 2011)
Developing a Stigma Reduction Initiative, U.S. Department of Health and Human Services (SAMHSA Pub. No. SMA-4176, 2006)
Making a Difference, An Impact Study of Big Borthers Big Sisters, Public/Private Ventures (1995, 2000 re-issue)
Mending the Net: Suicide Prevention in Alaska, Statewide Suicide Prevention Council Annual Report FY2010 (2011)
"Promoting Individual, Family, and Community Connectedness to Prevent Suicidal Behavior," Centers for Disease Control and Prevention
"Protective and Damaging Effects of Mediators of Stress," B.S. McEwen and T. Seeman, *Annals of the New York Academy of Science*, 896:31 (1999)
"Suicide and Suicide Risk in Lesbian, Gay, Bisexual, and Transgender Populations: Review and Recommendations," A.P. Haas et al., *Journal of Homesexuality* (Jan. 2011)
Suicide: Psychological Autopsy, A Research Tool for Prevention, INSERM Collective Expert Reports (2005)
Tobacco Prevention and Control in Alaska Annual Report: 2009 Update, Alaska Department of Health and Social Services
Undoing Racism in Public Health: A Blueprint for Action in Urban MCH, D. Barnes-Josiah (2004)

Resources

Alaska Bureau of Vital Statistics (AABVS)
Alaska/National Violent Death Reporting System (NVDRS)
American Association of Suicidology, www.suicidology.org
American Foundation for Suicide Prevention, www.afsp.org
American Indian and Alaska Native National Suicide Prevention Strategic Plan, 2011-2015, Indian Health Service Division of Behavioral Health
Childhood Understanding Behaviors Survey, 2009 (CUBS)
Community Anti-Drug Coalitions of America, www.cadca.org
Behavior Risk Fact Surveillance System, 2009 (BRFSS)
National Registry of Evidence-Based Programs and Practices, www.nrepp.samhsa.gov
National Strategy for Suicide Prevention Goals and Objectives for Action, U.S. Department of Health and Human Services, 2001
Postvention Resource Guide, Alaska Department of Health and Social Services Division of Behavioral Health (2011)
School Climate and Connectedness Survey (SCCS)
Suicide Awareness Voices of Education, www.save.org
Suicide Prevention Resource Center, www.sprc.org
The Trevor Project, www.thetrevorproject.org
Youth Risk Behavior Survey, 2011 (YRBS)

Appendix C - Contact List, 2012

Part of equipping Alaskans to take action and implement *Casting the Net Upstream* is ensuring that you can quickly contact the right person for the specific information you need. This list is provided so that you can do that. Because we know that people change jobs, retire, get promoted and move, the Council will publish an updated contact list with each annual implementation report.

For information about:

Help for a friend in crisis	**Careline** **1-877-266-4357** **National Suicide Prevention Lifeline** **1-800-273-8255**
40 Developmental Assets Alaska ICE	Alaska Association of School Boards www.alaskaice.org
Anchorage United for Youth	Sarah Sledge, United Way of Anchorage (907) 263-3803
ASIST Training	Barbara Franks, Alaska Native Tribal Health Consortium (907) 729-3751
Big Brothers Big Sisters	Anchorage (907) 433-4600 Bethel (907) 543-1496 Fairbanks (907) 452-8110 Haines (907) 766-2151 Homer (907) 235-8391 Hoonah (907) 945-3600 Juneau (907) 586-3350 Ketchikan (907) 247-3350 MatSu (907) 357-2227 Sitka (907) 747-3500
Building Intervention Skills Training	Christopher Cairns, NAMI-Juneau (907) 463-4251
Childhood learning programs	*thread* (800) 278-3723 www.threadalaska.org Association for the Education of Young Children (907) 789-1235
Crisis Intervention Teams	NAMI-Fairbanks (909) 456-4704
Critical Incident Stress Management	Chaplain Bert McQueen, Alaska Police and Fire Chaplains' Ministries (907) 272-3100
Domestic violence shelters	Alaska Network on Domestic Violence and Sexual Assault (907) 586-3650 www.andvsa.org

Drug Take Back/Disposal	Marti Pausback, Akeela, Inc. (907) 565-1214
Facing Foster Care	Amanda Metivier (907) 230-8237
GLBTQ Help/Crisis Lines	Identity, Inc. (Anchorage based help line) Anchorage (907) 258-4777 statewide (888) 901-9876 The Trevor Project (national 24/7 crisis hotline) (866) 488-7386 www.thetrevorproject.org
Gatekeeper Training	James Gallanos, Division of Behavioral Health (907) 465-8536
Gun Locker Programs	Hillary Strayer, Alaska Native Tribal Health Consortium Injury Prevention (907) 907-729-3513
IMPACT (Depression Screening)	Katie Baldwin-Johnson, Alaska Mental Health Trust Authority (907) 269-7960
Jason Foundation, Inc.	Ann Shaack, Northstar Behavioral Health (907) 264-4304
Lead the Change	Amanda Murdoch, Southcentral Foundation Dena'a Yeets Program (907) 729-4923
Means Restriction	Hillary Strayer, Alaska Native Tribal Health Consortium Injury Prevention (907) 907-729-3513 Means Matter, Harvard School of Public Health (617) 432-0085
Mental Health First Aid	Jill Ramsey, Trust Training Cooperative (907) 264-6228
Mental Health Services	Lance Brown, Alaska Mental Health Board (907) 465-8920
Parenting Supports	Alaska Youth and Family Network (907) 770-4979 Association for the Education of Young Children (907) 789-1235
Peer Support Programs	Michelle Woods, Northwest Arctic Borough School District mjwoods@nwarctic.org Robyn Priest, Alaska Peer Support Consortium (907) 258-2772 Katie Baldwin-Johnson, Alaska Mental Health Trust Authority (907) 269-7960 Yvonne Jacobson, Division of Behavioral Health (907) 269-2051
Qunasvik Program	Dr. Stacy Rasmus, Center for Alaska Native Health Research (907) 474-7352

Rural Primary Care Suicide Prevention Toolkit	Margaret West, Suicide Prevention Resource Center (206) 362-2179 *To order a copy:* Tamara DeHay, Western Interstate Commission for Higher Education tdehay@wiche.edu
safeTALK	Barbara Franks, Alaska Native Tribal Health Consortium (907) 729-3751
School Climate and Connectedness Survey	Lori Klein, Alaska Association of School Boards lklein@aasb.org
Signs of Suicide Programs	Sharon Fishel, Department of Education and Early Development (907) 465-6523
Social Services	Alaska 211 (for information, referrals) 2-1-1
StopSuicideAlaska.org	Thomas Chard, Alaska Mental Health Board & Advisory Board on Alcoholism and Drug Abuse (907) 465-8920
Substance Abuse Treatment	Lance Brown, Advisory Board on Alcoholism and Drug Abuse (907) 465-8920
Suicide Data	Eric Morrison, Statewide Suicide Prevention Council (907) 465-6518 Hillary Strayer, Alaska Native Tribal Health Consortium Injury Prevention (907) 907-729-3513 Also, go to www.StopSuicideAlaska.org to create your own reports.

Casting the Net Upstream: Promoting Wellness to Prevent Suicide FY 2012-2017

Alaska Statewide Suicide Prevention Council
431 North Franklin Street
Suite 202
Juneau, Alaska 99801
(907) 465-6518
www.stopsuicidealaska.org

January, 2012

This publication was produced by the Statewide Suicide Prevention Council, Department of Health and Social Services. It was web published at no cost, saving an estimated $3.84/copy or $3,840/1,000 copies.

Copies can be downloaded and printed at no cost from http://www.hss.state.ak.us/suicideprevention/.

Recommended citation: Casting the Net Upstream (SSPC, 2012)

SB 170

<TARGET><BILL>SB 170</BILL><SUBJECT>SB 170</SUBJECT><COMM>HEDC27</COMM></TARGET>

IOUSE COMMITTEE REPO'

(7)
Date Referred to Committee: March 5, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 4-2-12

The EDUCATION Committee considered: **SB 170**

SENATE BILL NO. 170
"An Act requiring vocational education counseling in public schools."
SB 170-VOCATIONAL ED. COUNSELING IN SCHOOLS

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____ (_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
MVA
DNR
DPS
REV
DOT
UA

***NEW* FISCAL NOTES**
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero

***PREVIOUS* FISCAL NOTES**

FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED			✓

Signing with recommendations	**Printed Last Name**	**DP**	**DNP**	**NR**	**AM**
	Cissna	✓			
	WILSON	↘		PD	
	Pruitt			✓	
	Seaton	X			
					X
	FEIGE			X	
Chair:	Dick	X			
Chair:					

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB170**
Fiscal Note Number
Publish Date

Identifier (file name) SB170-EED-SSA-2-9-12
Title "An Act requiring vocational education counseling in public schools."
Sponsor Senator Thomas
Requester Senate Education Committee

Dept. Affected Education & Early Development
Appropriation Teaching and Learning Support
Allocation Student & School Achievement
OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Initial version.

Prepared by Cynthia Curran, Director — Phone 465-2857
Division Teaching and Learning Support — Date/Time 2/9/12 8:00 AM
Approved by Mike Hanley — Date 2/9/2012
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB170

Analysis

This is an zero fiscal note. The amendment language in both AS 14.07.020 (a) (19) requires that: "if a school district is unable to provide vocational education and training counseling, the department shall provide additional resources and technical assistance that result in the delivery of the counseling; AS 14.14.090 (11) has similar language that states this training will occur in grades seven, nine, and eleven; if a district is unable to provide this counseling that they shall request the department to provide the resources and technical assistance necessary to deliver the counseling.

Currently web-based career guidance and counseling materials are available to all citizens of the state through the Alaska Commission on Postsecondary Education's support of AKCIS, the Alaska Career Information System. EED staff frequently recommends this resource to district and school personnel who are planning to implement Strategy 1 of the Alaska Career & Technical Education Plan.

In order to ensure this free resource meets the intent of this bill, a review of this available resource by counselors/teachers/advisors would be recommended. This review could include recommendations for specific staff training and identify how students are given sufficient time and guidance to learn its content. This review falls under the scope of allowable expenses under the current federal Career and Technical Education funding.

ALASKA STATE LEGISLATURE

SENATOR JOE THOMAS

Senate Bill 170

"An Act requiring vocational education counseling in public schools."

One of the major functions of public education is to prepare our future workforce. During their school years young people make critical decisions which will ultimately affect their choice of a career later in life. Some young people have a clear idea of what they want to be doing after graduation, but many do not.

The adolescent years in particular are filled with many changes, making it a one of the critical phases of a person's life. If childhood is like traveling down a busy street, seventh grade is the junction. Recent research has specifically targeted the early adolescent years as a crucial point in development. It is a perfect time to introduce realistic career options.

Senate Bill 170 recognizes this junction in a young person's life, and provides for career counseling for every student in seventh, ninth and eleventh grades. Many schools are already offering this for all secondary students, but it should be available to every student in our state. The Department of Education and Early Development already has resources that can be directed toward this important task.

This bill would not prevent schools or districts from providing a more comprehensive program. It sets the minimum standards for career counseling, starting at seventh grade and continuing in ninth and eleventh grades. Seventh grade is when students start making important life choices. Ninth grade is the beginning of high school, when they are choosing courses which will affect their readiness for the workforce. In eleventh grade they are starting to look ahead to high school graduation, and what will come after commencement.

It is vital that we give our children the tools they need to prepare for their future, and to become a productive part of our workforce. SB 170 provides this for our students.

January – May: State Capitol – Juneau, Alaska 99801 – (907) 465-2327 – 1 (800) 336-7383 – Fax (907) 465-5241
June – December: 1292 Sadler Way Ste 203 – Fairbanks, Alaska 99701 – (907) 456-8161 – Fax (907) 456-8163
Senator.Joe.Thomas@legis.state.ak.us

School-Based Career Development: A Synthesis of the Literature

Katherine L. Hughes
and
Melinda Mechur Karp

Institute on Education and the Economy
Teachers College, Columbia University

February 2004

Conclusion and Recommendations

In general, this review of the career guidance and academic counseling literature has produced many positive findings. Meta-analyses have found positive impacts of career guidance. Researchers have found benefits to students of comprehensive guidance programs, career courses, academic counseling and computer-based guidance systems. However, there are also limitations to these interventions and to the research methods studying them.

With regard to comprehensive guidance programs, much more research is needed. The attempts of Lapan, Gysbers and their colleagues to use statewide data to uncover relationships between the implementation of such programs and student outcomes are admirable. However, their research relies on self-report of variables such as student GPA, which would be better reported through transcripts. In addition, it would be useful to have a conceptual model explaining how the different elements of comprehensive guidance programs might impact students' grades and other variables.

Students do seem to benefit, both vocationally and academically, from participation in career courses. In particular, they seem to increase their knowledge of careers and their ability to make career-related decisions. On most career-related measures, students did see increased outcomes when compared with students not enrolled in a career course. In the one study exploring academic measures (Fouad, 1995), participants in a career course did improve academically. However, there is little evidence that any gains—either academic or career-related—are maintained over time.

The few studies on academic counseling or advising showed positive findings. It is interesting that this very common but rather low-profile intervention, helping students

plan their secondary school program, appears to be valuable according to certain academic measures. And the meta-analyses found that, of the different types of career guidance interventions, individual counseling interventions were most effective. This simple planning intervention may help students understand the connections between their goals and the necessary steps to take towards them. Thus this intervention is potentially very effective, but more research is needed.

Computer-assisted career guidance programs appear to contribute to students' career development, according to some career-focused inventories. However, these interventions were very short-term and the research tended to consist solely of pre- and post-test inventories, sometimes administered less than a week apart. As more than one author pointed out, the level of dosage of some of the interventions was quite low. With such small amounts of treatment, it is unclear what long-term benefits students might gain. It is also unclear whether computer-assisted programs alone or in combination with other interventions are most effective. Some have found that computer-based interventions by themselves fail to match outcomes produced in combination with some other intervention (Meier, 1991), while others have found that adding a computer program to a career course produces no additional benefits beyond the course alone (Garis & Niles, 1990).

One limitation found in common to many of the interventions and the research is that they focus on change in students' knowledge, and even more commonly, their attitudes. Students' actual behaviors were a minor focus, as in the studies that examined the effects of career courses on students' later course-taking, or research examining the relationship between academic counseling and later academic achievement. The element

of time was also a weakness in much of the research. Much like a history test that measures what students have learned in a half-semester of a history course, inventories were used to measure the digestion of career information, or a change in an attitude. In most cases no follow-up research was conducted over time to see the lasting nature of any knowledge gain or attitude change, or the relationship of these with actions taken later.

There is general agreement that career development is a desirable part of schooling, and there is evidence that many different types of career guidance interventions are effective, according to the measures chosen. Yet, the research overall does not help us in determining the optimum content of or method of delivery of career guidance. We have reviewed various interventions, but because of the diversity of goals, methods and measures, a clear direction for policy in this area is still unclear. We can, however, recommend the following:

Other career development activities that are more experiential in nature have been found to positively influence such variables as school attendance and completion. Compared to these types of activities, many of the guidance interventions reviewed seem inauthentic and artificial. Until additional research is done, students should engage in a variety of career development activities that complement one another.

Given the finding that career guidance and academic counseling is potentially very effective with middle school students, a greater investment in these activities in the middle schools should be made, and future research should be focused there as well.

Academic counseling appears to be a straightforward and cost-effective way to improve student outcomes. Resources should be targeted to ensure that all middle- and

high-school students have regular conferences with counselors to discuss their current and future academic programs.

Finally, research should focus on exploring the relationships between guidance interventions and positive student behaviors.

SB 199

<TARGET><BILL>SB 199</BILL><SUBJECT>SB 199</SUBJECT><COMM>HEDC27</COMM></TARGET>

HOUSE COMMITTEE REPORT

(7)
Date Referred to Committee: March 5, 2012 **FURTHER REFERRALS: Finance**

Date of Committee Action: 3-26-12

The EDUCATION Committee considered: **SB 199**

SENATE BILL NO. 199
"An Act relating to the vocational and technical instruction funding factor for public school funding."
SB 199-VOCATIONAL EDUCATION FUNDING FACTOR

Recommends it be replaced with [ ] HCS *or* [ ] CS *for* _____ (_____)
For Senate Bills with new title: [ ] Technical Title [ ] New Title: HCR_____ **[ ] Same Title [ ] New Title**

[ ] attach amendments
[ ] add new referral to _____Committee
[ ] Letter of Intent_____Committee

List of Abbrev for Depts.:
ADM
CED
COR
CRT
EED
DEC
DFG
GOV
DHS
LWF
LAW
LEG
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NEW FISCAL NOTES
*FN# is assigned by Chief Clerk's Office

*FN#	List by Dept(s):	Fiscal	Indet.	Zero

PREVIOUS FISCAL NOTES

FN#	List by Dept(s):	Fiscal	Indet.	Zero
1	EED			✓

Signing with recommendations	Printed Last Name	DP	DNP	NR	AM
Shannon McCissna	Cissna	✓			
Peggy Wilson	WILSON	X			
Jamie Pruitt	Pruitt	X			
Paul R. Seaton	Seaton	X			
	Kronquist	X			
Chair:	Dick	X			
Chair:					

Alaska State Legislature

Interim:
716 West 4th Ave.
Anchorage, Alaska 99501
(907) 269-0199

Session:
State Capitol Building
Juneau, Alaska 99801-1182
(907) 465-4945

Senator Kevin Meyer
Senate District O

Senate Bill 199

"An Act relating to the vocational and technical instruction funding factor for public school funding."

Research shows that voc-tech programs have consistently increased graduation rates nationwide and here in Alaska's schools. The ideal high school curriculum needs to incorporate both academic rigor and cutting-edge career preparation. Last year, as Co-Chair of the Senate Education Committee, I helped ensure that SB 84 created a steady, secure stream of funding for vocational-technical programs in Alaska's high schools. The implementation of SB 84, which the Governor signed into law last summer, has been a resounding success in schools across the state. I hear time and again from districts that schools must offer both college-preparatory requirements and challenging professional and technical knowledge grounded in industry standards – and that these courses should be offered and supported in middle school as well.

Now, with Senate Bill 199, districts will have more flexibility in providing technical and other career programs, in high schools *and* middle schools, that focus on hands-on workplace training for jobs that don't necessarily require a college degree. By allowing the funding to be used in 7th and 8th grades, in addition to 9th through 12th grades, we can capture more of the students who are losing interest in their education prior to high school. Not only will these voc-tech programs better engage Alaska's youth and increase our graduation rates, they will also help develop a dynamic and diverse workforce for our state.

FISCAL NOTE

STATE OF ALASKA cost ≠ codes
2012 LEGISLATIVE SESSION

Bill Version **SB199**
Fiscal Note Number
Publish Date

Identifier (file name) SB199-EED-ESS-2-17-12
Title "An Act relating to the vocational and technical instruction funding factor for public school funding."
Sponsor Senator Meyer
Requester Senate Education

Dept. Affected Education & Early Development
Appropriation K-12 Support
Allocation Foundation Program
OMB Component Number 141

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
OPERATING EXPENDITURES	**FY13**	**FY13**	**FY14**	**FY15**	**FY16**	**FY17**	**FY18**
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants, Benefits	0.0		0.0	0.0	0.0	0.0	0.0
Miscellaneous							
TOTAL OPERATING	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF	0.0		0.0	0.0	0.0	0.0	0.0
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

POSITIONS							
Full-time							
Part-time							
Temporary							

CHANGE IN REVENUES							

Estimated SUPPLEMENTAL (FY12) operating costs _____ *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable initial version.

Prepared by Elizabeth Nudelman, Director — Phone 465-8679
Division School Finance & Facilities — Date/Time 2/17/12 4:00 PM
Approved by Mike Hanley — Date 2/17/2012
Commissioner

(Revised 8/17/2011 OMB)

FISCAL NOTE

STATE OF ALASKA **BILL NO.** SB199
2012 LEGISLATIVE SESSION

Analysis

Senate Bill 199 amends the language related to the vocational and technical instruction factor of 1.01 as provided for in the public school funding formula under AS 14.17. This bill would change it from high school to secondary school for the vocational and technical instruction factor.

As defined in AS 14.03.060(b) a secondary school consists of grades seven through 12 or any appropriate combination of grades within this range.